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Faculty Handbook

Georgia Southern University

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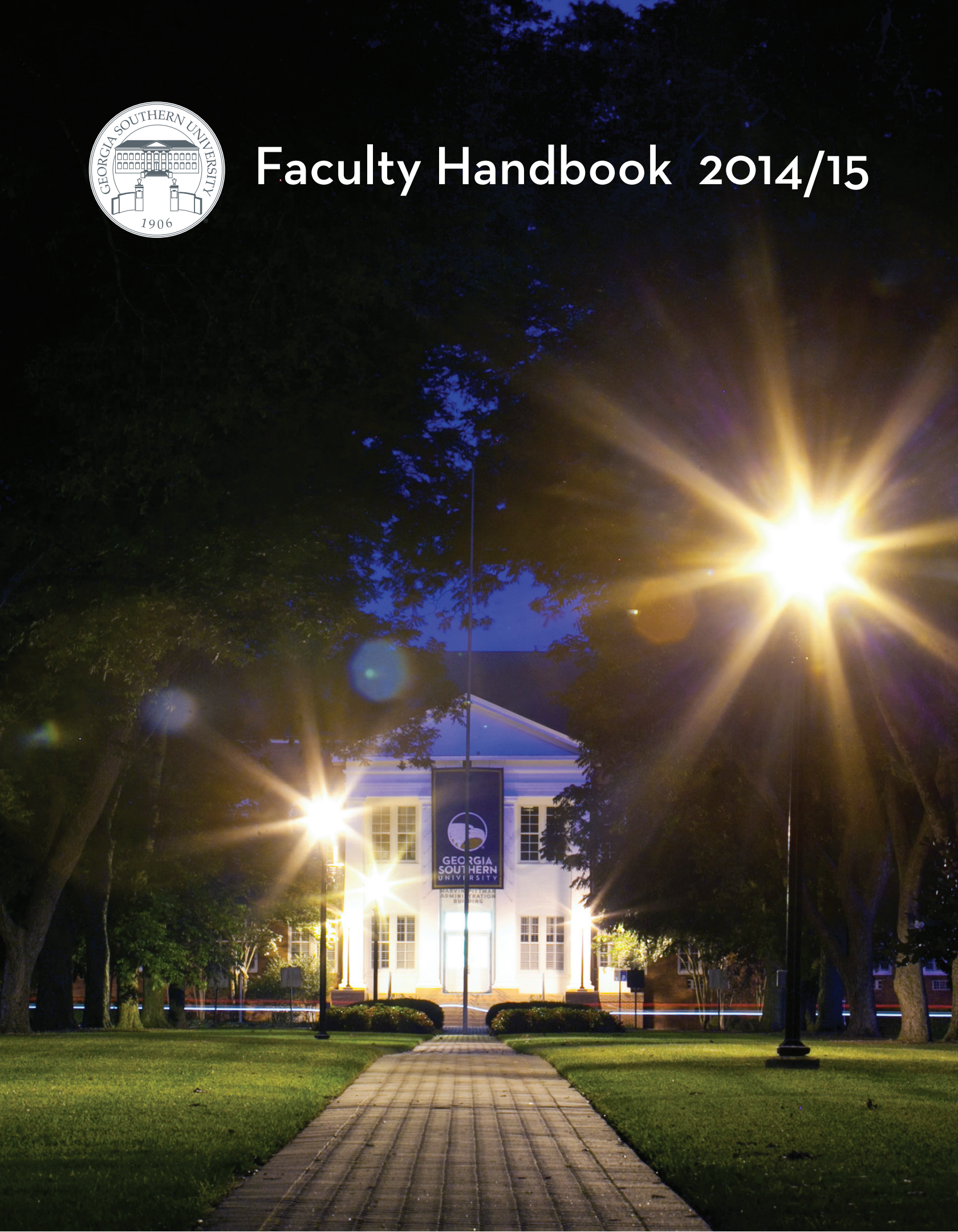
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Faculty Handbook 2014/15





GEORGIA
SOUTHERN
UNIVERSITY

F a c u l t y
H a n d b o o k
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How to Use the *Faculty Handbook*

The *2014-2015 Faculty Handbook* has been revised for your convenience and reference. Throughout this book, the term “department chair” may generally be read to include school directors and school chairs. For the most current information about policies and issues pertaining to Georgia Southern faculty, please visit the University’s web site at <http://www.georgiasouthern.edu/> or the Academic Affairs’ web page at <http://academics.georgiasouthern.edu/provost/>.

While the *Handbook* conveys information about policies and procedures under which we operate at Georgia Southern, the *Handbook* should not be considered an official publication of the Board of Regents of the University System of Georgia, nor should it be construed as the basis of a contract between the faculty member and the institution. In case of any divergence from or conflict with the *Bylaws* or policies of the Board of Regents, the official *Bylaws* and policies of the Board of Regents shall prevail. Changes or corrections should be sent to Dr. Diana Cone, Associate Provost, P.O. Box 8022, or forwarded via electronic mail to dcone@georgiasouthern.edu.

Georgia Southern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialists, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 (<http://www.sacscoc.org>) for questions about the accreditation of Georgia Southern University.

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to the institution and not to the Commission’s office. The Commission should be contacted only if there is evidence that appears to support an institution’s significant non-compliance with a requirement or standard.



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Mission

Georgia Southern University is a public, Carnegie Doctoral/Research university devoted to academic distinction in teaching, scholarship, and service. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University's mission is the faculty's dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the state of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Approved by the Board of Regents, June 2004.

Protected Rights Issues/Equal Opportunity and Title IX Reaffirmation of the University's Affirmative Action and Equal Opportunity Policy

It continues to be the policy of Georgia Southern University to implement equal opportunity for all employees, students, applicants for employment or admission, and participants in any of the University's programs without regard to race, color, sex, sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. Georgia Southern is committed to the fulfillment of this policy which prohibits any employee, student, or patron from unlawfully harassing, threatening, or physically or verbally abusing another individual with the effect of unreasonably interfering with that person's work or academic performance or of creating an intimidating, hostile, or offensive work or academic environment.

As an equal opportunity institution, Georgia Southern is committed to nondiscriminatory practices consistent with federal and state requirements and objectives, including Executive Order 11246, as amended, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act of 1974, Vietnam Era Veterans' Readjustment Act of 1974, as amended, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, and their implementing regulations.

Responsibility for ensuring continued implementation of this policy has been assigned to the Office of Equal Opportunity and Title IX. Any questions regarding the University's policy of equal opportunity should be addressed to the director of Equal Opportunity and Title IX at (912) 478-5136 or TDD (912) 478-0273.

In compliance with the regulations listed above, Georgia Southern does not discriminate against any employee, student, applicant for employment, or applicant for admission in regard to any position for which the individual is qualified. Georgia Southern will provide reasonable accommodation to all employees, applicants for employment, students, and patrons who have physical or mental disabilities.

Georgia Southern will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans.

All university employees are expected to comply with the institution's equal opportunity policy and practices and to demonstrate commitment to the University's equal opportunity objectives. All members of the staff, faculty, and student body are expected to embrace this policy and ensure that the institution's commitment to nondiscrimination is followed and upheld. A copy of the University's Affirmative Action Program is available for inspection in the Office of Equal Opportunity and Title IX (Rosenwald Building, Room 1066).

Anyone who reports what they believe to be discrimination or harassment, or who participates or cooperates in any investigation, will not be subjected to retaliation. Anyone who believes they have been the victim of retaliation for reporting discrimination or harassment or participating or cooperating in an investigation should immediately contact the director of Equal Opportunity and Title IX. Any person found to have retaliated against a person who has participated or cooperated in an investigation will be in violation of this policy and will be subject to disciplinary action. For more information about the procedures for reporting discrimination or retaliation, contact the Office of Equal Opportunity and Title IX at (912) 478-5136 or TDD (912) 478-0273.

Any questions regarding the University's policy of equal opportunity should be addressed to the director of Equal Opportunity and Title IX at (912) 478-5136 or TDD: (912) 478-0273.

102.02

Georgia Southern University Policy Prohibiting Sexual Harassment

Sexual harassment is a form of unlawful discrimination. It violates federal and state laws, Board of Regents' policies, and Georgia Southern University policies, which provide that it shall be an unlawful discriminatory practice for any employer to fail or refuse to hire, or discharge, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment (or academic standing) because of the individual's sex.

It is the policy of Georgia Southern University to prohibit sexual harassment and to respond promptly to all complaints of sexual harassment. This policy extends to all members of the University's student body, faculty and staff, and participants in the University's programs, and applies whether the harasser is a member of the University's student body, faculty, staff, or a provider of service to the University.

Sexual harassment is defined as unwelcome conduct of a sexual nature. Such conduct may include sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Conduct that is severe **or** pervasive enough to create a hostile work or academic environment constitutes one type of sexual harassment. Depending on the severity, it is possible for a single incident to be sufficient to constitute a hostile environment. Employees have a duty to immediately report to the director of Equal Opportunity and Title IX any incidence of sexual harassment unless they are statutorily barred from sharing such information. Students should and employees must report any **unwelcome** conduct of a sexual nature regardless of severity or the number of occurrences so that Georgia Southern can take steps to address harassment before it creates a hostile environment.

Georgia Southern University will conduct a thorough investigation of all complaints of sexual harassment. When a finding is made that sexual harassment has occurred, the University will take appropriate action ranging from informal resolution up to and including termination or dismissal in accordance with the requirements of due process. This policy covers sexual misconduct and stalking, including stalking using any technology.

In order that the University can take corrective measures to end the harassment, persons who feel that they have been subjected to sexual harassment, and persons who may have knowledge of sexual harassment should file a report with the director, Equal Opportunity and Title IX, or any member of the University's administrative staff, such as a vice president, dean, department chair, supervisor, or director. If anyone is unwilling or unable to file a sexual harassment complaint during normal business hours they can file with Public Safety at (912) 478-5234.

Retaliation against a person who participates in a good faith investigation of a sexual harassment complaint is a violation of state and federal laws for which the offender shall be subject to disciplinary action. For more information about the procedures for reporting sexual harassment contact the Office of

Equal Opportunity and Title IX at (912) 478-5136 or TDD (912) 478-0273. Inquiries concerning Title IX may be referred to the Title IX coordinator in the University's Office of Equal Opportunity and Title IX or to the United States Department of Education Office for Civil Rights.

102.03 Affirmative Action Program

An Affirmative Action Program is prepared annually in accordance with Georgia Southern University's obligations arising from Executive Order 11246, as amended, and its implementing regulations 41 C.F.R. Part 60-1 et seq. The Affirmative Action Program also complies with the legal requirements of other federal and state civil rights laws and regulations as they pertain to affirmative action and equal employment opportunity to include: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, and as amended by the Civil Rights Act of 1991; Title IX of the Education Amendments of 1972 of the Higher Education Act; Equal Pay Act of 1963, as amended; Title VII (§ 799A) and Title VIII (§ 845) of the Public Health Service Act, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; and the Age Discrimination Act of 1975 as amended in 1978. This program also includes the affirmative action policies and programs for disabled veterans and veterans of the Vietnam Era as set forth in the Vietnam Era Veterans' Readjustment Assistance Act of 1974, and individuals with disabilities under the Americans with Disabilities Act of 1990.

Georgia Southern is committed to ensuring that all employment-related decisions are made in accordance with the intent and principles of all affirmative action and equal employment opportunity (AA/EEO) legislation.

The Affirmative Action Program is available for inspection by any employee, student, or applicant for employment. The program may be viewed in the Office of Equal Opportunity and Title IX (Rosenwald Building, Room 1066) during normal business hours. Recognizing that equal opportunity can only be achieved through demonstrated leadership and aggressive implementation of a viable program, Georgia Southern's Affirmative Action Program sets forth specific affirmative action and equal opportunity responsibilities for deans, department heads/chairs, directors, supervisors, and all other Georgia Southern employees to create a climate that is conducive to implementing the University's AA/EEO goals. All employees are expected to make every reasonable effort to carry out their affirmative action responsibilities, to demonstrate sensitivity to, and respect for, all other employees, and to demonstrate commitment to the University's affirmative action and equal opportunity objectives. The University's goal continues to be an Affirmative Action/Equal Employment Opportunity Policy which addresses the imbalances in its female and minority workforce relative to the demographics of regional and national labor markets. It is in this context that the University has established both long- and short-term goals to educate its hiring personnel on the nature of AA/EEO, to conduct sensitivity training for the university community, to develop training which facilitates access for females and minorities, and to monitor and evaluate these programs periodically. In the spirit of its commitment to affirmative action, Georgia Southern will continue to implement the goals and objectives outlined in its Affirmative Action Program.

102.04 Policy on Employment of Disabled Veterans and Veterans of the Vietnam Era

Georgia Southern University reaffirms its commitment to the principles of equal employment opportunity for qualified disabled veterans, veterans of the Vietnam era, and Other Covered Veterans. In accordance with the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended; the Veterans Employment Opportunities Act of 1998; and the Veterans Benefits and Health Care Improvement Act of 2000, the University will ensure that all such persons are treated without bias in all employment practices including, but not limited to, employment, promotion, demotion, transfer, recruitment, termination, compensation, and training and development programs. All employment practices and activities, whether provided or conducted by Georgia Southern or by another entity on behalf of Georgia Southern, are conducted on a nondiscriminatory basis. To achieve this, Georgia Southern will take affirmative action to employ and advance in employment qualified Special Disabled Veterans, Veterans of the Vietnam Era, and Other Covered Veterans, and will administer all personnel actions without regard to status as a veteran, and will base all such decisions on valid, job-related requirements. Georgia Southern will ensure that all Special Disabled Veterans, Veterans of the Vietnam Era, and Other Covered Veteran employees and applicants are informed of the contents of its policy statement and that employees and applicants will not be subject to unlawful discrimination for invoking their rights under this policy.

102.05

Americans with Disabilities Act (ADA) Employment Policy

It is the policy and practice of Georgia Southern University to comply fully with the Americans with Disabilities Act and to ensure equal opportunity in employment for all qualified persons with disabilities. Georgia Southern is committed to ensuring nondiscrimination in all terms, conditions, and privileges of employment. All employment practices and activities, whether provided or conducted by Georgia Southern or by another entity on behalf of Georgia Southern, are conducted on a nondiscriminatory basis.

Recruiting, advertising, and job application procedures have been reviewed to provide persons with disabilities meaningful employment opportunities. Applicants needing assistance in completing the search process should contact the associate provost at (912) 478-5258 [TDD: (912) 478-1654] for open faculty positions, or the director of Human Resources at (912) 478-7765 [TDD: (912) 478-0791] for professional/administrative, staff, or student positions.

Pre-employment physical examinations are required only for those positions for which a bona fide job-related physical requirement exists and are given to all persons entering the position only after conditional job offers have been extended. Medical records are kept separate and confidential.

Reasonable accommodation is available to all employees and applicants, and work sites are accessible to the disabled. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as fairness in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. All benefits of employment, whether provided or administered directly by Georgia Southern or another entity on behalf of Georgia Southern, are accessible to all employees without regard to disability. Training, apprenticeship programs, conferences, professional meetings, as well as financial support and leave for such activities are available to all employees without regard to disability. Recreational and social activities sponsored by Georgia Southern are accessible to all employees without regard to disability.

Georgia Southern is also committed to not discriminating against any person who is related to or associated with a person with a disability. Georgia Southern will follow any state law that provides individuals with disabilities greater protection than the Americans with Disabilities Act.

This policy is neither exhaustive nor exclusive. Georgia Southern will take all other actions necessary to ensure equal opportunity for persons with disabilities in accordance with the ADA and applicable federal, state, and local laws.

102.06

Americans with Disabilities Act (ADA) Public Accommodation Policy

It is the policy of Georgia Southern University to ensure reasonable accessibility to qualified persons with disabilities in accordance with the Americans with Disabilities Act to all goods, services, facilities, privileges, advantages, and accommodations provided by the institution either directly or through contractual, licensing, or other arrangements.

Georgia Southern will provide persons with disabilities an equal opportunity to participate in, and benefit from, all of its services without regard to disability. Such accommodation will be provided in the most integrated setting appropriate to the needs of the individual with a qualified disability. Standards, criteria, or methods of administration in the University's operations that screen out, exclude, or discriminate based on disability will not be used by the institution.

Georgia Southern is committed to making reasonable modifications in its policies, practices, and procedures to afford equal opportunity to the goods, facilities, and services which it offers. Where it is reasonably achievable, architectural and communication barriers will be removed. New structures and alterations will comply fully with all accessibility requirements. Auxiliary aids and services, as appropriate to the individual, and required by the ADA, will be provided at no cost.

This policy is neither exhaustive nor exclusive. Georgia Southern will take all other actions necessary to ensure equal opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

Internal Administrative Procedures for Responding to Requests from Employees for Disability-Related Accommodations

As a federal contractor, Georgia Southern University is obligated to make reasonable accommodations for persons with known, qualified disabling conditions unless doing so would impose undue hardship on the University or create a direct threat to the safety of its employees, students, or patrons. Georgia Southern will provide reasonable accommodations tailored to specifically address the requestor's functional limitations to enable the individual to perform the essential functions of his or her job and/or to participate in university-sponsored programs and activities.

Georgia Southern is an Affirmative Action and Equal Employment Opportunity institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. In order for the University to provide a disability-related accommodation to an employee, the employee must complete the Georgia Southern University Employee Reasonable Accommodation Request form. This form is available from a supervisor.

The following procedures are intended to outline the internal institutional process that must be followed by deans, directors, department chairs, managers, and supervisors prior to providing disability-related accommodations to an employee requesting such accommodations.

The employee will be required to self-identify himself or herself as having a disabling condition and must discuss the particulars of the accommodation request with his or her immediate supervisor. It is the responsibility of the supervisor to forward his or her assessment of the request and all documentation related to the request to the appropriate dean or division chair/director for his or her review and discussion of the assessment. Following that process, the dean or division chair/director must forward the documents to the director of Human Resources (for requests from classified employees) or to the associate provost (for requests from faculty employees) for review in consultation with the associate vice president for Legal Affairs and the director of the Student Disabilities Resource Center. Once the University receives a disability-related accommodation request or becomes aware that a qualified employee may need a disability-related accommodation, the University will, to meet its obligations under the ADA, engage in an interactive process with the employee to determine the appropriate course of action and to reach a decision on what, if any, reasonable accommodation(s) will be provided. The University is not required to provide accommodation that will have the effect of eliminating any essential functions of the individual's job; to provide services that are personal in nature, such as a hearing aid or mobility aid; or to lower performance or conduct standards expected of all employees in similar positions.

Procedures

To meet the University's obligation and to ensure that a qualified worker with a disabling condition can perform the essential functions of his or her job, the following procedures must be followed after an immediate supervisor is made aware of the need for a disability-related accommodation.

1. The immediate supervisor will request that the employee complete a Georgia Southern University Employee Reasonable Accommodation Request form. The employee should also submit sufficient documentation to allow for an assessment of the disabling condition under the terms of the Americans with Disabilities Act. The submitted information should describe the limitations imposed by the disabling condition, the impact of the limitations on the individual's ability to perform the essential functions of the job, the accommodation being requested, and how the accommodation will assist the individual in performing the essential functions of the job. Documentation of the disability should be provided by an appropriate health care professional. Copies of the forms can be obtained from the immediate supervisor. The completed form and supporting documentation should be returned to the immediate supervisor who is responsible for forwarding the request to the dean or division chair/director.

Note: The employee should not be asked to disclose the medical basis for the requested accommodation, personal medical information, or specifics about the disabling condition. Information sought should be limited to the specific limitations of the disabling condition and the impact of that condition on the employee's ability to perform the essential functions of the job.

2. The immediate supervisor must complete a written assessment of the request and expediently forward the completed form, other submitted documentation, and his or her written assessment of the accommodation request to his or her dean or division chair/director. The supervisor's assessment should include comments of the impact of the request on the following areas:
 - a) Operations—the impact of the requested accommodation on the department or the University's ability to conduct business;
 - b) Staffing—the impact of the requested accommodation on the department's ability to assign workloads for other employees in an equitable manner; and
 - c) Budget—the impact of the requested accommodation on the department's budget and on the University's financial resources.

Note: Immediate supervisors, deans, department chairs, and other division heads should not deny a request for accommodation.

3. The dean or division chair/director should review the submitted documentation, in consultation with the immediate supervisor, and discuss the assessment completed by the immediate supervisor. The dean or division chair/director must forward the written assessment of the request and the information submitted by the requestor to either the director of Human Resources (for classified employees) or the associate provost (for faculty employees).

Note: Disability-related accommodations and/or commitments of University resources are not authorized until approved by the director of Human Resources or the associate provost following the procedures outlined below.

4. The director of Human Resources or the associate provost is responsible for reviewing and considering, on a case-by-case basis and in light of the essential functions of the employee's job, the merits of the request for disability-related accommodation. The Office of Legal Affairs (OLA) and the Student Disability Resource Center (SRDC) will work collaboratively with the director of Human Resources or the associate provost to complete the review process, including the evaluation of the submitted documentation, a determination of the requestor's satisfaction of the definition of "a qualified individual with a disability" under the ADA guidelines, and an exploration, if necessary, of funding sources for reasonable accommodations. The employee may be required at this time to provide further documentation demonstrating the need for the specific requested accommodation or information about alternative accommodations.
5. If the requestor is deemed to have satisfied the ADA's definition of "a qualified individual with a disability," the associate vice president for Legal Affairs and the director of the Student Disability Resource Center will consider the submitted documentation to determine whether or not the request is reasonable, has the potential to be effective in assisting the employee in completing the essential functions of the job, and whether the request imposes undue hardship on the University. If, after review, the accommodation request is deemed to be reasonable, written approval of the accommodation will be granted and forwarded to the dean or division chair/director with copies to the appropriate vice president, the immediate supervisor, and the employee. If the reviewers feel that the accommodation may present undue hardship to the University, is not likely to be effective, or is otherwise unreasonable, the dean or division chair/director will be advised to consult with the employee and the immediate supervisor to begin an interactive discussion with the employee to identify alternative reasonable accommodations that would be adequate for the employee to perform the essential functions of the job. The director of Human Resources or the associate provost, in consultation with the immediate supervisor, will, if necessary, direct the interactive process with the employee. If no alternatives are identified, or the request will present an undue hardship to the University, or the accommodation may impact the health and safety of the University's employees, students, and patrons, the request will be denied.
6. The director of Human Resources or the associate provost will, after consulting with OLA and SDRC, formulate a final decision on what, if any, accommodations will be provided and will send a written memorandum of that decision to the immediate supervisor. After a decision is reached on the request, the immediate supervisor will provide the employee with

written notice of the determination within 10 business days. If the determination includes the provision of an accommodation, the memorandum will also specify the expected implementation date and the specifics of the accommodation to be provided. If a situation should arise whereby additional time is needed to assess a request or to provide an accommodation, the employee will be notified in writing of the status of the request and the proposed date of determination.

7. If a reasonable accommodation is to be provided, the immediate supervisor will be responsible for implementing that accommodation. If the accommodation request is approved, the department will bear the initial responsibility for funding the accommodation. Requests for assistance with funding should be made to the appropriate vice president who must also approve the recommended accommodations and the funding source(s).
8. Following that review process, supervisors are responsible for ensuring that all documentation related to the request for accommodation is forwarded to the director of Human Resources or the associate provost for retention of the records for a period of five years.
9. Employees who disagree with the accommodations or are dissatisfied with the interactive process can file a complaint with the Office of Equal Opportunity and Title IX.

University Contacts Regarding Requests for Accommodation from Faculty

- Director, Student Disability Resource Center, Tel. (912) 478-1566, TDD: (912) 478-0666
- Associate Provost, Academic Affairs, Tel. (912) 478-5258, TDD: (912) 478-1654
- Director, Office of Equal Opportunity and Title IX, Tel. (912) 478-5136, TDD: (912) 478-0273

102.08

Georgia Southern University Statement of Commitment and Complaint Procedures on Protected Rights Issues

Statement of Commitment

As an equal opportunity institution, Georgia Southern University is committed to nondiscriminatory practices consistent with federal and state requirements and objectives. Georgia Southern affirms its commitment to keeping its workplace free of discrimination and harassment and maintaining an environment that recognizes the inherent worth and dignity of every person. University policy prohibits any employee, student, or patron from harassing, threatening or physically or verbally abusing another individual with the effect of unreasonably interfering with that person's work or academic performance or of creating an intimidating or hostile work or academic environment based on that person's membership in a protected group.

Consistent with the University's commitment to equal opportunity, affirmative action, and academic freedom, unlawful discrimination, harassment, and threatening conduct based on race, color, sex, sexual orientation, national origin, religion, age, veteran status, political affiliation, or disability are prohibited.

This Statement of Commitment is intended to complement the University's Affirmative Action and Equal Opportunity Policy, the Policy Prohibiting Sexual Harassment, the ADA Employment Policy, the ADA Public Accommodation Policy, and the University's Statement on Academic Freedom.

Honoring the Commitment

Any employee, student, or patron who believes he or she has experienced or witnessed discriminatory, harassing, or threatening behavior should report the incident(s) promptly by notifying his/her supervisor, the Office of Equal Opportunity and Title IX, or any member of the University's administration such as a vice president, dean, department chair, supervisor, or director. Students may also notify a faculty member. In the case of violence or the threat of violence, Public Safety (478-5234) or other appropriate local law enforcement agency should be notified immediately.

Supervisors, administrative staff, and members of the faculty shall respond immediately to complaints of discrimination and harassment by notifying Equal Opportunity and Title IX when they receive or otherwise become aware of such complaints. Prompt reporting of complaints is vital to the University's ability to resolve the matter.

The following is the contact information for the Office of Equal Opportunity and Title IX.
Physical Address: Rosenwald Building, Room 1066
Mailing Address: P.O. Box 8035, Statesboro, GA 30460-8035
Telephone: (912) 478.5136 (Voice): (912) 478.0273 (TDD)
Telefax: (912) 478.0197
E-mail: gpgawel@georgiasouthern.edu
URL: <http://services.georgiasouthern.edu/affirmativeaction/>

Honoring the Commitment

The University uses the “preponderance of evidence standard” in its complaint investigations.

Complaint Procedures on Protected Rights Issues

Who Can File a Complaint?

Georgia Southern employees and students, applicants for employment or admission, and participants in any of the University’s programs may file a complaint on the basis of allegations of unlawfully discriminatory, retaliatory, threatening or harassing behavior, or noncompliance with state or federal antidiscrimination laws, or Board of Regents and university antidiscrimination policies. Such complaints may be filed by either a person who alleges that he or she personally suffered as a result of such behavior, or any person who has knowledge that an individual or any specific class of individuals has been subjected to such behavior. Supervisors, administrators, or members of the faculty to whom a report was made are required to forward complaints to the Office of Equal Opportunity and Title IX. The complaint should be initiated as soon as possible to the date when the alleged behavior/action occurred or when the complainant first obtained knowledge of the facts of the allegation.

How Will the Complaint be Handled?

The Office of Equal Opportunity and Title IX is responsible for ensuring compliance with the University’s Affirmative Action and Equal Opportunity Policy and will, as appropriate, receive and investigate complaints alleging unlawful discrimination, retaliation or harassment, or failure to comply with state or federal antidiscrimination laws, or Board of Regents and university antidiscrimination policies. All complaints alleging discrimination, including sexual harassment shall be filed with Equal Opportunity and Title IX.

Complaints will be investigated in a manner that protects the confidentiality of the parties and the facts of the case to the extent allowed by applicable law, including the Georgia Open Records Act and the Family Educational Rights and Privacy Act (FERPA). A record of each complaint and subsequent related actions, including all information required for compliance, will be maintained in the Office of Equal Opportunity and Title IX.

When authorized by the President, the appropriate vice president, or the associate vice president of Legal Affairs, the director of Equal Opportunity and Title IX will initiate a fact-finding process and will explore whether Alternative Dispute Resolution (ADR) could be used to resolve the complaint. Attempts will be made to resolve the complaint at the lowest level possible and to engage in ADR before initiating the investigative procedures if appropriate. At the determination of the director of Equal Opportunity and Title IX, ADR may also be introduced at other stages in an investigation if agreed to by both parties to the complaint.

The Office of Equal Opportunity and Title IX may, at its discretion, and on the basis of the circumstances of the particular allegation, appoint a panel of employees to investigate complaints. When constituted, such panels will be provided with information about the applicable laws and policies and training on the investigative procedures. The director of Equal Opportunity and Title IX or his/her designee will serve as the chair of all investigative panels.

The University reserves the right to charge the Office of Equal Opportunity and Title IX with conducting an investigation of a complaint even when no formal complaint has been filed or when a filed complaint is subsequently withdrawn by the complainant.

What is Alternative Dispute Resolution?

Georgia Southern offers mediation, a form of ADR, as a means of resolving conflicts that are within the power of the parties to resolve, such as when the facts of the allegation are not in dispute. In mediation, the two parties negotiate their differences in the presence of a neutral third party who acts as a facilitator. Mediation is voluntary and agreements reached are binding only by choice of the two parties.

Disputing parties are encouraged to resolve their differences at the level nearest their origin, and in a timely manner. Additional information about ADR can be obtained from the Department of Human Resources.

Although most cases do not lend themselves to mediation, in those cases that are appropriate for mediation, the director of Equal Opportunity and Title IX, or his/her designee will discuss the possibility of using mediation with the complainant and the respondent. If both parties agree to mediation and to share confidential information with the mediator, the director of Equal Opportunity and Title IX will contact the director of Human Resources so that arrangements can be made to initiate the process as per established procedures.

What Happens If ADR is Not Appropriate?

In most cases where mediation is not appropriate or does not generate a satisfactory resolution, the director of Equal Opportunity and Title IX will notify the President, the appropriate vice president, or the associate vice president of Legal Affairs of the allegations raised in the complaint within seven business days of the receipt of the complaint or of the notification of an unsuccessful mediation attempt. The President, vice president, or associate vice president of Legal Affairs will then choose one of the following courses of action:

- a. authorize the director of Equal Opportunity and Title IX to initiate the investigative procedures;
- b. with authorization from the President, conduct his/her own investigation independently of the Office of Equal Opportunity and Title IX; or
- c. discuss and resolve the allegation without a formal investigation.

If the President, vice president, or associate vice president of Legal Affairs elects the first option, the director of Equal Opportunity and Title IX will begin an investigation within seven business days of that election. In all cases, the director of Equal Opportunity and Title IX, or his/her designee, will serve as a fact finder and will have authority to recommend, but not initiate or implement disciplinary action.

What are the Investigative Procedures?

Upon initiation of the investigative procedures, the complainant will be asked to complete the complaint form to be signed by the complainant and the director of Equal Opportunity and Title IX or his/her designee. A copy of the completed form will be provided to the complainant. A complainant who is unable to put a complaint in writing will be assisted in the process by the director of Equal Opportunity and Title IX.

The respondent will be notified of the specific nature of the charges, and the applicable state and federal laws, Board of Regents policies, or university policies he or she is alleged to have violated. The complainant and the respondent(s) will be interviewed separately by the director of Equal Opportunity and Title IX, or his/her designee, during which time they should present any information that supports their respective positions. The director of Equal Opportunity and Title IX, or his/her designee, may interview other individuals to provide additional information. Witnesses named by either the respondent or the complainant, and others deemed to have information relevant to the charges, may be interviewed in the attempt to discover the facts related to the charge.

Following the conclusion of a formal investigation, the director of Equal Opportunity and Title IX will prepare a written report to be forwarded to the President or the appropriate vice president within 30 business days of the conclusion of the fact-finding. The director of Equal Opportunity and Title IX will meet with the President or the appropriate vice president within five business days of the completion of the report to discuss the contents of the report and to respond to any questions he/she may have. The President or vice president will consider the report and the subsequent discussion in making a determination about the complaint. All correspondence to the complainant and the respondent related to the complaint will originate from the President or vice president.

Note: Every effort will be made to adhere to the above time frame unless precluded by such circumstances as the unavailability of one or more of the participants in the investigation process. The complainant will be notified if such delays arise.

What is the Role of the President or the Vice President?

The President or vice president will make a determination of the action to be taken on the basis of the investigative report. He/she may elect to do one of the following:

- a. accept the report as presented;
- b. accept the report in part as incomplete and request that the director of Equal Opportunity and Title IX conduct further fact-finding; or
- c. with the approval of the President, reject the report as incomplete and/or inaccurate and conduct an independent investigation.

Within a reasonable time of the discussion with the director of Equal Opportunity and Title IX about the report, the vice president will notify the complainant, with a copy to the respondent, of the conclusion(s) reached and, if appropriate, any future course of action. If disciplinary action is to be taken, notification of such should be sent to the respondent with no copy to the complainant.

What is the Appeal Procedure?

The decision of the President or vice president will be the final institutional decision. Further appeals, if available, are governed under the policies and bylaws of the Board of Regents of the University System of Georgia.

Policy on Events with Alcohol Service

Georgia Southern University recognizes that members of the campus community and members of the Statesboro-Bulloch County community may wish to have alcoholic beverages served at various events and functions on the University’s campus or other areas under the control of the University. However, the University is firmly committed to allowing alcoholic beverages to be served only at events where it is appropriate to do so in keeping with the academic mission of the University, and only in a manner that is responsible, legal, safe, and in moderation. In accordance with these commitments, the University has adopted this Policy on Events with Alcohol Service.

Exclusions

1. This policy does not apply to the use of alcohol by persons of legal drinking age on the premises of residence halls owned and/or operated by the Department of University Housing, which through its policies promulgates and enforces rules applicable to such circumstances.
2. This policy does not apply to service of alcohol to guests of the President at official university functions.
3. This policy does not apply to the service or use of alcohol at any skybox at Paulson Stadium, which shall be subject to the supervision and control of the persons or businesses entitled to use such skyboxes, or their designees.
4. This policy does not apply to the service or use of alcohol in the Paulson Stadium and other campus parking lots used for “tailgating” activities before and/or after official university (NCAA sanctioned) sporting events, which shall be subject to the supervision and control of the persons hosting any gatherings there.

Procedures

1. All activities relating to the use of alcohol shall comply with all applicable local, state and/or federal laws.
2. No alcohol may be served or used by any person at any time on the campus of the University, or in any area under the control of the University, except as provided in this policy.
3. Notwithstanding any other provision of this policy, no alcohol may be served or used by any person at any time on the campus of the University, or in any area under the control of the University, in any manner that violates state or federal law.
4. The issuance of an Alcohol Service Permit is at the discretion of the appropriate vice president (or person designated by the vice president), who shall consider all relevant circumstances, including but not limited to those listed in this policy. No organization or group has the right to serve alcohol on campus. Rather, an Alcohol Service Permit is a privilege.
5. This policy applies to all areas under the control of Georgia Southern University, whether such areas are owned or leased. This policy also applies to any location which is rented or

reserved by persons acting on behalf of the University, such as hotels or banquet halls used for university events.

6. All venues which host or allow alcohol service events must provide a staff member who will serve as the Event Manager. This person will be the representative of the department or campus entity responsible for the event location and will be listed as such on the Alcohol Service Form. He/she must be present during the entire event and will ensure that all university and location specific policies, guidelines, and procedures are followed.
7. Provided that an Alcohol Service Permit is first obtained from the appropriate vice president (or person designated by that vice president), the service and use of alcohol is permitted in areas temporarily rented, licensed, or occupied by the University pursuant to contract.
8. Campus departments and organizations or off-campus groups or organizations must obtain an Alcohol Service Permit by applying to the vice president (or the person designated by that vice president) in charge of the area in which the event is to occur. Applications must be made on the Alcohol Service Permit form, and all information must be provided. The vice president shall determine whether it is in the best interest of the University for the event to occur and whether to impose any special restrictions thereupon.

A. Event Security

Each event will be handled on a case-by-case basis to determine what level of security is needed, if any. The final determination rests with the appropriate vice president/designee. The vice president may make a determination that the event does not require security. If security is required, the number of officers needed to work the event will be determined by University Police. Staffing is based on several factors to include the type of event, location, times, number of attendees, age of attendees*, etc. Event sponsors will be responsible for all costs for security staffing and any other costs/fees as required.

Understanding that all events will not require security staffing and those that do may not require the same level of staffing, there are three levels of security staffing available to the appropriate vice president.

Level 1

No security staffing needed.

Level 2

Officer(s) will not be assigned to staff the event. However, University police, or other security as approved by the appropriate vice president, will monitor the event and perform random checks of the venue throughout the event to ensure policy compliance.

Level 3

Officer(s) will be assigned to staff the event. The officer(s) will be present for the duration of the event and will assist catering staff with any issues that may develop.

**Due to the opportunity for abuse, it is highly recommended that alcohol service events having attendees under the age of 21 be designated as level 2 or level 3 events.*

University employees working events must be mindful to address and/or report all policy violations to the appropriate manager no matter what level the event. It is imperative that all problems/issues are addressed immediately. If the incident requires a police response, notify the officer working the event. If an officer is not present, the Event Manager should immediately contact University Police or the local police agency having jurisdictional authority over the event location and report the incident.

B. Prohibited Activities

1. No kegs are permitted under any circumstances.
2. No drinking games or other activities that promote excessive use of alcohol are permitted.

C. Event Guidelines

1. The Alcohol Service Permit form shall be used for all events where alcohol will be served. The form must be completed and submitted to the appropriate vice president/designee at the same time the event venue is booked. A minimum of two weeks' (14 days') notice is required to provide ample time for scheduling security and other special restrictions (if necessary). Exceptions may be allowed by the approval of the appropriate vice president/designee; however, these should be the exception not the rule.
2. The customer must identify one person who will be in charge of the event. This person will be responsible for complying with this policy and operating as the organization/sponsor's agent. This person must complete and sign the Alcohol Service Permit form no later than 14 days prior to the event. This person must also agree to be present at the event venue during the entire event and may not consume alcohol.
3. All bar service personnel must be trained in the safe and responsible service of alcohol. Georgia Southern University Catering will provide bar service personnel for all on-campus events as well as any event utilizing their services. No alcohol can be brought into the event.
4. No person shall be served alcohol if he/she is judged to be intoxicated by any bartender, waiter, or the designated responsible person.
5. Appropriate amounts of non-alcoholic beverages and food shall be provided. The customer/event sponsor is responsible for scheduling and paying for non-alcoholic beverages and food through Catering Services.
6. No advertisements used to promote the event, whether printed or broadcast, shall promote the irresponsible use of alcohol in any manner.
7. Alcohol consumption/possession must be restricted to the area reserved for the event.
8. No person shall be served alcohol until they have provided the server with an approved picture identification proving they are 21 years of age or older.
9. Only the customer is allowed to remove surplus alcohol from the premises at the end of the event. Any alcohol left with Georgia Southern Catering over 48 hours will be discarded.
10. The Catering Manager and/or the Event Manager have the authority to stop alcohol service at any time.
11. It is recommended that each location that hosts events where alcohol may be served, compile a set of guidelines to govern events at that specific location. These location specific guidelines should be posted on the applicable university department's web site and be accessible to the public.

The Georgia Southern University Alcohol Service Permit application can be downloaded at:
http://em.georgiasouthern.edu/wp-content/uploads/alcohol_form.pdf.

104 Organizational Structure

104.01 Academic Administration

The President of Georgia Southern University is the executive head of the University and all of its departments and exercises such supervision and direction as promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and the Chancellor. The President is the ex officio chair of the faculty and chair of the Faculty Senate and presides over meetings of both bodies (*Statutes*, Article II).

The Provost and Vice President for Academic Affairs is the chief academic officer of the University, an administrative member of the Faculty Senate, and an ex officio member of the faculty, graduate faculty, and committees charged with considering matters pertaining to the faculty and the

curriculum. The Provost also holds administrative jurisdiction over academic matters and academic personnel and provides leadership in the development of proper academic goals of the institution and its colleges through college and faculty entities. In the absence of the President, the Provost is the presiding officer of all bodies over which the President normally presides (*Statutes*, Article III, § 2).

The chief executive officer of each college is the dean. Each dean is an administrative member of the Faculty Senate and an ex officio member of the faculty. Deans report to the Provost and are responsible for the development and coordination of the programs for their colleges. Deans recommend appointment, reappointment, promotion, tenure, and dismissal of faculty. They also prepare annual reports and budgets for their colleges (*Statutes*, Article III, § 3).

The dean of the Library and University Librarian is an administrative member of the faculty and has charge of the administration of the Zach S. Henderson Library, its materials, and its programs. Professional members of the library's staff hold faculty rank and have representation in the Faculty Senate. With the recommendation of the Library Committee, the University Librarian appropriates budgets to departments and is responsible for the proper administration of those and all library allocations (*Statutes*, Article III, § 4).

The dean of Graduate Studies provides direction and administrative supervision for the Jack N. Averitt College of Graduate Studies. The dean of Graduate Studies is responsible for providing academic leadership towards graduate teaching; integration of research and scholarly activity; graduate degree-granting functions of the academic colleges; and coordinating graduate initiatives with internal and external stakeholders to ensure efficient functioning of all aspects of the graduate education enterprise. The associate dean of Graduate Studies reports to the dean and provides academic and administrative support for the college and assists graduate students with matriculation and progression.

Department chairs, school chairs, and school directors are terms used to describe the heads of units who have direct supervision over faculty. The chair or director is appointed by the President after consultation with the appropriate faculty, the dean of the college, and the Provost. The chair or director represents the department or school in all official communications and is responsible for the general direction of the work of the department or school; the quality of instruction; the coordination of instruction; the preparation of a budget; the advisement of students who are majoring in the department; and the recommendation for appointment, promotion, tenure, dismissal, and salary increases (*Statutes*, Article VI, § 2).

104.02 Nonacademic Administrative Officers

Nonacademic administrative officers are those who report directly to the President (with the exception of the Provost) or to the Vice President for Business and Finance, the Vice President for Government Affairs and Community Engagement, the Vice President for Information Technology and Chief Information Officer, the Vice President for Research and Economic Development, the Vice President for Student Affairs and Enrollment Management, and the Vice President for University Advancement.

The Vice President for Business and Finance, an ex officio member of the faculty, is responsible for the business administration and physical property of the University. Administrators who report directly are the Senior Associate Vice President for Finance, the Chief of Police, and the associate vice presidents of Auxiliary Services, Human Resources, and Physical Plant (*Statutes*, Article VII).

The Vice President for Government Relations and Community Engagement, an ex officio member of the faculty, serves as an advocate for Georgia Southern University in the state legislature and Governor's Office. The position includes liaison with the federal legislative delegation as well. The vice president also serves as a catalyst for casting a new role for the University in state and community engagement activities, including working closely with the Governor's Office, the Georgia Department of Economic Development, and other state and regional agencies as the University's legislative liaison.

The Vice President for Information Technology and Chief Information Officer is responsible for providing leadership and direction for the University's computer/system infrastructure and oversight for operational functions encompassing systems acquisition, system support and maintenance, networking, campus-level web page development, second-level management, and direction of all Information Technology Services activities as they interface with other systems in the University.

The Vice President for Research and Economic Development has overall administrative responsibility for developing, coordinating, and stimulating research and creative activities at Georgia Southern University; for enhancing external funding; and for ensuring compliance with all applicable laws and regulations. The vice president represents and advocates for the Georgia Southern research enterprise both nationally and internationally; manages the University's portfolio of grants and contracts for external funding to support research and scholarly pursuits; and manages technology transfer functions on behalf of the University. The primary units reporting to the Vice President for Research and Economic Development are the Office of Research Services and Sponsored Programs, the Office of Research Integrity, the Georgia Southern University Research and Service Foundation, the Rural Health Research Institute, and the Institute for Interdisciplinary STEM Education.

The Vice President for Student Affairs and Enrollment Management, an ex officio member of the faculty, is responsible for student support programs and services as well as enrollment services. Administrators who report directly are the associate vice presidents, the dean of students, and the directors of the Academic Success Center, Admissions, Campus Recreation and Intramurals, Counseling Center, Financial Aid, Residence Life, Strategic Research and Analysis, Student Affairs and Enrollment Management Technical Support, Student Leadership and Civic Engagement, and University Housing. Additional departments in the division include Career Services, Educational Opportunity Programs, Fraternity and Sorority Relations, Health Services, Multicultural Student Center, Registrar, Russell Union, Student Activities, Student Conduct, Student Disability Resource Center, and Student Media (*Statutes*, Article VIII).

The Vice President for University Advancement, an ex officio member of the faculty, is responsible for matters pertaining to institutional development, alumni relations, and marketing and communications. She/He is also President of the Georgia Southern University Foundation, the University's 501(c)3 organization which raises private funding in an effort to meet certain educational and institutional needs at Georgia Southern University not addressed by state allocations. (*Statutes*, Article IX).

Several of these officers serve on the President's Cabinet, which provides operational decision making including the operating budget. The President's Cabinet is comprised of the following individuals:

- President
- Provost and Vice President for Academic Affairs
- Vice President for Business and Finance
- Vice President for Government Affairs and Community Engagement
- Vice President for Information Technology and Chief Information Officer
- Vice President for Research and Economic Development
- Vice President for Student Affairs and Enrollment Management
- Vice President for University Advancement

104.03 Evaluation of Administrators

In addition to annual performance appraisals, senior administrators (vice presidents, deans, and directors) undergo in-depth performance review and evaluation every fifth year. In Academic Affairs, the survey portion of this process is carried out for deans, directors, and department chairs annually to provide information for continuous improvement. The review seeks input from subordinates and peers and focuses on the administrator's management and organizational ability, leadership, and progress on the unit's stated goals and objectives.

Periodic Review of Deans

Deans shall undergo a comprehensive performance review every five years. A request for an earlier review may be made if asked for by a minimum of 30% of the college's voting membership (as defined in Article 1, *Section 3*, of the University's *Statutes*—Corps of Instruction). In the fifth year of a dean's tenure, and shortly after the fifth annual evaluation, the Provost shall conduct the performance review.

The performance review will include examination of all responsibilities of the position of dean. The review portfolio will contain at a minimum: the dean's curriculum vitae, summary of the dean's

accomplishments over the last five years, the dean's goals for the upcoming five years, the college faculty's annual evaluations (including electronic evaluations) of the dean, and the Provost's annual evaluations of the dean.

Faculty, staff, and department chairs of the college, and peer deans will be surveyed separately. A copy of the dean's review portfolio will be provided for members of the college to read prior to their participation in the survey. The Provost will also seek input from the Office of University Advancement concerning the dean's fundraising efforts.

At the conclusion of the review, the Provost will provide faculty of the college a written report summarizing the performance review. In addition to the Provost's comments, the report will describe, in general terms, faculty sentiment toward the dean's performance. The Provost will meet with interested faculty to discuss the report. A separate meeting will be similarly held for department chairs.

Approved by the Faculty Senate, June 4, 2013; approved by the President, June 10, 2013.

Periodic Review of Department Chairs

Department chairs shall undergo a thorough performance review every five years. A request for an earlier review may be made if asked for by a minimum of 30% of the department's voting membership (as defined in Article 1, Section 3, of the University's *Statutes*—Corps of Instruction). In the fifth year of a chair's tenure, and as soon as possible after the chair's fifth annual evaluation, the dean of the chair's college shall conduct said review. This review shall include:

1. A review by the department's voting membership of the chair's review portfolio, which shall include at a minimum: the chair's curriculum vitae, the chair's annual reports to the dean, a summary of the chair's accomplishments over the past five years, a summary of the chair's goals for the department for the next five years, the faculty's annual evaluations (including electronic evaluations) of the chair, and the dean's annual evaluations of the chair.
2. A meeting between the dean and the voting membership of the faculty to discuss the job performance of the chair.
3. A vote by the department's voting membership indicating whether they support or not the chair's job performance and including any written comments the faculty wishes to submit.

Voting will be conducted by anonymous ballot at the time of the meeting or by a similar anonymous electronic method. Two members of the department will tabulate votes with the results being presented to department members and the dean. After considering the advisory vote, and following any further consultation between the dean and faculty, the dean will decide if the chair shall continue employment in that role. Whatever the dean decides, he/she will provide to the faculty in writing an explanation of his/her decision.

Approved by the Faculty Senate, February 20, 2013; approved by the President, February 22, 2013.

104.04 Faculty

The university faculty consist of the President, the Provost and other vice presidents, the academic deans, the director of Admissions, the Registrar, the dean of the library and university librarian, and the corps of instruction. The faculty of each undergraduate college consist of the professors, associate professors, assistant professors, instructors, and lecturers. The members of the graduate faculty are appointed by the President on recommendation of the Provost, the dean of Graduate Studies, and the Graduate Committee. It is the responsibility of the faculty in each college to establish entrance requirements, define courses of study, establish requirements for degrees offered in the college, provide guidance and advisement to the students in the college, and adopt regulations to govern its own procedures for the orderly and efficient administration of the college (*Statutes*, Article VI, § D).

The faculty are responsible for regulations affecting academic activities, the general educational policy of the University, the welfare of the faculty, and related matters that maintain and promote the best interest of the faculty and of the University. The representative and legislative agency of the faculty is the Faculty Senate (*Statutes*, Article IV, § 2).

Colleges and Library

Following the attainment of university status in 1990, all schools within Georgia Southern were upgraded to colleges. The eight colleges with their original dates of establishment are as follows: College of Graduate Studies (1968), College of Education (1968), College of Business Administration (1971), College of Health and Human Sciences (1980), College of Liberal Arts and Social Sciences (1994), Allen E. Paulson College of Science and Technology (1994)—renamed College of Science and Mathematics (2012), College of Information Technology (2003)—renamed the Allen E. Paulson College of Engineering and Information Technology (2012), and the Jiann-Ping Hsu College of Public Health (2006). At the undergraduate level, the University offers a general education program to all students through the core curriculum and majors in a wide variety of fields. For a detailed account of the degrees and majors offered to graduate and undergraduate students, see the University's *Catalogs*.

105.01

Jack N. Averitt College of Graduate Studies

The mission of the Jack N. Averitt College of Graduate Studies is to develop, nurture, promote, and sustain graduate programs of the highest quality at Georgia Southern University. The College of Graduate Studies seeks to support graduate students and graduate programs at the highest level, to provide a foundation for university graduate program growth and development, and to support excellence in graduate education and the research and scholarly activities associated with it.

For a comprehensive listing of the graduate programs offered through the Jack N. Averitt College of Graduate Studies, please visit the following link:

<http://cogs.georgiasouthern.edu/admission/all-graduate-programs/>. For program information, contact the college at (912) 478-2647 or visit the web site at <http://cogs.georgiasouthern.edu>. For graduate admissions information, contact the Office of Graduate Admissions at (912) 478-5384 or visit the web site at <http://cogs.georgiasouthern.edu/admission/>.

105.02

College of Education

The College of Education (COE) seeks to provide programs and courses of outstanding quality that prepare “reflective educators for diverse learners.” COE offers undergraduate and graduate programs in a broad spectrum of majors to prepare professionals for careers in education. Degree programs include the Bachelor of Science in Education, Master of Education, Master of Arts in Teaching, Education Specialist, and Doctor of Education. Graduate and undergraduate programs are approved by the Georgia Professional Standards Commission, and the College of Education is accredited by the National Council for Accreditation of Teacher Education. Programs prepare professionals for positions in teaching, curriculum, counseling, school psychology, higher education administration or student services, instructional technology, and educational leadership.

All programs leading to initial certification offered by the College of Education incorporate extensive field components in collaboration with a network of partner schools. Graduates demonstrate high levels of competency in their content knowledge, in their ability to integrate technology for instructional purposes, and in their capacity to impact student learning. As a result, graduates are actively recruited by school systems throughout Georgia and the region.

At the center of COE's programs is a group of highly committed faculty who continually contribute to the renewal of their profession through thoughtful teaching and mentoring, shared research, and responsive service, and who work closely with schools and other community agencies/organizations to improve the quality and context of learning for all students. The college's programs span a wide range of content areas, with program formats that include face-to-face, hybrid, and fully online so that faculty may meet the unique needs of their students. Faculty mentoring is enhanced by two academic student advisement centers: for undergraduate students, the Student Success Center; and for graduate students, the Graduate Academic Services Center. For additional information, visit the college's web site at <http://coe.georgiasouthern.edu>.

105.03

College of Business Administration

The College of Business Administration offers a fully accredited program of instruction leading to degrees in the Bachelor of Business Administration, the Master of Business Administration, the Master of Accounting, the Master of Science in Applied Economics, and the Doctor of Philosophy in Logistics and Supply Chain Management. Additionally, the college offers a Bachelor of Arts in Economics. The

departments of Finance and Economics; Information Systems; Logistics and Supply Chain Management; Management; Marketing; and the School of Accountancy have a full schedule of appropriate courses necessary to support majors.

All undergraduate business students are expected to complete a broad common core background during their first two years of study. These fundamental courses provide an awareness of the economic, social, and human forces that form the environment of business. During the junior and senior years, before becoming specialists in their chosen majors, students complete a sequence of courses designed to cover core business disciplines.

Instructional methods incorporate the latest computer technology. Graduates of the College of Business Administration are actively recruited by the business community.

105.04 College of Health and Human Sciences

The College of Health and Human Sciences houses distinguished, nationally recognized and accredited undergraduate and graduate programs in the School of Human Ecology; the Department of Health and Kinesiology; and the School of Nursing.

The School of Human Ecology offers the B.S. degree with majors in fashion merchandising and apparel design, child and family development, and recreation (accredited by the Council on Accreditation of Parks, Recreation and Tourism—COAPRT); and the B.S. degree with a major in Interior Design (accredited by the Council for Interior Design Accreditation—CIDA).

The Department of Health and Kinesiology offers the B.S. in Kinesiology (B.S.K.) degree with a major in exercise science; the B.S. in Athletic Training (B.S.A.T.—accredited by the Commission on Accreditation of Athletic Training Programs—CAATE); the B.S. degree with a major in nutrition and food science (accredited by the Commission on Accreditation for Dietetics Education—CADE); the B.S. degree with a major in sport management; and supports the health and physical education major (NCATE accredited) leading to teacher certification. The department also offers a graduate program—the M.S. degree with a major in kinesiology, including tracks in sport psychology, athletic training, exercise physiology, sports nutrition, physical education (online track available), and coaching education (online); and an M.S. degree with a major in sport management (online).

The School of Nursing offers fully accredited programs leading to the B.S.N., the M.S.N., and the D.N.P. Undergraduate options include Pre-Licensure B.S.N., L.P.N.-B.S.N., and R.N.-B.S.N. programs. Graduate options within the M.S.N. program include a nurse practitioner major with a track in family nurse practitioner and a clinical nurse specialist major with a track in community health clinical nurse specialist. Post-master certificate options in the aforementioned areas are also available. The Doctor of Nursing Practice (D.N.P.) is offered as a B.S.N.-D.N.P. or a post-master's program. The D.N.P. is an online degree offering as is the RN-BSN.

Additionally, the college houses the Child Development Center, the Coaching Education Outreach Program, the Rural Nursing Outreach Center, the Magnolia Coastlands Area Health Education Center (MCAHEC), and the College of Health and Human Sciences Student Services Center.

105.05 Jiann-Ping Hsu College of Public Health

The Jiann-Ping Hsu College of Public Health was created January 1, 2006. The mission of the college is to enhance health and eliminate health disparities of rural and underserved populations in Georgia, the southeastern region, the nation, and the world through excellence in public health workforce development, research, professional service, and community engagement. Establishment of the college was made possible by a generous gift from Dr. Karl E. Peace in memory and honor of his wife, Dr. Jiann-Ping Hsu. The college earned full accreditation from the Council on Education for Public Health (CEPH) in June 2011.

The Institute of Medicine (IOM) has defined the role of public health as "...the fulfillment of society's interest in assuring the conditions in which people can be healthy" (IOM, 1988). Public health activities focus on improving the health of communities. Public health is also defined as the art and science of promoting health, preventing disease, and prolonging life among human populations; the broad mission of public health is to enhance human health through organized community efforts (Council on Education for Public Health, 1978).

Public Health is a diverse field of practice which embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. It involves the dissemination of reliable information for policy decisions; identifying systemic inequalities and problems; protecting the public's health and safety through education and research; and fostering partnerships with individuals, communities, and organizations to promote health. Though public health involves the knowledge and application of many disciplines in its research, teaching, service, and practice activities, the following have been identified as fundamental, core areas to the practice of public health:

- *Biostatistics*—collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;
- *Environmental Health Sciences*—environmental factors including biological, physical, and chemical factors that affect the health of a community;
- *Epidemiology*—distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;
- *Health Services Administration*—planning, organization, administration, management, evaluation, and policy analysis of health and public health programs; and
- *Community Health Education/Social and Behavioral Sciences*—concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

The teaching, research, and service activities of the Jiann-Ping Hsu College of Public Health are grounded in these core public health knowledge areas. The college's goals for workforce development, community-based research, and community-based service help faculty focus their efforts on cross disciplinary projects that build on the synergistic effects of the core knowledge areas.

Public health is concerned with protecting the health of communities, both small and large. Public health professionals focus on building assets and preventing problems from happening or re-occurring through implementing educational programs, developing policies, administering services, and conducting research in concert with, but in contrast to, clinical health professionals (e.g., physicians and nurses) who focus primarily on treating individuals after they become sick or injured. No matter what form public health assumes, its goal is always the same: to improve the quality of life of individuals, families, and communities by focusing on prevention, promotion, and protection.

This public health model encompasses three core functions: a) assessing and monitoring the health of communities and at-risk populations to identify health problems and establish priorities; b) formulating public policies in collaboration with community and government leaders designed to prioritize and solve local and national health problems; and c) assuring that all populations have access to appropriate and cost-effective health care, including health promotion and disease prevention services, and evaluating the effectiveness of the care.

The Jiann-Ping Hsu College of Public Health offers a Bachelor of Science in Health Sciences (B.S.H.S.) degree with a major in Health Education and Promotion; the Master of Public Health (M.P.H.) degree with program concentrations in Biostatistics, Community Health, Epidemiology, Environmental Health Sciences, and Health Policy and Management; and the Master of Healthcare Administration (M.H.A.) degree. In addition, the Doctor of Public Health (Dr.P.H.) is also offered, with program concentrations in Biostatistics, Community Health Behavior and Education, and Public Health Leadership.

The continued development, governance and decision making of the Jiann-Ping Hsu College of Public Health is guided by a core set of values and focused vision, mission, goals and objectives. The Jiann-Ping Hsu College of Public Health prides itself on being a learning organization. The dean, associate dean of academic affairs, coordinator of student services, and director of the Office of Public Health Practice work collaboratively with the faculty to continue moving the college toward meeting its goals and objectives. These governance structures and development processes are further supported by a strong Public Health Practice Advisory Board and a Dean's Student Advisory Board both of which keep faculty grounded in their shared goals. The Jiann-Ping Hsu College of Public Health faculty and students are engaged in an ever increasing amount of externally funded research and public health service. To help

facilitate and guide the research and service, the college is supported by a Biosafety Level 1-3 Laboratories and three centers.

The Karl E. Peace Center for Biostatistics and Survey Research functions as a focal point for securing external funding on biostatistical research and service. Through this center, the faculty members in Biostatistics provide ongoing consultation and training to support excellence in research for the campus and region.

The Center for Rural Health and Research serves as a focal point for the improvement of health status and quality of life of individuals in rural Georgia by creating successful partnerships with community organizations, faculty, and students. The center has been engaged in a number of externally funded evaluation projects for programs serving rural and underserved populations in Georgia. Projects completed include implementation and evaluation of health promotion programs, perinatal health programs, community development efforts, and emergency preparedness projects.

The Center for Addiction and Recovery promotes the development and implementation of best practices for promoting the academic success of students in recovery. The center develops and evaluates approaches, policies, and interventions at Georgia Southern University. Faculty members are devoted to excellence in teaching, research, public health practice, and service. Students gain valuable insight, experience, and skills that will contribute to their success as the future public health workforce.

For more information, visit <http://jphcoph.georgiasouthern.edu>.

105.06

Allen E. Paulson College of Engineering and Information Technology

The mission of the Allen E. Paulson (AEP) College of Engineering and Information Technology is to “maintain a dynamic and evolutionary environment of excellence in teaching, research, and service in which students, faculty, and staff can achieve their professional goals.” To that end, the college “will foster student-centric professional learning experiences utilizing advanced technologies applied with state-of-the-art equipment, inspire innovation and invention, encourage sustainability, and technically and economically enrich our communities and societies.”

The AEP College of Engineering and Information Technology comprises five departments offering two graduate certificates, nine undergraduate degrees and two graduate degrees—of which two programs are fully online: Civil Engineering and Construction Management (B.S. in Civil Engineering, B.S. in Civil Engineering Technology, B.S. in Construction Management); Computer Sciences (B.S. with a major in Computer Science, M.S. with a major in Computer Science); Electrical Engineering (B.S. in Electrical Engineering, B.S. in Electrical Engineering Technology); Information Technology (B.S. in Information Technology—WebBSIT); and Mechanical Engineering (B.S. in Mechanical Engineering, B.S. in Mechanical Engineering Technology). The M.S. with a major in Computer Science and the WebBSIT are offered fully online. The college also offers an M.S. in Applied Engineering with concentrations in engineering management, information technology, mechatronics, and renewable energy. Finally, students may earn graduate certificates in Engineering and Manufacturing Management and Occupational Safety and Environmental Compliance.

The college accepts students to and from the Regents Engineering Transfer Program, which allows students to complete the first two years of their engineering education at many of the University System of Georgia’s campuses and then transfer to one of the three University System campuses that offer engineering degrees to complete their degree.

The AEP College of Engineering and Information Technology prides itself on its application-based curriculum which prepares students for careers in engineering and information technology. The college has a dynamic program of experiential learning through internships and co-operative programs throughout the state that complement and provide hands-on application of knowledge gained in the classroom.

105.07

College of Liberal Arts and Social Sciences

The college is committed to preparing graduates who view their education not as an end in itself, but as the foundation upon which to build lives of purpose, civility, and integrity. The college strives to foster respect for all the liberal arts and social sciences as civilizing and unifying forces in a world of change and growing diversity. Besides imparting a broad knowledge base, College of Liberal Arts and

Social Sciences (CLASS) faculty involve their students in an array of individual and collaborative learning opportunities designed to make them strongly competitive in a global economy. The College of Liberal Arts and Social Sciences prepares students to achieve academic excellence, develop their analytical skills, enhance their creativity, and embrace their responsibilities as citizens of their communities, their nations, and the world. CLASS houses 11 departments in the humanities, social sciences, and fine arts plus several interdisciplinary centers and programs with over 300 faculty and staff. CLASS offers 25 baccalaureate degrees, eight masters' degrees, and one doctorate.

105.08 College of Science and Mathematics

The College of Science and Mathematics at Georgia Southern University is a diverse community of teachers-scholars, students, alumni, and friends engaged in the discovery, application, integration, and transformation of scientific and mathematical knowledge. Reflecting the best practices of its disciplines, the college provides undergraduate and graduate students with a challenging education that is research-based and promotes lifelong learning and stewardship for the benefit of the human and natural resources of Georgia, the nation, and the world.

The college prepares students in baccalaureate majors and master's programs offered through the following academic units: Biology, Chemistry, Geology and Geography, Mathematical Sciences, and Physics. Available majors include biology, chemistry, geography, geology, mathematics, and physics. Minors are available in biology, chemistry, geography, geographic information science (GIS), geology, mathematics, military science, and physics. The college also supports the University's general education program through extensive offerings in the core curriculum. The Department of Military Science, housed in the college, administers the army ROTC program, leading to commission as a second lieutenant at the time of graduation.

The college promotes interdisciplinary research and outreach opportunities through the Applied Coastal Research Laboratory (at Skidaway Institute of Oceanography), the James H. Oliver, Jr. Institute for Coastal Plain Science, and research interest groups in the following areas: coastal plain science; computational science; materials science; and cancer research.

105.09 Zach S. Henderson Library

The Zach S. Henderson Library is a major academic resource for the campus with extensive collections of academic books and journals, government publications, special book and manuscript collections, and links to networked information resources in various electronic formats. The library is centrally located on campus in a four-story building originally constructed in 1975. During fall and spring semesters, the library offers the most extensive operating schedule of any academic library in the state of Georgia—143 hours per week.

The library collects material in all formats of recorded knowledge which are relevant to the University's curricula. The library's collections contain more than 630,000 bound volumes shelved according to the Library of Congress classification system, over 896,000 microform units, and more than 766,000 government documents shelved according to the Superintendent of Documents classification system. The library maintains subscriptions to almost 40,000 electronic and paper periodical titles and databases. Many databases are provided by the GALILEO project of the University System of Georgia. The library's web-based catalog (<https://gil.georgiasouthern.edu>) provides information about the collection including: circulation status of books, videos, government documents and other materials; journal holdings with links to electronic resources; links to e-reserves; and new acquisitions.

Research materials not owned by the library are available through two services—GIL Express and Interlibrary Loan. Three million book titles are available due to the GIL Express initiative of the University System of Georgia via the University System of Georgia universal catalog (<https://giluc.usg.edu>). These books can be requested online and received within four days. Also available from the library's homepage is the interlibrary loan form for requesting books, journal articles, and other materials by supplying a complete citation. These items are usually received within three to 10 days.

The library is responsible for a large collection of publications from U.S. and Georgia government agencies. Federal and state of Georgia publications are included in the library's online catalog. As a depository of government publications, the library has a special responsibility to make those publications available to the general public. The library also makes microcomputers available for public

use. These computers provide many standard software applications, such as word processing, spreadsheets, database management, programming languages, and graphical design. Other software more directly related to specific curriculum-based needs for designated courses are also available. Curriculum-based software is provided to the library by the department whose program the software is supplementing. All of the library's publicly accessible microcomputers are linked to the Internet through high-speed network connections.

The functional areas of the library are organized into the following departments:

- Access Services
- Collection and Resource Services
- Information Services
- Systems

Access Services is responsible for circulation transactions, the book and periodical reshelving operation, interlibrary loan and document delivery (including off-campus library delivery services), GIL Express, academic reserves, audiovisual services, photocopier maintenance, Overnight Service, and building security.

Collection and Resource Services (CRS) is responsible for the selecting, ordering, paying, cataloging, binding, and processing of all purchased and gift materials (except for government documents) that are added to the library's collections. Each academic department selects a departmental library representative to work in close cooperation with CRS to see that books that support university curricula are received upon their publication through the approval plan program. The representative also funnels requests for materials to be ordered and added to the library's collection from faculty to CRS. Special Collections is a unit of CRS and responsible for preserving and making available the library's manuscript and rare book holdings. No materials circulate, but the department is eager to assist original research and to answer inquiries. Manuscript holdings include the papers of eminent people who lived in the Wiregrass region as well as those of past Georgia Southern faculty members in a number of fields (e.g., art, biology, English, history, home economics). Manuscript holdings may be searched on the Special Collections web page. All rare books are accessed through the online catalog.

Information Services is responsible for assisting users with the information resources of the library in both print and electronic formats. This department maintains a large set of electronic databases, supervises a traditional collection of reference books and periodical indexes, and maintains the federal and state documents collection. Information Services librarians are on duty at the reference desk to assist users with these collections and to answer general questions about the library. The librarians also offer workshops on library and computer skills and are available to provide instruction to any university class. That instruction will be tailored to the research and computer needs of that particular class. The librarians also consult with students and faculty members on an individual basis.

Systems is responsible for installing and maintaining the computers and software in the library. This function includes public computers and the computers used by library staff to perform the operating functions of the library such as checking out books, ordering and cataloging materials, and using the online catalog.

Digital Commons@Georgia Southern is an open access digital collection whose purpose is to collect and disseminate the intellectual and creative output of the University's faculty, staff, and students. Contributions come from all over campus and include theses/dissertations, conference proceedings, research publications, brochures, and newsletters. Besides housing the University's scholarship and creative works, Digital Commons has the capacity to publish online journals and manage conferences. The site also hosts SelectedWorks web pages for faculty, which are profiles that highlight faculty publications and achievements. All these features of the repository help to expand the visibility and influence of Georgia Southern University to outside academic communities by making publications more readily available on the open web.

See the "About the Library" section of the library web page for service hours, calendar information, detailed information about services, further contact information, and additional information for faculty. The main web page also provides links to the online catalog and the many databases available to Georgia Southern faculty and students. The library's administration seeks comments and suggestions

concerning any aspect of its operations and collections. The dean of the library is available to meet with members of the academic community to discuss topics ranging from library resources and its collections to other information networks and services. Complete information about the library is available on the library's web page at <http://library.georgiasouthern.edu>.

106

Centers and Institutes

106.01

Policy on Centers and Institutes

Centers A center or bureau (referred to as “center” in this document) provides an organizational base for research, study, or continuing education in an academic area or closely related areas. It often provides a vehicle for interdisciplinary research involving faculty and students as well as collaboration among internal administrative units. A center may facilitate efforts of the University to obtain extramural funding or enhance revenue while providing public services, training, or conducting research of benefit to communities. It serves as a formalized link between the academic community and the professional community in a specified area of focus. A center is not an autonomous structure within the internal statutory organization of the University. It is administratively most often a unit of traditional administrative structures, such as departments, divisions, schools, or colleges. A center is not typically involved in the independent offering of credit courses or degree programs.

Institutes An institute focuses on research, opportunities for interdisciplinary activity, involvement in continuing education activities, efforts to obtain extramural funding, and serves as a link between the academic and professional communities. It is a more formalized structure than a center and may be equivalent to an autonomous unit within the University's internal structure such as a department, division, school, or college. Institutes may be involved in the offering of credit courses and degree programs.

Approval of Centers and Institutes Requests to establish, alter, or deactivate centers shall be made to the Provost by the dean of the college in which the center is located or proposed to be located. For institutes located within or closely linked to colleges, the same procedure shall be followed. In the case of institutes that are not located within a college or similar administrative structure, the request shall be made to the Provost by the director of the institute or other closely-related party. Proposals approved by the Provost shall be submitted to the President of the University for final approval.

Requests to establish centers and institutes shall include a rationale for the establishment of the center/institute, an explanation of the relationship of the proposed center/institute to the University's mission and strategic plan, a statement of the long-term goals and short-term objectives of the center/institute, an outline of the proposed budget with short- and long-term revenue sources and projections, a statement of the relationship of the center/institute to existing faculty resources, a description of how the center/institute fits into the University's strategic plan and the existing organizational structure of the University, along with a copy of the proposed organizational chart, and a description of the process by which the proposal for the center/institute was developed and the names of the key contributors to the proposal.

Requests to make a substantive change (purpose, structure, reporting relationship, activities) to an existing center or institute shall include a rationale for the change, an explanation of how the proposed change will improve the effectiveness of the entity, a description of how the change advances the University's strategic plan, and the budgetary implications of the change.

Requests to deactivate centers/institutes shall include a rationale for the deactivation of the unit, a detailed statement of the financial condition of the center/institute, a prospectus for fulfilling any contractual obligations of the center/institute, and a plan for phasing out the activities of the center/institute, including any recommendations for continuing activities of the deactivated center/institute through other organizational units of the University.

An annual report of approved centers and institutes shall be submitted to the Board of Regents by the Office of the Provost. In addition, the dean or director shall initiate a review of centers and institutes every five years, or upon the recommendation of the Provost, focusing on effectiveness in achieving stated

outcomes and relevance to the institution's strategic plan. Such reviews shall result in recommendations to the Provost of "enhance," "maintain," "reduce," or "eliminate."

Approved by the Faculty Senate February 11, 2002; approved by the President February 14, 2002.

106.02

Centers and Institutes

Bureau of Business Research and Economic Development

Dr. Dominique Halaby, Director
P.O. Box 8153-01
Statesboro, GA 30460-8153-01
(912) 478-2733•FAX: (912) 478-5581
dhalaby@georgiasouthern.edu
<http://www.bbred.org/>

Center for Addiction Recovery

Emily Eisenhart Moore, Director
P.O. Box 8015
Statesboro, GA 30460-8015
(912) 478-2288•FAX: (912) 478-5811
Emily_e_eisenhart@georgiasouthern.edu
<http://jphcoph.georgiasouthern.edu/centers/addiction/welcome>

Center for Africana Studies

Dr. Saba Jallow, Director
P.O. Box 8049
Statesboro, GA 30460-8049
(912) 478-5387•FAX: (912) 478-1596
sjallow@georgiasouthern.edu
<http://academics.georgiasouthern.edu/africana/>

Center for Educational Leadership and Service

Dr. Jason LaFrance, Director
P.O. Box 8131
Statesboro, GA 30460-8131
(912) 478-5642•FAX: (912) 478-7104
jlafrance@georgiasouthern.edu
<http://coe.georgiasouthern.edu/cels/>

Center for Excellence in Financial Services

Edward H. Sibbald, Director
P.O. Box 8151
Statesboro, GA 30460-8151
(912) 478-5061•FAX: (912) 478-1835
ehsibbald@georgiasouthern.edu
<http://coba.georgiasouthern.edu/cefs/>

Center for Forensic Studies in Accounting

Charles Williamson, Director
P.O. Box 8141
Statesboro, GA 30460-8141
(912) 478-5976•FAX: (912) 478-0105
jcwilliamson@georgiasouthern.edu
<http://www.fraudforensicacct.com/>

Center for International Studies

Dr. Jacek Lubecki, Assistant Vice President for Academic Affairs and Director
P.O. Box 8106
Statesboro, GA 30460-8106
(912) 478-0332•FAX: (912) 478-0824
interstd@georgiasouthern.edu
<http://academics.georgiasouthern.edu/international/>

Center for Irish Studies

Dr. Howard Keeley, Director
P.O. Box 8023
Statesboro, GA 30460-8023
(912) 478-5899•FAX: (912) 478-0653
irish@georgiasouthern.edu
<http://class.georgiasouthern.edu/irish/>

Center for Public Health Practices and Research

Russ Toal, Director
P.O. Box 8015
Statesboro, GA 30460-8015
(912) 478-2674•FAX: (912) 478-5811
rtoal@georgiasouthern.edu
<http://jphcoph.georgiasouthern.edu/centers/crhr/welcome>

Center for Retail Studies

Dr. Kathleen H. Gruben, Director
P.O. Box 8154
Statesboro, GA 30460-8154
(912) 478-0348•FAX: (912) 478-1523
kgruben@georgiasouthern.edu
<http://coba.georgiasouthern.edu/crs/>

Center for Sales Excellence

Dr. Linda Mullen, Director
P.O. Box 8154
Statesboro, GA 30460-8154
(912) 478-5437•FAX: (912) 478-1523
lgmullen@georgiasouthern.edu
<http://coba.georgiasouthern.edu/cse/>

Center for Social Gerontology

Dr. Peggy Hargis, Director
P.O. Box 8051
Statesboro, GA 30460-8051
(912) 478-5443•FAX: (912) 478-0703
har_agga@georgiasouthern.edu
<http://class.georgiasouthern.edu/gerontology>

Center for the Study of International Schooling

Dr. Brenda Marina, Director
P.O. Box 8131
Statesboro, GA 30460-8131
(912) 478-5600•FAX: (912) 478-7104
bmarina@georgiasouthern.edu
<http://coe.georgiasouthern.edu/cis/index.html>

Center for Sustainability

Dr. Lissa Leege, Director
P.O. Box 8042
Statesboro, GA 30460-8042
leege@georgiasouthern.edu
<http://cosm.georgiasouthern.edu/sustainability>

Centers for Teaching and Technology

Dr. Rachel Schwartz, Director
P.O. Box 8143
Statesboro, GA 30460-8143
(912) 478-0049•FAX: (912) 478-0099
rschwartz@georgiasouthern.edu
<http://academics.georgiasouthern.edu/ctls/>

Center for Wildlife Education and Lamar Q. Ball, Jr., Raptor Center

Steven M. Hein, Director
P.O. Box 8058
Statesboro, GA 30460-8058
(912) 478-0831•FAX: (912) 478-1779
shein@georgiasouthern.edu
<http://welcome.georgiasouthern.edu/wildlife/>

Child Development Center

Candace Iavarone, Director
P.O. Box 8021
Statesboro, GA 30460-8021
(912) 478-5809•FAX: (912) 478-7087
ciavarone@georgiasouthern.edu
<http://chhs.georgiasouthern.edu/she/cdc/>

Coastal Georgia Center

305 Fahm Street
Savannah, GA 31401
(912) 651-2005•FAX: (912) 644-7901
CoastalGaCtr@georgiasouthern.edu
<http://GeorgiaSouthern.edu/cgc/>

Georgia Center for Educational Renewal

Dr. Alejandro Gallard, Director
P.O. Box 8013
Statesboro, GA 30460-8013
(912) 478-5719•FAX: (912) 478-5093
agallard@georgiasouthern.edu
<http://coe.georgiasouthern.edu/gcer.html>

Institute for Interdisciplinary STEM Education (i²STEM[®])

Dr. Robert Mayes, Director
P.O. Box 8090
Statesboro, GA 30460-8090
(912) 478-2549
mayes@georgiasouthern.edu
<http://research.georgiasouthern.edu/stem/>

James H. Oliver, Jr., Institute for Coastal Plain Science

Dr. Daniel F. Gleason, Director
P.O. Box 8056
Statesboro, GA 30460-8056
(912) 478-5564•FAX: (912) 478-0559
dgleason@georgiasouthern.edu
<http://cosm.georgiasouthern.edu/icps/>

Karl E. Peace Center for Biostatistics and Survey Research

Dr. Hani Samawi, Director
P.O. Box 8015
Statesboro, GA 30460-8015
(912) 478-1345•FAX: (912) 478-5811
hsamawi@georgiasouthern.edu
<http://jphcoph.georgiasouthern.edu/centers/biostatistics/welcome>

National Youth-at-Risk Center

Dr. Eric Landers and Dr. Dan Rea, Directors
P.O. Box 8144
Statesboro, GA 30460-8144
(912) 478-1547
nyarcenter@georgiasouthern.edu
<http://coe.georgiasouthern.edu/nyar/>

Performing Arts Center

847 Plant Drive
Statesboro, GA 30460
(912) 478-7999•FAX: (912) 478-1480
pac@georgiasouthern.edu
<http://academics.georgiasouthern.edu/pac/>

Rural Health Research Institute

Dr. K. Bryant Smalley, Executive Director
P.O. Box 8028
Statesboro, GA 30460-8028
(912) 478-7254•FAX: (912) 478-8649
rhri@georgiasouthern.edu
<http://class.georgiasouthern.edu/rhri/>

Small Business Development Center

Dr. Jason Andrew, Director
P.O. Box 8156
Statesboro, GA 30460-8156
(912) 478-5995•FAX: (912) 478-0648
janderson@georgiasouthern.edu
http://www.sbdc.uga.edu/newsite/index.aspx?page_name=index

Southern Center for Logistics and Intermodal Transportation

Dr. Karl Manrodt, Director
P.O. Box 8154
Statesboro, GA 30460-8154
(912) 478-0588•FAX: (912) 478-1523
kmandrodt@georgiasouthern.edu

University Writing Center
Dr. Michael Pemberton, Director
Forest Drive Building, Room 1119
Statesboro, GA 30460
(912) 478-1413•FAX: (912) 478-1309
michaelp@georgiasouthern.edu
<http://class.georgiasouthern.edu/writing-center/>

107

Academic Units

107.01

University Honors Program

The University Honors Program provides a small college atmosphere in the context of a large comprehensive university. The program is designed to foster the development of a critical sense of inquiry, a spirit of creativity, a global perspective, and an ethic of civic responsibility. A hallmark of the program is the emphasis on bringing ideas to life through undergraduate research, experiential learning, and service-learning opportunities. Honors students have the opportunity to enroll in honors sections of courses which are smaller and more dynamic than the typical class. During the junior and senior years, students develop an honors thesis or capstone project to further deepen their knowledge of their major field. In addition, honors students apply themselves outside of the classroom in at least one experiential learning project each year. Honors courses involve innovative approaches and pedagogies and are open to talented non-honors students where space is available.

Admission to the University Honors Program is competitive and for incoming freshmen requires a minimum SAT score of 1200, or ACT score of 27, and a high school academic grade point average of 3.5. For current Georgia Southern students, admission is competitive—a minimum cumulative GPA of at least 3.3 is required. For more information, call the University Honors Program at (912) 478-7926 or visit the website at <http://academics.georgiasouthern.edu/honors/>.

107.02

Center for International Studies

The Center for International Studies is responsible for administering a variety of international programs and services, including academic and study abroad programming and support for international students. Two degree programs are offered through the center: the B.A. with a major in International Studies and the B.S. with a major in International Trade. Both degrees are designed to provide students with an interdisciplinary background for careers with international organizations, governmental and non-governmental organizations, international businesses, and a wide variety of other agencies and firms in the U.S. and abroad. Minors in International Studies and Latin American Studies along with undergraduate concentrations in Asian Studies, European Studies, and Latin American Studies are also available.

The University System of Georgia's European Council offers the European Union Studies Certificate Program. This program consists of six courses of study for a total of 18 semester hours and completion of an approved study abroad program. The official certificate is awarded by the student's home institution and is indicated on the transcript.

The Global Citizens Certificate program provides students with an opportunity to engage in courses and experiences that have an international component, better preparing them for an increasingly globalized world. This program consists of 15 semester hours of coursework from an approved list, study in a foreign language through at least the second intermediate level, and completion of an approved capstone experience. The certificate is officially awarded and indicated on the student's transcript.

The Georgia Southern University Model United Nations Program selects students each year to participate in a delegation that travels to New York to represent a country or a non-governmental organization in the National Model United Nations. Students learn the complexities of diplomacy and the art of parliamentary procedure, and develop an appreciation for the process of peace through cooperation. Members of the delegation also help plan and conduct several Model United Nations conferences during the course of the year, including one high school conference, two middle school conferences, and an advisors' workshop.

Study abroad and exchange programs are offered in a variety of disciplines and provide many opportunities for students to obtain international experiences. Through its own partnerships and as a member of the International Student Exchange Program, a global consortium of universities, Georgia Southern participates in exchange programs all over the world. These programs allow students to pursue semester or year-long studies in their majors and foreign languages while experiencing the culture of the host country. Students in the College of Education may complete part of their teaching practicum in the United Kingdom. Students may also participate in a variety of summer study abroad programs under the direction of Georgia Southern faculty.

International Student Programs and Services provides advisement and processes documents to help approximately 300 international students and scholars at Georgia Southern maintain their status with the Department of Homeland Security. Other services include orientation, English proficiency testing/placement, and assistance with health insurance coverage. In addition, the Center plans and coordinates programs to foster international understanding both on campus and in the community.

The English Language Program is designed for non-native speakers of English who would like to improve their English language proficiency. The program provides three levels of institutional credit and non-credit classes. Students exiting the program should possess adequate English skills for enrollment in degree programs at the University.

For more information about any of these programs or services, contact the center at (912) 478-0332 or visit the office in the Forest Drive Building, Room 1313.

107.03 The James H. Oliver, Jr., Institute for Coastal Plain Science

The vision of the James H. Oliver, Jr., Institute for Coastal Plain Science (ICPS) is to establish Georgia Southern University as a leader in addressing education, engineering, public health, science, and technology issues relevant to the southeastern coastal plain region of the United States. Research is interdisciplinary in scope and funded by numerous organizations, including the National Institutes of Health, the National Oceanic and Atmospheric Administration, the National Science Foundation, and private industry. The U.S. National Tick Collection, the largest and most important tick collection in the world, is an integral part of the ICPS along with other prominent plant, animal, and fossil collections. Affiliated students, staff, and faculty hold appointments in three colleges: the College of Science and Mathematics, the Allen E. Paulson College of Engineering and Information Technology, and the Jiann-Ping Hsu College of Public Health.

108 Administrative Units

108.01 Office of the Registrar

The Office of the Registrar has the primary responsibility for maintaining the academic records of students and making them available to all other university administrators. The office is responsible for administering registration, reporting grades to students, maintaining and providing transcripts of student records, clearing students for graduation, certifying student enrollment, and handling veterans' affairs. Upon the recommendation of the Academic Standards Committee, the office processes the readmission appeals of students. Subject to the provisions of the Privacy Act, the Office of the Registrar attempts to provide all information needed by faculty to assist in their work with students. For more information, please visit the Office of the Registrar's web site at <http://em.georgiasouthern.edu/registrar/>.

108.02 Division of Continuing Education

The mission of the Division of Continuing Education is to support Georgia Southern University's commitment to advance the state of Georgia and the region through offering a variety of outreach programs as well as Academic Affairs' commitment to extend the learning environment beyond the classroom and promote life success. Guided by these commitments, the Division of Continuing Education serves as the educational liaison between the academic colleges and administrative units at Georgia Southern University and the University's constituents (citizens, companies, governmental units, non-profit agencies, and professional organizations) of the region, state, nation, and world in delivering lifelong learning opportunities and providing Statesboro, Savannah, and the surrounding communities with technologically advanced meeting, classroom, and conference facilities.

Information Technology Services

Information Technology Services (ITS) consists of the following:

- Network and Telecommunications Services—responsible for the University’s data, voice, and video networks, and management of network operations centers;
- Information Security—provides security analysis, security awareness and training, and security direction in relation to Georgia Southern’s information technology environment;
- Technical Services—coordinates technical support services for the University, provides consulting and problem resolution services, software distribution, general support for computers and peripherals, and computer center operations;
- Enterprise Application Services—offers software development and integration services and support for administrative information systems;
- IT-Business and Finance— provides IT consultation and support for the Division of Business and Finance, and Athletics;
- IT-Academic Affairs—provides consultation, administration, and support for instructional technology and academic support information systems through the Center for Academic Technology Support;
- Media Services—provides video pre-post and live production services, media conversion, graphics media development, video project management services, and consulting services;
- IT-Student Affairs—provides IT support, consultation, and administration for the Division of Student Affairs and Enrollment Management; and
- IT-University Advancement—provides consultation and support for the Division of University Advancement.

108.0301 Technology Resources

Georgia Southern faculty have access to a desktop or laptop computer running either Windows or Macintosh OS environments. There is also limited support for Unix environments. University policy requires that all technology purchases must be approved by Information Technology Services. To initiate technology procurement, visit the web at <http://its.georgiasouthern.edu/purchasing/>. The University offers discounted personal computers, software, and peripherals to faculty, staff, and students through the University Computer Store, located in the Information Technology Building. For a list of available software and services, visit <http://its.georgiasouthern.edu>.

ITS Media Services department provides services in support of media development for the University. Consultation services are provided to help departments plan for media development needs in support of instruction, performance, marketing, and documentation. Media Services also provides pre/post production video services, live video streaming production, and videography services for the University. Closed caption services are also available.

ITS provides training and support for Folio Learning Management Systems, the Microsoft Office suite of products, Microsoft SharePoint, and Google Apps among other applications.

Email and Office Productivity Technology

- Google Apps for Education is the faculty and staff email system, offering web-based integrated email, calendar, contact management, document sharing, personal website, and other capabilities. Alternative clients such as Microsoft Outlook and Thunderbird can be used to access Google Apps information. All official email correspondence is conducted through your official Georgia Southern email address. Google Apps is available via single sign-on at the <http://my.georgiasouthern.edu> web portal.
- Microsoft Office is the university standard for word processing, spreadsheets, and other personal productivity tools.
- Microsoft SharePoint sites are available to faculty for use in collaborating with others on committees, task forces, project work, collaborative research, and scholarship activities.
- Library Resources offered through the Henderson Library allow public access to scholarly works, journals, and other online resources. Galileo, the state-wide online library service,

provides access to multiple library catalogs. For more information on library services, visit <http://library.georgiasouthern.edu/>.

Instructional Technology

- Folio is the university-branded name for Georgia Southern's suite of online course delivery capabilities (Desire2Learn, Adobe Connect, Turnitin, Respondus). It can be used for a variety of instructional needs from posting a syllabus to supplementing traditional classroom instruction to delivering an entire degree program fully online.
- Adobe Connect classroom is integrated with Desire2Learn and enables instructors to create an online classroom or meeting space with full audio/visual interactive features.
- Podcasting and video streaming capabilities and services are available using Kaltura.
- Google Applications are available to faculty, staff, and students, including personal web pages, blogs, document collaboration, video chat, and other tools in the Google suite. Google Apps are available via single sign-on at the <http://my.georgiasouthern.edu> web portal.

Research Technology

- The University has high-performance computing resources available to support researchers in the development of algorithms and the collection, storage, and processing of data. Faculty should contact ITS or their dean for more information.
- Mathematical modeling tools such as Mathematica and Matlab provide computational and visualization tools for developing and testing complex mathematics.
- Virtual server and central data storage services are available. These services eliminate concerns of personal computer failure/loss of data by providing a multi-tier security and backup strategy which protect years of work because the server and disk drive crashed. ITS offers solutions for virtual servers and secure data storage so faculty can focus on teaching and research.
- Qualtrics is a survey instrument tool that is available to all faculty and students.
- NVivo is a qualitative research tool that is available to all faculty and students.
- SPSS is one of the statistical packages that are available to faculty and students.
- EndNote and RefWorks provide online bibliographic database searching, organizes references, and creates bibliographies and lists.

Classroom Technology

- Technology enhanced classrooms provide integrated multimedia technology such as projectors, document cameras, and specialized audiovisual equipment. There are various configurations of these classrooms ranging from traditional settings to highly collaborative designs that support "Flipped" classroom concepts. The University provides designated classrooms and computer laboratory facilities that are open 24 hours a day.
- Echo 360 lecture capture capabilities are available in designated classrooms. This technology allows faculty to record lectures, seminars, and tutoring sessions then make them available to students for playback via the web.
- Videoconferencing technologies ranging from large-scale classroom to personal Internet-based systems are available. Videoconferencing sessions can also be recorded and made available electronically at the instructor's request.
- Student response systems are available for real-time student feedback and response during lectures. iClicker is the campus standard device. iClicker allows instructors to conduct classroom polls and questions that help measure comprehension, elicit perspectives on subjects, and facilitates faculty feedback to enhance instruction.
- Computer labs and print stations that are open to all students are located across campus. Lab schedules vary from limited access to the library's 24-hour access.

Telephone & Network Services

- Directory services are provided on the university web site. The online directory provides the most current listing of faculty and staff.
- Telephones are provided to every faculty member with each phone holding a unique 4-digit extension. For dialing on campus, dial 8 + the 4 digit extension. For dialing off campus, dial 9 + xxx + xxxx.

- Voice mail is included with telephone service. To access voicemail from any phone on- or off-campus, call x4637.
- Long distance is included with telephone service. International long distance is available to faculty upon approval of their department chair.
- Faxing is available in most offices.
- Smart phones are available to faculty upon approval of the department chair, dean, and Provost. ITS supports the “bring your own device” or BYOD concept and the integration of personal devices such as Androids and iPhones among other devices with Google Apps.
- Internet services available to faculty include a hard-wired Internet network connection in each office. Additional connections can be requested. Wireless access is offered throughout much of the campus, providing authenticated service to faculty, staff, and students and public service to university guests.

108.0302 Technical Services

Information Technology Services coordinates technical support services for the entire University through technical support specialists assigned to colleges. ITS also provides general support for IT through help desks, the library commons, and a full range of IT planning, consultation and support services. Eagle Computer Care is an onsite Apple and PC repair center located in Centennial Place. Eagle Computer Care provides warranty and non-warranty repairs for faculty, staff, and students.

If a technical support specialist is unknown or unreachable, contact the Center for Academic Technology Support help desk to request technical help at (912) 478-5429.

Technology Service Centers

Center for Academic Technology Support	478-5429
Eagle Computer Care Repair Center	478-2370
University Computer Store	478-7744

ITS Service Directors

Director of Technical Support Services & Centers	478-0589
Director of Telecom and Networking Services	478-8025
Director of Technology for Academic Affairs	478-1553
Director of Technology for Business & Finance	478-5570
Director of Technology for Advancement	478-5164
Director of Technology for Student Affairs	478-5120
Director of Information Systems Services	478-5014
Director of Media Services	478-8496

108.0303 Information Technology Appropriate Use Policy

I. Purpose

This Information Technology Appropriate Use Policy is authorized by the Board of Regents Appropriate Use Policy (2009-014), which charges each University System of Georgia institution to develop policy that, at minimum, includes the Board policy guidelines. These guidelines establish that the institution and its users have an obligation to abide by the following standards of appropriate and ethical use:

- Use only those IT resources for which you have authorization
- Protect the access and integrity of IT resources
- Abide by applicable local, state, federal laws, university policies, and respect the copyrights and intellectual property rights of others, including the legal use of copyrighted material
- Use IT resources only for their intended purpose
- Respect the privacy and personal rights of others
- Do no harm

Therefore, the following Information Technology (IT) Appropriate Use Policy statement (AUP) defines acceptable technology and information use practices, promotes an understanding of responsible use of university IT resources, seeks to protect the University’s IT resources, and preserves the relevant

policies, regulations, and laws. The policy is not intended to be exhaustive, and Georgia Southern University reserves the right to limit, restrict, or extend privileges and access to its information technology resources.

II. Policy Statement

In support of its mission of teaching, scholarship, and service, Georgia Southern University provides access to IT resources for students, faculty, staff, and other authorized users within institutional priorities and financial capabilities. The IT resources of Georgia Southern University, including but not limited to, facilities, hardware, software, networks, data, information, and user accounts are the property of the state of Georgia. The use of these resources is a privilege granted by Georgia Southern University to authorized users only.

This AUP incorporates all applicable policies and regulations of Georgia Southern University and the University System of Georgia as they relate to administration, instruction, research and scholarly pursuits, including but not limited to, the Information Technology Security Standards and Guidelines, the Intellectual Property Policy, the Scholarly Misconduct Policy, and prior institutional approval through the University's Institutional Review Board for surveys and other projects utilizing human subjects. Georgia Southern University requires all persons authorized to use its IT resources to do so responsibly and in compliance with all local, state, and federal laws, all contractual and license agreements, and all policies of Georgia Southern University and the Board of Regents of the University System of Georgia. Authorized users of the University's IT resources must act responsibly to maintain the integrity and security of these resources. Each user of a university IT resource is ultimately responsible for the use of that resource and for the use of his or her access credentials. Persons violating this AUP are subject to disciplinary actions by the University including, but not limited to, forfeiture of their privileges.

In the event that misuse of IT resources threatens to compromise the integrity or jeopardize the security of university resources or harm authorized users of those resources, the University's Chief Information Officer, or his or her designee, is authorized to take any and all necessary actions, including the immediate confiscation and/or disabling of a university resource or the temporary or permanent termination of user access credentials, to protect, investigate, and ensure the security and proper use of IT resources.

All of Georgia Southern University IT resources and network facilities are subject to the provision of the Georgia Open Records Act, O.C.G.A. Sections 50-18-70 *et seq.* Therefore, users of University IT resources shall have no expectation of privacy of materials stored on or transmitted by University IT resources. The University cannot and will not guarantee the privacy or confidentiality of computer files, electronic mail, or other information stored or transmitted by its IT resources. The University reserves the right to access and examine any of its IT resources or devices attached to the university network upon reasonable belief that federal or state laws have been violated, where the University's contractual obligations or its operations may be impeded, to preserve the integrity of the system, to cooperate with internal investigations, in compliance with lawfully issued subpoenas or civil discovery, and in cases of emergency.

Students, employees, and service providers are required to affirm their recognition of this policy at the beginning of their relationship with the University and periodically thereafter as determined by the Chief Information Officer.

III. User Responsibilities

The use of IT resources is granted based on acceptance of the following specific responsibilities:

1. **Use only those computing and IT resources for which you have authorization.**
 - a. Misrepresenting a person's identity or relationship to the University when obtaining access privileges or using technology is prohibited.
 - b. Use of any university information technology resource is restricted to those having proper authorization to use that particular resource. It is a violation of the law and university policy to assist in, encourage, or conceal from authorities any unauthorized use, or attempted unauthorized use, of any of the University's computers or network facilities.
 - c. Passwords to any information technology resource shall only be issued to authorized users. Password recipients are responsible for the protection of their access credentials (passwords) and shall not distribute them to other users.

- d. Only those persons with proper authorization shall modify or reconfigure any university information technology resource or network facility.
2. **Protect the access and integrity of computing and IT resources.**
- a. Accessing, reading, altering, or deleting information or data of any kind without authorization is prohibited.
 - b. Users must take appropriate steps to secure protected, confidential and sensitive information, including personal identifying information such as social security numbers and birth dates.
 - c. No person shall circumvent or attempt to circumvent any system, resource limits, access procedures, or security regulations established by the Chief Information Officer or his or her designee.
 - d. Only authorized devices shall be connected to the university network and no device shall be connected to the University's network or otherwise used in a manner that interferes with the authorized use of university resources. The University reserves the right to restrict the use of any technologies that may endanger the security, integrity, or fair use of its information technology resources.
 - e. The University's information technology resources shall not be used to attempt unauthorized use, or to interfere with another person's legitimate use, of any computer, network facility, or other technology resource.
 - f. All computers that utilize campus network resources must have approved antivirus software that utilizes current virus definition files. These computers include all university owned computers and all computers owned by faculty, students, and staff that are used on the campus networks. The removal, modification, or disabling of antivirus software on university owned computers without written consent by the Chief Information Officer or his or her designee is prohibited.
 - g. Third-party, hosted services or systems operated on behalf of the University must meet university security guidelines and provide assurances that the protection of university information assets conforms to institutional standards, Board of Regents policy, federal and state laws.
 - h. Users have an obligation to report suspected violations of this policy. Reports should be directed to a university official such as the Information Technology Services Security Administrator, University Auditor, University Police, or the head administrator of the unit responsible for the particular system involved. Reports may also be provided to the Ethics and Reporting Hotline at: <http://president.georgiasouthern.edu/audit/ethics-and-reporting-hotline/>.
3. **Abide by applicable laws and USG policies and respect the copyrights and intellectual property rights of others, including the legal use of copyrighted software.**
- a. Copying, installing, distributing, infringing upon, or otherwise using any software, data, images, video, text, or other materials in violation of copyrights, trademarks, service marks patents, other intellectual property rights, contracts, or license agreements is prohibited.
 - b. All use of information technology resources shall be in compliance with federal and state copyright laws and in full conformance with the Georgia Regents Guide to Understanding Copyright and Fair Use.
4. **Use computing and IT resources only for the intended purposes.**
- a. University information technology resources shall not be used for commercial purposes without specific authorization from the Vice President for Business and Finance or his or her duly authorized designee.
 - b. All technology use shall be in full compliance with all provisions of the Campus Advertising, Sales and Solicitation Policy, and Financial Transaction Policy.

- c. University information technology resources shall not be used for personal political gain or as a vehicle of election to a public office.
5. **Respect the privacy and personal rights of others.**
- a. Authorized users shall take full responsibility for messages that they transmit through the University's information technology systems. The University's information technology resources shall not be used to transmit or participate in any communications prohibited by law, including but not limited to fraudulent, harassing, obscene, or threatening messages.
 - b. It is a violation of this policy to tap a phone line or run a network sniffer or vulnerability scanner without authorization of the CIO.
 - c. It is a violation of this policy to access, attempt to access or use another person's access credentials or data without explicit authorization of the CIO.
 - d. It is a violation of this policy to access or copy another user's electronic mail, data, programs, or other files without explicit authorization of the CIO.
 - e. The unauthorized disclosure of information about employees or students is prohibited.
 - f. Users should use only those systems officially licensed or sanctioned by the University. Users are cautioned about using free software or social Internet sites for conducting university business. There are substantial risks to the privacy and protection of information on such sites.
6. **Do no harm.**
- a. Technology shall be disposed of according to established procedures. No technology shall be implemented, used or disposed of in such a way that causes harm to persons or animals, or violates environmental protection laws.
 - b. Technology used in research will conform to conditions of institutional approval through the University's Institutional Review Board for projects utilizing human and animal subjects.
 - c. Persons shall not create, install, or knowingly distribute a virus, key logger, malware, or other surreptitiously invasive program on any university information technology facility.

IV. Information Technology Administrators and Technician Responsibilities

Information technology administrators and technicians are granted significant privileges and trust to use their authorization appropriately for the intended purpose of establishing and maintaining the operation and integrity of IT resources. As such, system administrators and technicians have the additional responsibility of protecting the confidentiality, integrity, and availability of the resources they are managing or servicing.

These additional responsibilities include, at a minimum:

- 1. System administrators and technicians shall respect the privacy of others to the extent allowed by law and university policy. Any private information seen or otherwise obtained in carrying out duties must be treated in the strictest confidence, unless it relates to a violation of policy, law, or threatens the security of IT resources.
- 2. System administrators and technicians shall immediately refer all violations of policy or law to appropriate authorities.
- 3. System administrators and technicians shall cooperate at all times with University Police, University Auditor, Environmental Safety officers, the Associate Vice President for Legal Affairs, the IT Services Security Officer, and the Chief Information Officer.

V. Sanctions

Violation of the University's Information Technology Appropriate Use Policy may result in loss of information technology privileges and other disciplinary action. Some violations may constitute

criminal offenses, and in such cases, the University will carry out its responsibility to report such violations to the appropriate authorities. Nothing in this policy is intended to limit the authority of supervisors to impose disciplinary sanctions on employees. Policy violations will be classified as major or minor by the Information Technology Services Security Administrator or the Chief Information Officer, with the approval of the appropriate vice president or their designee.

1. First or minor violations

Violations of this policy that are deemed minor may be dealt with by the Chief Information Officer or within the appropriate department if the violator has not committed prior violations of the policy. Violators will be notified of the nature of the violation and advised how to reestablish compliance with the policy. For violators who are employees, a description of the violation and a copy of the incident report prepared by Information Technology Services will be sent to the employee's immediate supervisor and the appropriate vice president or their designee. For violators who are students, a description of the violation and a copy of the incident report will be sent to the Dean of Students, Office of Student Conduct.

2. Subsequent or major violations

Violations that are deemed major and violations involving violators who have previously violated the Appropriate Use Policy (including prior versions of the policy) will be referred to the appropriate vice president for imposition of sanctions in accordance with Human Resource policies, which for employees could include termination of employment. Sanctions are imposed against student violators for subsequent or major violations in accordance with the Student Conduct Code. Violators will be notified of the nature of the violation and advised how to reestablish compliance with the policy. In addition, violators will receive a copy of the Appropriate Use Policy and any other policy violated, and will be required to certify in writing that they have read and understand the policies, and agree to abide by the policies in the future.

VI. Responsible Office

This Information Technology Appropriate Use Policy shall be administered and enforced by the University's Chief Information Officer or his or her duly authorized designee.

VII. Definitions

Information Technology Resource—Information technology resources comprise all computers and electronic data storage, transmission, and manipulation devices owned and/or controlled by any part of Georgia Southern University or connected to the University's communication facilities, including departmental computers and the University's information technology network facilities accessed by anyone from anywhere.

Authorized Use—Authorized use of Georgia Southern University information technology resources is use of computer resources that is consistent with the education, research, and service mission of the University and consistent with this Appropriate Use Policy.

Authorized User—An Authorized user is:

1. a person who has truthfully identified themselves and to whom access credentials have been granted to Georgia Southern University IT resources; or
2. any person connecting to a public information service operated by Georgia Southern University.

Sensitive Information—All information that should remain private as designated by the University including, but not limited to, educational records, social security numbers, credit card numbers, bank-related information, and health-related information.

Technicians—Employees who have the responsibility of maintaining, configuring, and repairing desktop and laptop computing resources.

System Administrators—Employees who have the responsibility of configuring and maintaining servers and systems used by authorized users.

IX. Publication

1. This policy will appear in the student handbook and other appropriate publications accessible to student readership.
2. This policy will appear in the employee handbook and other appropriate publications available to employees.

X. Revision history Adapted from Computer Use Policy July, 28, 2010.

Approved by the President's Cabinet, November 11, 2010.

109

Faculty Governance

109.01

Shared Governance

1. The faculty and administration of Georgia Southern University affirm their belief in the process of shared governance both as a principle and an animating spirit of our institution. Shared governance involves faculty and administration participating mutually in the development of policies at the departmental, college, and university levels. Faculty therefore have a role in developing policies including, at the appropriate levels, strategic planning; academic and curricular policies; committee establishment and appointments; selection and retention of academic unit leaders; review and revision of the shared governance process; and faculty personnel actions, including hiring and evaluation of faculty (annual evaluation, pre-tenure, tenure, post-tenure review, and promotion). As used here, "policy" is understood to include guiding and governing principles and any applicable procedures, instructions, or forms developed along with the principles.
2. In pursuit of clarity and to provide ready access for faculty and administrators, these policies shall appear on the respective departmental, college, and university web sites and be available in print in the respective departmental, college, and university offices. In consultation with the chair and full-time faculty in each department, each dean should verify the existence of, review, and when necessary, initiate revision of departmental policies to confirm their consistency with college and university policies.
3. In consultation with the dean of each college, the Provost should review and, when necessary, initiate revision of college policies to confirm their consistency with university policies.
4. All faculty and administrators have the responsibility to be aware of the written policies of their respective departments and colleges, and of the University, as well as those of the Board of Regents.

Approved by the Faculty Senate, November 17, 2003; approved by the President, December 15, 2003.

109.02

College Bylaws

In the spirit of shared governance, the Faculty Senate in consultation with the Provost shall set up a mechanism to provide oversight in order to ensure that Shared Governance policies are followed consistently at departmental, college, and university levels.

In order to ensure consistency in governance throughout the University, each college shall have a set of bylaws available to all faculty members. Each college will elect two members from each department, or if a college does not have departments, faculty will elect representation to an executive/governance committee, and the dean of each of these colleges will charge this committee with writing the bylaws which would then be approved by the dean, Provost, and President. These bylaws must then be ratified by the faculty of the college in accordance with the existing procedures for implementing new bylaws or bylaws changes.

These bylaws shall include the establishment of a faculty-elected executive/governance committee within each college that will work in a spirit of consultation and cooperation with the dean. At a minimum, college executive/governance committees shall be elected by the faculty and chaired by a faculty member and shall conduct their meetings according to *Robert's Rules of Order*. Each committee shall serve as a liaison with the dean, administer along with the dean bylaws changes, and facilitate along with the dean the operation of standing committees of the college.

All colleges of the University must have a set of bylaws posted for all faculty and staff on the college web site. At a minimum these bylaws shall include:

1. Organization of the College
2. The Unit within the University
3. Committees
4. Tenure and Promotion
5. Student Organizations
6. Ratification Process and Dates
Bylaws shall be in full force when approved by a two-thirds majority of faculty members present at a general faculty meeting.
7. Amendments
Proposals to amend the bylaws shall be submitted to the college faculty not later than 10 days prior to any regularly scheduled faculty meeting or any special meeting called for the purpose of amending. Proposed amendments must be adopted by a two-thirds majority of faculty members present, provided the required quorum is present at the time of voting. Bylaws changes will be made in concert with the dean and with two-thirds of eligible faculty approval.
8. Definitions and Classifications
9. Policy and Procedures Changes

Faculty in each department (or, in the case of a college without departments, elected faculty) shall create the criteria for tenure and promotion which must be approved by a two-thirds vote of the tenured and tenure-track faculty of the unit. These criteria shall then be approved by the department chair, the dean, the Provost, and the President.

*Approved by the Faculty Senate, February 17 and March 22, 2011;
approved by the President February 22 and March 24, 2011.
Amended by the Faculty Senate, June 8, 2011.*

109.03 Faculty Senate

The Faculty Senate is established by the *Statutes* of the institution and the Board of Regents and is the elected legislative agency of the faculty. As such, it is the official faculty advisory body to the President. Subject to the approval of the President, the recommendations of the Faculty Senate become the academic policy of the University to be implemented by the administration. The academic affairs of the University which concern the Faculty Senate and for which it is responsible are those specified by the Board of Regents: academic activities, general educational policy, welfare of the faculty, and all other matters of interest to the faculty as long as they exist within the policy framework of the Board of Regents. By Board of Regents' policy, the President of the University serves as President of the Faculty Senate.

109.04 Bylaws of the Faculty Senate

The operating rules of the Senate are set forth in the *Bylaws* which were approved by the Faculty Senate, January 22, 1996, and last amended on February 20, 2013. These *Bylaws* establish the operating procedures and committee structure and membership.

ARTICLE I—PURPOSE

SECTION 1. The Faculty Senate shall serve as the representative and legislative agency of the faculty. As such, it shall serve as the official faculty advisory body to the President. Within the policy framework of the Board of Regents of the University System of Georgia, and with the approval of the President, the recommendations of the Faculty Senate shall be the academic policy of the University to be implemented by the administration.

SECTION 2. The academic affairs of the University which concern the Faculty Senate and for which it shall be responsible in formulating policies and reviewing procedures include academic activities, general educational policy of the University, the welfare of the faculty, and other matters which maintain and promote the best interests of the faculty and the University as specified in the *Policy Manual of the Board of Regents*.

SECTION 3. These *Bylaws* shall be interpreted to allow the Faculty Senate to accomplish its responsibilities and objectives provided such interpretation does not directly conflict with the *Statutes* of Georgia Southern University.

ARTICLE II—MEMBERSHIP AND MEETINGS

SECTION 1. Membership criteria are described in detail in Article V of the *Statutes* of Georgia Southern University. In particular,

- a. each college and the library will have the total number of its full-time faculty divided by 15; for every 15 faculty members, or major portion thereof (i.e., 8-14), that unit will receive a Senate seat to be filled by election following each unit's election process.
- b. no unit shall have fewer than two Senate seats, even if that means apportioning a seat to a unit that is not strictly called for by the ratio in part (a.) of this section.
- c. should apportionment calculations direct a reduction in a unit's number of Senate seats, no sitting senator will be removed; that seat will be eliminated when the first senator of that unit to reach his or her term limit rotates off the Senate. Also, no unit will lose more than one seat in any given year, the Senate Executive Committee (SEC) being charged with adjusting the terms of elected senators so that the staggered term rotation of senators in a unit will not be jeopardized.

SECTION 2. Policies for scheduling regular and called meetings and the frequency of meetings are also described in the *Statutes*. The President of the University shall provide to the faculty abbreviated minutes summarizing all action items within 10 working days following each meeting. Any member of the university community is welcome to attend Senate meetings as an observer.

SECTION 3. Senators will receive in writing any item intended for notification, discussion, or action at least two work days in advance of the Senate meeting at which said item will appear on the agenda, and they will receive copies of any documents related to said agenda item at least two work days in advance of the Senate meeting. For purposes of these *Bylaws*, the work week is defined as 8 a.m. on Monday until 5 p.m. on Friday when classes are in session.

SECTION 4. Faculty Senate meetings shall be conducted according to *Robert's Rules of Order* and in accordance with the most recent Senate Protocol.

SECTION 5. By direction of the Board of Regents, the President of Georgia Southern University shall preside at all meetings of the Faculty Senate. The President may ask the Chair of the Senate Executive Committee to serve as Senate Moderator.

ARTICLE III—OFFICERS

SECTION 1. The officers of the Faculty Senate shall consist of the Chair of the Senate Executive Committee, the voting members of the Senate Executive Committee, the Senate Secretary, and the Senate Librarian. All officers shall be senators.

SECTION 2. The Senate Executive Committee shall serve as the chief governing body for all matters before the Senate, including procedure and protocol. It shall be the purpose of the Senate Executive Committee to guide the actions of the Senate so as to enhance all Faculty Senate activities.

SECTION 3. The Senate Executive Committee shall consist of one senator from each college and the library, elected by the faculty in their respective units for two-year staggered terms, and the Chair of the Senate Executive Committee. Additionally, the Senate Librarian and the Senate Secretary shall serve in an advisory role as non-voting members, unless they represent their colleges on the Senate Executive Committee. A non-voting staff member designated by the President shall serve as a liaison with the Senate Executive Committee. Staff assistance and administrative support shall be provided through the Office of the Faculty Senate.

SECTION 4. The Chair of the Senate Executive Committee shall serve as Moderator at Senate meetings if so requested by the President of the University and facilitate the operations of the Faculty Senate. The chair shall vote only in the case of a tie in the committee or in the Senate.

SECTION 5. The duties of the Senate Executive Committee shall be as follows:

- a. coordinate an orientation workshop for incoming senators and alternates prior to the first Faculty Senate meeting of the academic year on a date determined by the Senate Executive Committee;

- b. appoint a parliamentarian to counsel the presiding officer regarding matters of parliamentary procedure. The parliamentarian, who may be chosen from any member of the university community, must be confirmed by a majority vote of the Senate;
- c. review the report of the Senate Librarian as a means of expediting all Senate activities;
- d. review all proposed agenda items prior to the construction of the Senate meeting agenda. The Chair of the Senate Executive Committee shall advise the President regarding the inclusion of these items on the agenda;
- e. nominate one faculty member to serve as the institutional representative to the National Collegiate Athletic Association. This appointment must be confirmed by a majority vote of the Faculty Senate. There shall be a one-year apprenticeship prior to becoming the institutional representative. The institutional representative shall serve a six-year term of office (a total of seven years) and may succeed himself/herself. In cases where the institutional representative has been elected to office in the Sun Belt Conference and the term of that office exceeds the six-year term, the President of the University, in consultation with the Senate Executive Committee, may extend the term of the institutional representative to coincide with the term of the elected office in the Sun Belt Conference. Such an extension shall normally be limited to no more than two years;
- f. nominate one faculty member to serve as the Strategic Planning Committee (SPC) Representative who shall serve a one-year apprenticeship and a two-year term. This appointment must be confirmed by a majority vote of the Faculty Senate;
- g. nominate one faculty member to serve a one-year term as Student Government Association (SGA) representative. This vote must be confirmed by a majority vote of the Faculty Senate;
- h. appoint members to both standing committees and ad hoc committees. In general, members shall be chosen to ensure representation from across the university community. The Senate Executive Committee shall solicit interest for nomination or appointment to standing and ad hoc committees. However, in some cases, qualifications for committee membership shall accrue directly from the nature of the committee activity and the interest and talents of certain individuals;
- i. appoint and/or nominate, as appropriate, faculty to other university committees as requested by the President;
- j. ensure that each ad hoc committee has a specific charge that outlines measurable objectives and appropriate time constraints and require that each ad hoc committee submit to the Senate Executive Committee a written report summarizing its activity. The Senate Executive Committee shall provide reports to the Senate for review and action, as needed;
- k. meet at least once per semester with the chair of each ad hoc committee and may meet with the chair of any standing committee at the request of the Senate Executive Committee Chair. The purpose of these meetings is to review the committees' progress toward the accomplishment of their objectives and to provide advice and assistance as appropriate;
- l. review all the foundational documents of the University as they relate to the faculty, including, but not necessarily limited to, the *Statutes*, *Bylaws*, and various handbooks; examine extant committee structure of the Senate, including charges and composition; and recommend to the Senate such revisions or amendments as appropriate and necessary;
- m. keep and provide minutes of all Senate Executive Committee meetings;
- n. review and revise as appropriate the apportionment of senators from the colleges and the library according to the *Statutes* (see Article II, § I, and Article IV, § 17);
- o. adjust term limits of committee members and senators as necessary to ensure appropriate continuity and apportionment (see Article II, § I, and Article IV, § 17); and
- p. communicate to the faculty at-large reminders of Senate Agenda deadlines, Senate meetings, locations of minutes, and the Librarian's Report.

SECTION 6. The duties of the SENATE SECRETARY shall be as follows:

- a. collect, write, and distribute minutes of the proceedings of Senate meetings to the faculty (as defined in the *Statutes* of Georgia Southern University) with staff assistance from the Office of the Faculty Senate. The minutes shall be distributed at least 10 working days prior to the next scheduled Senate meeting.

SECTION 7. The duties of the SENATE LIBRARIAN shall be as follows:

- a. provide to the members of the Faculty Senate an informative summary report of all minutes provided to the Librarian by the chairs of the standing committees and ad hoc committees of the Faculty Senate. The Librarian shall prepare the “Librarian’s Report” with staff assistance from the Office of the Faculty Senate and shall distribute the report to the Senate at least five working days prior to the next scheduled Senate meeting. Committees presenting reports as separate agenda items should post minutes on the Senate web page at least five working days prior to the Senate meeting for consideration by the Senate;
- b. serve as a faculty representative on the advisory council to the Provost/Vice President for Academic Affairs and shall prepare and distribute to the Senate a summary of the issues addressed at those meetings; and
- c. serve as Chair of the Senate Elections Committee.

SECTION 8. The Senate Secretary and the Senate Librarian shall be sitting senators or senators-elect elected by the Senate at its final meeting of the spring semester. The Chair of the Senate Executive Committee shall be a sitting senator and elected by the Senate at the final meeting of the fall semester preceding the beginning of his or her term. These three Senate officers shall serve one-year terms beginning with the first day of the following academic year and may succeed themselves for no more than one additional term (a total of two consecutive years). Persons elected to these positions must have had at least one prior year of service on the Faculty Senate prior to the start of the term to which they have been elected.

SECTION 9. Any action taken by the Senate Executive Committee may be overturned by a two-thirds vote of the Faculty Senate.

ARTICLE IV—COMMITTEES

SECTION 1. The Faculty Senate shall discharge its responsibilities through a system of standing and ad hoc committees empowered by and responsible to the Senate. Some of these committees shall be designated as standing committees which have a well-defined purpose and whose functions continue from year to year. Others shall be designated as ad hoc committees created to address a particular issue or area of interest. All members of the faculty, administrators, and students of Georgia Southern University are eligible for membership on Senate committees.

SECTION 2. The Elections Committee shall be chaired by the Senate Librarian. All other standing committees (the Graduate, Undergraduate, Academic Standards, Faculty Welfare, Faculty Development, Research, Service, Library, General Education and Core Curriculum Committees) are chaired by a voting member elected by the voting members of the committee for a renewable one-year term. Ad-hoc committee chairs shall be appointed by the Senate Executive Committee.

SECTION 3. Chairs of standing committees shall provide the Senate Librarian with reports of each committee meeting within 10 working days of such meetings for inclusion in the Librarian’s Report. The chairs of the standing committees shall also submit, within 10 working days, to the Senate Executive Committee a prioritized list of actionable items to be included as agenda items for consideration by the Senate. Actionable items are defined as those items which affect the academic policies of the University.

SECTION 4. The Senate Executive Committee shall appoint senators or senate alternates to committees based on college/library divisions. Serious consideration shall be given to the qualifications of individuals appointed to Senate committees to ensure that their interests and backgrounds are appropriate for the functions of the specific committees to which they are appointed. A senator elected by a college or the library to serve on a standing committee may not also serve as the appointed senator to that committee.

SECTION 5. Non-Senate faculty members of standing committees shall be elected by the colleges and the library. Vacancies of elected positions on committees that occur following the regular election period are to be filled for the remainder of the term using procedures internally devised by the colleges and the library.

SECTION 6. Membership on standing committees shall normally be for a two-year term with the terms of office staggered to ensure no more than 50 percent turnover in any given year. No faculty member may serve more than two consecutive terms on a standing committee.

SECTION 7. Ad hoc committees shall have a specific charge concerning their activities and shall be dissolved with a formal action by the Senate upon accomplishing their purpose.

SECTION 8. All committees are empowered and encouraged to invite for counsel and advice from other members of the university community as appropriate.

STANDING COMMITTEES

SECTION 9. The responsibilities of the UNDERGRADUATE COMMITTEE shall be as follows:

- a. recommend to the Faculty Senate policy and procedures concerning undergraduate programs and curricula; review and approve all changes in undergraduate courses, major and minor programs, emphases, concentrations, and degrees; and maintain continuous review of all undergraduate academic programs;
- b. address other specific questions in this area that may be requested by the Senate Executive Committee; and
- c. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Sections 3 and 11*.

SECTION 10. Voting membership of the Undergraduate Committee shall be composed of senators or senate alternates representing each college and the library, one per unit, appointed by the Senate Executive Committee and one elected faculty member per unit representing each college and the library and two elected faculty alternates per unit. An alternate for a unit may substitute for the elected faculty member of that unit or the Senate Executive Committee appointee of that unit at meetings. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among the voting members of the committee, and the SGA President or SGA Vice President of Academic Affairs.

SECTION 11. The Chair of the Undergraduate Committee shall present the minutes to the Senate as a regular agenda item. Motions approved by the Senate shall be forwarded on to the President or other appropriate party for final disposition.

SECTION 12. The responsibilities of the GRADUATE COMMITTEE shall be as follows:

- a. recommend policy and procedures concerning graduate programs and curricula and maintain continuous review of such programs;
- b. review and approve all changes to graduate courses, graduate programs, and degrees;
- c. review and approve policies for the appointment and retention of faculty members to the Graduate Faculty. Recommendations for appointment to the Graduate Faculty shall be forwarded to the Provost/Vice President for Academic Affairs by the Dean of Graduate Studies;
- d. address other specific questions in this area that may be requested by the Senate Executive Committee; and
- e. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Sections 3 and 14*.

SECTION 13. Voting membership of the Graduate Committee shall be composed of senators or senate alternates representing each college and the library, one per unit, appointed by the Senate Executive Committee and one elected faculty member per unit representing each college and the library and two elected faculty alternates per unit. An alternate for a unit may substitute for the elected faculty member of that unit or the Senate Executive Committee appointee of that unit at meetings. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among the voting members of the committee, the Dean of Graduate Studies, the Associate Dean of Graduate Studies, a representative from the Office of Institutional Effectiveness, and a graduate student elected by the Graduate Student Organization. Senate and faculty representatives must be members of the graduate faculty.

SECTION 14. The Chair of the Graduate Committee shall present the minutes to the Senate as a regular agenda item. Motions approved by the Senate shall be forwarded on to the President or other appropriate party for final disposition.

SECTION 15. The responsibilities of the ACADEMIC STANDARDS COMMITTEE shall be as follows:

- a. review and recommend policy and procedures concerning academic standards as they affect the overall academic integrity of the University;
- b. recommend policy and procedures and act upon appeals concerning admissions, academic suspension and academic exclusion, special admission and readmission, and provisional and probationary procedures;
- c. address other specific questions in this area that may be requested by the Senate Executive Committee; and
- d. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Section 3*.

SECTION 16. Voting membership of the Academic Standards Committee shall be composed of senators or alternates representing each college or the library, one per unit, appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among voting members of the committee, and the Vice President for Student Affairs and Enrollment Management, or his/her delegate.

SECTION 17. The responsibilities of the GENERAL EDUCATION & CORE CURRICULUM COMMITTEE (GECC) shall be as follows:

- a. recommend to the Faculty Senate policy and procedures concerning general education (GE) and core curriculum (CC);
- b. propose, coordinate, and document the University's GE and CC outcomes, i.e., those the faculty expect to be achieved by all of the University's undergraduate students, regardless of their degree program;
- c. coordinate with the Undergraduate Committee and staff agencies, as required, to identify the courses and other student experiences intended to achieve GE and CC outcomes;
- d. plan, facilitate, and report the assessment of GE and CC outcomes;
- e. recommend and monitor improvements, based on the results of GE and CC assessment;
- f. address other specific questions in this area that may be requested by the Senate Executive Committee; and
- g. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Sections 3 and 11*.

SECTION 18. Voting membership of the General Education & Core Curriculum Committee shall be composed of senators or senate alternates representing each college and the library, one per unit, appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs (or his/her delegate), who shall vote in the case of a tie among the voting members of the committee, the Associate Vice President for Institutional Effectiveness (or his/her delegate), the Vice President for Student Affairs and Enrollment Management (or his/her delegate), an advisor or advising coordinator designated by the Provost's Office, and the SGA President or SGA Vice President of Academic Affairs.

SECTION 19. The responsibilities of the ELECTIONS COMMITTEE shall be as follows:

- a. coordinate the election of faculty to the Senate according to the procedures set forth in the University *Statutes*;
- b. coordinate any other Senate elections as directed by the Senate Executive Committee;
- c. address other specific questions in this area that may be requested by the Senate Executive Committee;
- d. report to the Senate Executive Committee and the Senate as described in Article IV, *Section 3*;

- e. work with the President's Office to coordinate elections to university committees with Faculty Senate elections. Monitor elections to university committees, including the Faculty Grievance Committee when requested by the President;
- f. conduct apportionment calculations annually in January using the full-time faculty count available from the Provost. The committee will report their findings to the Senate Executive Committee, which will notify the election committees of the individual units regarding those findings and how many seats they have open for election; and
- g. complete elections and report election results to the Senate Executive Committee by April 1 of each year.

SECTION 20. Voting membership shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Secretary of the Senate, who shall vote in the case of a tie among the voting members of the committee. The committee shall be chaired by the Senate Librarian.

SECTION 21. The responsibilities of the FACULTY DEVELOPMENT COMMITTEE shall be as follows:

- a. recommend policy and procedures covering all aspects of the University's support of faculty development;
- b. review and evaluate proposals for faculty development funding and allocate funds budgeted for that purpose;
- c. review and evaluate nominations for awards and prizes in the area of faculty development; and
- d. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Section 3*.

SECTION 22. Voting membership of the Faculty Development Committee shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among voting members of the committee.

SECTION 23. The responsibilities of the FACULTY RESEARCH COMMITTEE shall be as follows:

- a. recommend policy and procedures covering all aspects of the University's support of faculty research and creative projects;
- b. review and evaluate proposals for faculty research funding and allocate funds budgeted for that purpose;
- c. review and evaluate nominations for awards and prizes in the area of faculty research;
- d. address other specific questions in this area that may be requested by the Senate Executive Committee; and
- e. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Section 3*.

SECTION 24. Voting membership of the Faculty Research Committee shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among voting members of the committee.

SECTION 25. The responsibilities of the FACULTY SERVICE COMMITTEE shall be as follows:

- a. recommend policy and procedures covering all aspects of the University's support of faculty service;
- b. review and evaluate proposals for faculty service funding and allocate funds budgeted for that purpose;
- c. address other specific questions in this area that may be requested by the Senate Executive Committee; and

- d. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Section 3*.

SECTION 26. Voting membership of the Faculty Service Committee shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among voting members of the committee.

SECTION 27. The responsibilities of the FACULTY WELFARE COMMITTEE shall be as follows:

- a. conduct an on-going study of campus, University System of Georgia, state and national policies affecting faculty benefits and working conditions;
- b. solicit suggestions and concerns related to faculty welfare from individual faculty members and groups of faculty;
- c. monitor existing evaluation procedures, instruments, validity, collections and distribution of data;
- d. address other specific questions in this area that may be requested by the Senate Executive Committee; and
- e. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Section 3*.

SECTION 28. Voting membership of the Faculty Welfare Committee shall be composed of senators or alternates representing each college and the library appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the Provost/Vice President for Academic Affairs, or his/her delegate, who shall vote in the case of a tie among voting members of the committee.

SECTION 29. The responsibilities of the LIBRARY COMMITTEE shall be as follows:

- a. review and recommend policy for the library, including public services and the allocation of departmental funds;
- b. address other specific questions in this area that may be requested by the Senate Executive Committee; and
- c. report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, *Section 3*.

SECTION 30. Voting membership of the Library Committee shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each college and the library, one per unit. Non-voting membership shall be composed of the University Librarian, or his/her delegate, who shall vote in the case of a tie among voting members of the committee, one undergraduate student and one graduate student, chosen in an appropriate manner by the SGA and the Graduate Student Organization, respectively.

AD HOC COMMITTEES

SECTION 31. Any member of the faculty may request that the Faculty Senate establish an ad hoc committee by completing the following requirements:

- a. submit a request in writing to the Senate Executive Committee stating specifically the problem, issue, and/or area of concern. The request must demonstrate that the issue is one of general concern for the University and not a matter concerning only an individual college or administrative area;
- b. outline the desired result from the committee activity (e.g., a report, revision of the *Statutes*, a new or revised administrative approach in a particular area). Requesting increased budgetary support in one or more areas at the expense of others is not a suitable purpose; and
- c. recommend (optional) the names of eligible persons who are interested or have special expertise in the identified area. Faculty senators and non-senators and other members of the university community are eligible to serve on ad hoc committees. Recommendations shall be considered, but final determination of the membership of a committee shall be made by the Senate Executive Committee.

SECTION 32. The Senate Executive Committee shall decide whether to establish ad hoc committees. All requests to establish such a committee shall be answered in writing and shall be provided to the Faculty Senate with a statement from the Senate Executive Committee indicating approval or disapproval and the rationale for the decision.

SECTION 33. If the request to establish an ad hoc committee is approved, the Senate Executive Committee shall appoint members to the committee including a senator as committee chair. The Senate Executive Committee shall also prepare a specific charge for the committee and specify a requested due date.

SECTION 34. The faculty member requesting the formation of an ad hoc committee for which the request is denied may appeal to the full Faculty Senate as a regular agenda item. The Senate may override the decision of the Senate Executive Committee by majority vote of those present.

SECTION 35. Ad hoc committees shall have the following reporting responsibilities:

- a. provide an interim report to the Senate Executive Committee in writing at least once each semester; and
- b. present a final report in writing to the Senate Executive Committee by the requested due date. The report shall be submitted as a regular agenda item at a meeting of the Faculty Senate by the ad hoc committee chair.

ARTICLE V—RATIFICATION AND REVISION

SECTION 1. These 2000 *Bylaws* were approved by the Faculty Senate unanimously on October 24, 2000. Subsequent revision must be included as an agenda item and shall require a two-thirds vote of those present at a meeting of the Faculty Senate.

SECTION 2. The President shall call a meeting of the corps of instruction upon a petition of 10% of the members of the corps of instruction to consider proposed revisions to these *Bylaws* or to reverse, rescind, or modify revisions approved by the Faculty Senate.

The *Bylaws*, Article III, § 7a, were amended to read “five working days” instead of 10 working days.

Approved by Faculty Senate Action, February 12, 2001.

The *Bylaws* were amended to delete the Athletics Committee.

Approved by Faculty Senate Action, February 12, 2001.

The Bylaws as amended were approved by the Faculty Senate, April 25, 2002.

The Bylaws as amended were approved by the Faculty Senate, March 27, 2003.

The Bylaws as amended were approved by the Faculty Senate, June 25, 2003.

The Bylaws as amended were approved by the Faculty Senate, October 16, 2003.

The Bylaws as amended were approved by the Faculty Senate, February 9, 2004.

The Bylaws as amended were approved by the Faculty Senate, June 23, 2004.

The Bylaws as amended were approved by the Faculty Senate, April 18, 2006.

The Bylaws as amended were approved by the Faculty Senate, November 27, 2007.

The Bylaws as amended were approved by the Faculty Senate, November 16, 2011.

The Bylaws as amended were approved by the Faculty Senate, February 14, 2012.

The Bylaws as amended were approved by the Faculty Senate, February 20, 2013.

The Bylaws as amended were approved by the Faculty Senate, October 8, 2014.

110 Planning at Georgia Southern

Institutional planning facilitates and coordinates the development of ideas and programs, provides a process for determining institutional priorities that are mission-driven, and focuses the energies and resources of the institution on the accomplishment of agreed upon goals. At Georgia Southern, the planning process is characterized by transparency and inclusiveness.

The University’s strategic vision is to “be recognized as one of the best public doctoral-research universities in the country within the next ten years.” To achieve this vision, planning focuses on four strategic themes: promote academic excellence; enhance student success; increase research, scholarship and creative achievement; and maintain fiscal sustainability. The President sets the University’s vision and themes based upon input from numerous advisory groups, including, but not limited to, the University’s leadership (vice presidents, deans, directors, and department chairs), the Faculty Senate, the Staff Council, the Student Government Association, and the Graduate Student Organization.

Members of the President's Cabinet, deans, department chairs, faculty members, and representatives of various offices convene to discuss and develop action items that advance the University's vision and goals. Deans and department chairs share information from these discussions with faculty members, staff, and students. Administrators record this information in print and disseminate it broadly for review and comments. The Provost meets monthly with the Senate Executive Committee to discuss issues. He/She reports on the content of these meetings to the Faculty Senate; his/her report appears in the minutes of the Faculty Senate. Action steps emanate from these discussions; study teams move these action steps forward. These teams consist of faculty members, staff, and where appropriate students. Members of all constituencies are welcome and encouraged to participate in the University's planning process.

Approved by the Faculty Senate, February 14, 2012; approved by the President February 16, 2012.

111 Membership on Committees, Task Forces, and Councils

The following policy was implemented regarding the appointment of committees, task forces, and councils to promote effective communication within the University and to ensure proper assignments for personnel. The individual appointing the committee, task force, or council will discuss the appointment of any individual outside his/her organizational unit with the appropriate dean or director. The President and/or the appropriate vice president will be consulted regarding the appointment of deans or directors. If consensus is not reached regarding any such appointment, the issue will be resolved by the President and/or the appropriate vice president. Every effort must be made to ensure that this policy does not delay the appointment of committees in a timely manner. The expectation is that a request will be answered within two working days. The policy does not apply to requests for assistance for one-time activities, such as judging a float at Homecoming.

112 Fund Raising

Through major gift prospect identification, cultivation, and stewardship, faculty and staff are encouraged to be involved in the efforts to increase the financial resources of the University. To allow fund-raising programs to grow with a sense of balance and priority, the following policy has been established. As a project is conceived and considered for any philanthropic fund-raising initiative, faculty or staff should first discuss the proposal with the unit head and dean or director. Only after this review, and with university administrative concurrence, should the project be presented in writing to the respective unit's director of Development. The director of Development will present the project to the Office of the Vice President for University Advancement through the Associate Vice President for Major Gifts and the Campaign. If no such director serves that unit, written approval should be sought directly from the Office of the Vice President for University Advancement through the Associate Vice President for Major Gifts and the Campaign.

If the Vice President for University Advancement approves, the project coordinator may proceed with plan implementation as outlined by the Office of the Vice President for University Advancement. No solicitations may be made by any member of the faculty or staff without prior approval of the University Advancement Office.

All private gift fundraising (non-research or grant initiatives) falls under the approval/direction of the Office of the Vice President for University Advancement. Examples include private support (endowed or non-endowed accounts) in the forms of scholarships, graduate teaching and research assistantships, faculty support (professorships/chairs/directors), unrestricted/excellence funds, campus beautification, private support facilities, lectureships, and program endowments.

All contracts and grant initiatives fall under sponsored programs and the Office of the Vice President for Research and Economic Development.

113 Contract Review

No university employee may enter into a contractual agreement on behalf of the University or the Board of Regents without prior review by the Office of Legal Affairs or the Department of Procurement and Contract Services. Agreements that obligate the University must be signed by the President or his/her designee. After review, the Office of Legal Affairs will obtain the correct signature.

Open Records Act

Under the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, a citizen may request access to public records/documents (except for certain records protected against disclosure by law) that are prepared or maintained in the course of the operation of a university office or department. The University is required to respond to such requests within three days. The party making the request may be charged the reasonable and necessary costs entailed in complying with the request. If a faculty or staff member receives such a request citing the right to access under the Open Records Act, he or she should immediately refer the requester to the Office of Legal Affairs. A request that is in the nature of an Open Records Act request but fails to cite the statute must still receive a timely response, so if there is any doubt, please contact the Office of Legal Affairs for clarification. For the convenience of persons making Open Records Act requests, such requests may be delivered via email to records@georgiasouthern.edu.

200 | FACULTY EMPLOYMENT

201 Academic Freedom

PREAMBLE The purpose of this statement is to promote public understanding and support of academic freedom. Academic freedom exists within the institutional framework of shared governance in which collegial forms of deliberations are valued, responsibilities are shared, and constructive joint thought and action are fostered among the components of the academic institution.¹ Institutions of higher education are conducted for the common good and not to further the interests of either the individual or the institution. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.² Membership in the academic community imposes on students, faculty members, administrators, and board members an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry, and free expression on and off the campus.³

ACADEMIC FREEDOM⁴ Teachers are entitled to freedom in the classroom in discussing issues relevant to their subject. Pedagogical decisions should be made by the faculty in accordance with the policies of that academic unit. Pedagogical decisions should be consistent with university policies, codes of professional ethics and conduct as well as the educational goals of the course and the evaluation standards held in the academic unit.

Teachers are entitled to full freedom in scholarly activities and in dissemination of the results, subject to the adequate performance of their other academic duties. Scholarly activities for pecuniary return should be based upon policies established by the governing bodies of the institution and the University System.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

End Notes

¹ based on the Joint Statement on Government of Colleges and Universities, as it appears in the *AAUP Policy Documents and Reports*, 7th edition, 1990: 119.

² based on the 1940 Statement of Principles on Academic Freedom and Tenure, as it appears in the *AAUP Policy Documents and Reports*, 7th edition, 1990: 3.

³ based on A Statement of the Association's Council: Freedom and Responsibility, as it appears in the *AAUP Policy Documents and Reports*, 7th edition, 1990: 77.

⁴ based on the 1940 Statement of Principles on Academic Freedom and Tenure, as it appears in the *AAUP Policy Documents and Reports*, 7th edition, 1990: 3-4.

These statements were approved by the Faculty Senate, June 2, 1998.

202 General Considerations

Faculty members have a duty to honor their contractual obligations to the University and to be aware of and fulfill their professional obligations. In expressing their views concerning university policies or public issues, alone or in concert with others, they have a right to employ appropriate means such as convening and conducting public meetings, peacefully demonstrating or picketing, and publicizing their opinions. They have no right to employ inappropriate means such as incitement of physical violence to

individuals, destruction of property, disruption or prevention of the holding of classes or other legitimate university functions, interference with the legitimate right of others to be heard, or the legitimate exercise of personal rights by others.

*Adopted by the Faculty Senate, October 3, 1972.
(See § 320, Disruptive Behavior, in this Handbook.)*

203 Professional Standards

(The following code of professional standards was adopted by the Faculty Senate, October 3, 1972.)

The objectives of this code are attainment of academic excellence and a cooperative relationship with the administrative offices so that the latter may, through progressive leadership, expeditiously implement the policies of the University.

Faculty are teacher-scholars, participants in the shaping of university policies, and citizens. Faculty have rights and responsibilities in these capacities which are closely interrelated. In each capacity their conduct has an impact upon students, other faculty and staff, and upon the academic and general reputation of the University. This statement, without purporting or attempting to provide a complete code of faculty conduct, sets forth rights and responsibilities of faculty members that the Faculty Senate of Georgia Southern University believes to be significant.

The Senate emphasizes that it is not charged with the duty of appraising the performance of individual faculty members and that it has no function in connection with disciplinary proceedings. Nothing in this statement contravenes any policy set forth in the *Statutes* of the University, the *Board of Regents Policy Manual* of the University System of Georgia, or the laws of the state of Georgia or of the United States.

203.01 Faculty as Teacher-Scholars

- The faculty's professional and moral right to teach rests upon mastery of their subject and/or competent scholarship. They have an obligation to keep abreast of main currents in their fields.
- The principles of academic freedom entitle them to the privilege of organizing their subject matter in such ways and presenting it by such methods as, in their considered judgment, will have optimum value for their students, subject to such guidelines as are reflected in the departmental, college, and other faculty policies and subject to the obligation to require an amount and quality of work from their students which justify the course credit accorded.
- They are obligated, in general, to present the preannounced subject matter of their courses, and they should rarely inject irrelevant material.
- They should allow their students the freedom of inquiry that they demand for themselves, should make them aware of viewpoints differing from their own, should carefully distinguish between fact and opinion, and should never require agreement on debatable matters as the price of academic success. They should encourage their students to develop the capacity for critical judgment and to engage in a sustained and independent search for truth in and out of the classroom.
- Faculty should place high priority in allotting time to students.
- They have a duty to provide promptly such evaluation of the work of each student as required by relevant faculty policies. This evaluation must be based upon academic performance professionally judged and not upon such irrelevant matters as personality, sex, race, religion, degree of political activism, or personal beliefs. The arbitrary assignment of a fixed percentage of students to each grade level is an unacceptable practice.
- They have an obligation to respect the rights of students, including, in the absence of exceptional circumstances, an obligation to respect student confidences shared with them.
- They have the right to pursue any research or artistic endeavor that they deem to have potential value, subject to appropriate safeguards where the research involves the physical well-being, mental processes, or confidences of living persons. Because open access to knowledge is one of the foundations of a university, at an appropriate time the results of university research should be made available to society for appraisal and use.

203.02 Faculty as Participants in the Shaping of University Policies

- Faculty members have a duty to defend academic freedom whenever and from whatever source threats against it arise.
- They are obligated to do their part in maintaining an atmosphere in which violations of academic and personal rights are unlikely to occur and in developing policies by which their rights are assured.
- They have a right to criticize and to seek alteration of both academic and non-academic university regulations and policies, whether or not they are directly affected; they also have an obligation to adhere to established university regulations and policies which apply to them.
- They must be aware that changes in our society require constant re-examination of the functions of the University and of the manner in which a university carries out its functions.

203.03 Faculty as Citizens

- As citizens, faculty members have the rights and responsibilities common to all citizens.
- When they have special knowledge and views based thereon relevant to a political or social issue, they have a right—at times rising to a duty—to make such knowledge and views known, but in no way should they imply that they are speaking for the institution.
- Whether speaking as ordinary citizens or as those with special knowledge, they should be free from institutional censorship, discipline, or reprisal affecting their professional careers. When speaking with special knowledge, their relationship to the University imposes special responsibilities. They should be accurate, should exercise proper restraint, should show respect for the opinions of others, and should in no way imply that they are speaking for the institution.

204 Desired Attributes of Georgia Southern Faculty

All Georgia Southern faculty should exhibit the following characteristics. In addition to specific criteria set for each discipline, the University will seek to recruit new faculty with these attributes in mind:

- Commitment to excellence in teaching and learning (as evidenced by seminar/presentation during campus visit with students present)
- Promise of productive scholarship consistent with the teacher-scholar model, including grant-/proposal-writing
- Commitment to professional service within the University and beyond
- Technological literacy and a commitment to using technology in teaching and scholarship
- Experience with, or interest in, working in diverse academic and professional communities
- Ability to contribute to a positive work environment in the department, college, and University
- Commitment to recruiting, advising, retaining, and mentoring qualified students
- Understanding of, and commitment to, the strategic goals of the department, college, and University
- Terminal degree in the discipline

Georgia Southern University seeks a competent and diverse group of individuals. To assist in this goal, it is expected that all searches include a “telephone screening” or videoconference prior to any recommendations for interviews. The deans and Provost pledge to take an active interest in each search.

Adopted by the Faculty Senate, October 25, 2001.

205 Faculty Evaluation

205.01 Criteria for All Types of Faculty Evaluation

The criteria described below, along with the Desired Attributes in *Section 204*, apply to all types of faculty evaluation described in *Section 205.04* of the *Faculty Handbook*. Evaluators of faculty at all levels shall seek evidence of sustained effort, involvement, and record of achievement. Accomplishments which have enriched the student learning experience are valued most. The entire body of work submitted

by candidates shall be considered, though the most recent work shall be afforded greater consideration by the deliberating bodies at each level of evaluation. At Georgia Southern, the four Board of Regents' criteria of superior teaching, outstanding service to the institution, academic achievement, and professional growth and development are expressed as the three criteria of teaching, scholarship, and service, with professional growth and development considered among these three. The following standards, articulated by Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff in *Scholarship Assessed: Evaluation of the Professoriate* (San Francisco: Jossey-Bass Publishers, 1997, p. 36) shall be applied where appropriate to each area of evaluation: clarity of goals, adequacy of preparation, appropriateness of methods, significance of results, effectiveness of presentation, and evidence of reflective critique. While the manifestations of faculty achievement may vary across disciplines, the qualities represented in these criteria and in the Desired Attributes shall be the predominant basis for evaluation and shall be reflected in college and departmental governance documents.

Teaching

A demonstrated record of superior, effective teaching is the first and most important area of evaluation. Superior teaching is reflective, student-centered, respectful of the diversity of students, adapted to various learning styles, and focused on student learning outcomes. Teaching represents professional activity directed toward the dissemination of knowledge and the development of critical thinking skills. Such activity typically involves teaching in the classroom, laboratory, or studio, and direction of research, fulfillment of professional librarian responsibilities, mentoring, and the like. Teaching activities also include the development of new courses, programs, and other curricular materials, including the development of online courses. Judgments of the quality of teaching activities are based on measures such as examination of course syllabi and other course materials, peer evaluations when available, critical review and dissemination of teaching products, performance of students in subsequent venues, follow-up of graduates in graduate school or in their employment, and student ratings of instruction.

Student ratings of instruction shall not be the sole measure of teaching effectiveness for any review, nor shall instructors be ranked according to student ratings for evaluation; rather, a complete picture should be obtained through multiple sources. Documentation of teaching effectiveness is the responsibility of the faculty member.

Scholarship

The significance of scholarly accomplishments shall be judged rigorously within the context of the discipline. Candidates must provide evidence of work which has been selected for dissemination through normally accepted peer-reviewed venues such as publications, conference presentations, exhibitions, performances, or other professional accomplishments. Scholarship includes the discovery, integration, development, application, and extension of knowledge as well as aesthetic creation and is often demonstrated by publications and presentations designed for professional audiences. Scholarship is manifested in articles, scholarly books and texts, reports of research, creative works, textbooks, scholarly presentations, research grants, demonstration grants, papers read, panel participation, exhibits, performances, professional honors and awards, additional professional training or certification, degrees earned, postdoctoral work, and academic honors and awards.

Service

Faculty are expected to make service contributions to their professions and to the institution. Service at the department/school, college, and university levels is essential to the well-being of the University. Service includes the application of one's expertise in the discipline for the benefit of a professional organization, the community, or the institution. Service also includes the academic advisement of Georgia Southern University students. Additionally, service may include work in schools, businesses, museums, social agencies, government, or the like, as well as activities undertaken on behalf of the University that do not entail systematic instruction, such as manuscript reviewing and the design and development of professional conferences. Consulting shall be designated as paid or unpaid.

205.02 Evaluation of Faculty

Under the policies of the Board of Regents, the maximum probationary period for a newly employed non-tenured, tenure-track faculty member is seven years. At the end of the fifth or sixth year, a decision is made as to whether the employee will be tenured. Each year of the probationary period, non-tenured, tenure-track faculty are evaluated. Following the evaluation in the first year, the faculty member is notified by February 1 if a contract will not be offered for the following year. The notification date during the second year is November 1 if a contract will not be offered for the following year. In subsequent years, the faculty member is notified by August 1 if a contract will not be offered for the

following year. This notification schedule is identical for non-tenure track faculty (in the ranks of instructor, assistant professor, associate professor, or professor) who are also evaluated annually, but not subject to a probationary period of seven years. It does not apply to regular, limited-term (formerly full-time, temporary/visiting faculty). Regular, limited-term faculty and part-time faculty are appointed for a specified length of time (either one academic year or one semester); therefore, they do not receive a letter of intent not to renew. Nonetheless, regular, limited-term faculty are evaluated annually (or at the end of the semester if appointed full-time for one semester), and part-time faculty are evaluated at the end of the semester of appointment (or term of appointment if appointed for a full-year). Similarly, teaching adjunct faculty are evaluated at the conclusion of the semester of appointment (or term of appointment if teaching for an academic year).

For lecturers with less than three years of full-time service, written notice of intent not to renew should be sent as early as possible, but no specific notice is required. For lecturers with three or more years but less than six years of full-time service, written notice of intent not to renew should be sent a least 30 calendar days prior to the first day of classes in the semester. For senior lecturers with six or more years of full-time service, written notice of intent not to renew is sent at least 180 calendar days prior to the first day of classes in the semester (*Board of Regents Policy Manual*, § 8.3.4.3).

Reappointment of Academic Professionals is made annually. Notice of reappointment and non-reappointment must be made consistent with the three month, six month, and nine month notification schedule, depending upon the length of service (*Board of Regents Policy Manual*, § 8.3.4.2).

Faculty contracts in the University System of Georgia cannot exceed one year. An evaluation of the work of every non-tenured, tenure-track faculty member and every non-tenure track faculty member is made annually with the department chair responsible for recommending renewal or non-renewal of contract for the succeeding year. The section on promotion and salary increases in the *Faculty Handbook* indicates the general criteria used in faculty evaluations.

In addition to the annual review of a non-tenured, tenure-track faculty member, the University's colleges conduct an extra and especially thorough evaluation in the third year as a basis for recommending renewal or nonrenewal of the contract beyond the following year (pre-tenure review). Each department is free to develop its particular system for evaluating faculty members under the general criteria established by the Board of Regents. The procedures should be described to faculty by the department chair and provided to faculty in a written set of departmental procedures (*Board of Regents Policy Manual*, § 8.3.5).

205.03 Faculty Evaluation Guidelines

(The following guidelines for faculty evaluations were approved by the Faculty Senate, June 1, 1981.)

The Board of Regents at its September 1979 meeting added the following statement to its policies: "Each institution shall establish definite and stated criteria, consistent with Regents' policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually and shall follow stated procedures as prescribed by each institution" (*Board of Regents Policy Manual*, § 8.3.5).

Subsequently, a tentative set of guidelines was developed by the Chancellor's office. It reads, in part: "The purpose of the new faculty evaluation policy is twofold. The primary purpose is to aid the faculty member in improving and developing his or her performance as a member of the academic community and to ensure the faculty member's understanding of the relationship between his or her performance and the expectations of the institution. Secondly, the faculty evaluation should assist the institution in its review of the faculty member for continued employment, promotion, tenure, and merit salary increases. The institution may wish to develop different procedures for each category of review. However, the faculty member must clearly understand the criteria and the procedures to be used in the evaluation process for continued employment, promotion, tenure, and merit salary increases."

The following information concerning faculty evaluation provides an overview of the kinds of faculty evaluations that are currently made, lists the various types of evaluations, and suggests a schedule of dates for the completion of each. The actual development of procedures for each kind of evaluation is the responsibility of the faculty and academic administration. In all university evaluation procedures, Regents policy requires that the criteria and procedures be put in writing. Emphasis is placed upon:

- doing necessary tasks positively and constructively;
- clarifying procedures, results, and recommendations;
- determining specific procedures for each type at the most reasonable level, i.e., department/school or college; and
- attempting to foster a climate of professional collegiality rather than one of employer/employee or management/labor.

205.04

Types of Evaluations

- A. Each full-time, continuing faculty member is evaluated annually to ensure effective performance and facilitate improvement. Annual evaluations also serve as the basis for recommending merit salary increases and determining continuation of non-tenured, tenure-track faculty and non-tenure track faculty.
- B. Regular, limited-term faculty are evaluated annually (or at the end of the semester if appointed full-time for one semester).
- C. Part-time faculty are evaluated at the end of the semester of appointment (or term of appointment if appointed for a full-year).
- D. Teaching adjunct (honorary, uncompensated) faculty are evaluated at the conclusion of the semester of appointment (or term of appointment if teaching for an academic year).
- E. Special evaluations are made for the following specific decisions, relevant for full-time, continuing faculty:
 - pre-tenure review
 - tenure
 - promotion
 - post-tenure review

Types of Faculty Evaluations

Evaluation	Description	Schedule
Annual Review	A review of the performance and achievements of each faculty member as related to the faculty member's stated objectives and goals for the year.	<ul style="list-style-type: none"> • Faculty submit a report of their professional activities to the department chair by early January. • Department chairs conduct annual faculty reviews January through March; however, evaluations of non-tenured, tenure-track faculty and non-tenure track faculty for purposes of determining continuation for the next academic year must occur prior to the notification dates required by the Board of Regents. • First year probationary faculty receive notification by February 1st if a contract will not be offered for the following year. • Second year probationary faculty receive notification by November 1st if a contract will not be offered for the following year. • All other faculty receive notification by August 1st if a contract will not be offered for the following year. • Salary increase recommendations—based on the annual reviews—are made in April. <p><i>Note:</i> Regular, limited-term faculty are evaluated annually (or at the end of the semester if appointed full-time for one semester). Part-time faculty are evaluated at the end of the semester of appointment (or term of appointment if appointed for a full-year). Teaching adjunct (honorary, uncompensated) faculty are evaluated at the conclusion of the semester of appointment (or term of appointment if teaching for an academic year).</p>
Pre-Tenure Review	A comprehensive review of the performance and achievements of non-tenured, tenure-track faculty members conducted in the third year of the probationary period.	<ul style="list-style-type: none"> • Faculty receive notification of the review in mid-September and are asked to prepare their materials. • Departments submit pre-tenure reviews to the dean's office in early February. • Dean's office submits pre-tenure reviews to the Provost's Office in mid-April.
Tenure	A comprehensive review of the performance and achievements of non-tenured, tenure-track faculty members conducted in the fifth or sixth year of the probationary period for consideration of the award of tenure.	<ul style="list-style-type: none"> • Deans submit tenure reviews to the Provost's Office in early December. • Tenure review at the university level completed by the end of January. • If approved, tenure is effective August 1st. • If review is unfavorable, a nonrenewal letter is issued to the faculty member no later than August 1st.
Promotion	A comprehensive review of the performance and achievements of non-tenured and tenured faculty members for consideration for promotion to the next higher rank.	<ul style="list-style-type: none"> • Deans submit promotion reviews to the Provost's Office in early December. • Promotion review at the university level completed by the end of January. • If approved, promotion is effective August 1st.
Post-Tenure Review	A systematic, periodic, cumulative review of all tenured faculty members which focuses on identifying faculty development opportunities which are mutually beneficial for the faculty member and the institution.	<ul style="list-style-type: none"> • Faculty receive notification of the review in mid-September and are asked to prepare their materials. • Departments submit post-tenure reviews to the dean's office in early February. • Dean's office submits post-tenure reviews to the Provost's Office by mid-March.

205.05 Schedule for Completion of Evaluations

A. Annual Evaluations

1. Faculty evaluations for full-time, continuing faculty
 - a. Faculty submit materials to the department chair in early January.
 - b. The department chair meets with each faculty member between January and March.
2. Salary recommendations submitted to the Provost's Office in early April.
3. Evaluations of non-tenured, tenure-track faculty and non-tenure track faculty for purposes of determining continuation for the next academic year must occur prior to the notification dates required by the Board of Regents:
 - a. at least three months before the date of termination of an initial one-year contract (February 1);

- b. at least six months before the date of termination of a second one-year contract (November 1);
- c. at least nine months before the date of termination of a contract after two or more years of service at the institution (August 1).
- Regular, limited-term faculty are evaluated annually (or at the end of the semester if appointed full-time for one semester).
- Part-time faculty are evaluated at the end of the semester of appointment (or term of appointment if appointed for a full-year).
- Teaching adjunct (honorary, uncompensated) faculty are evaluated at the conclusion of the semester of appointment (or term of appointment if teaching for an academic year).

B. Special Evaluations

1. Promotion: due to Provost's Office in early December.
2. Tenure: due to Provost's Office in early December.
3. Pre-tenure review of non-tenured, tenure-track faculty: due in the Provost's Office mid-April of the third probationary year.
4. Post-tenure review: due in the Provost's Office mid-March.

205.06

Procedures for Faculty Evaluations

The following guidelines relate to different aspects of faculty evaluation.

A. Criteria in all evaluations

The major criteria to be considered in both qualitative and quantitative terms are those specified for promotion by the Regents: teaching, service to the institution, academic achievement, and professional growth and development (*Board of Regents Policy Manual, § 8.3.6.1*). At Georgia Southern, these four are combined as the three criteria of teaching, scholarship, and service (see § 205.01 of the *Faculty Handbook*). Regents' policy also states "effective advisement shall be credited toward retention, tenure, and promotion. It shall be a specific topic of faculty evaluation" (*Board of Regents Policy Manual, § 3.9*).

B. Faculty input and initiative

1. Each faculty member is encouraged to provide any information he or she wishes to facilitate the evaluation.
2. Either the faculty member or department chair may initiate an evaluation for promotion, but in either case, the faculty member provides the supporting material.
3. To facilitate the evaluation process, faculty whose scholarship is published in another language will provide English translations of articles, conference papers, and works of similar length. The department will seek third-party reviews in English of longer works such as books and monographs. This requirement may be waived in units where sufficient numbers of faculty who read the foreign language proficiently are eligible for service on evaluation committees. Such waivers require the appropriate dean's approval on an annual basis.

C. Feedback

The department/school chair will discuss the evaluations and the recommendations based upon them, except in cases of nonrenewal, with the faculty member involved. The discussion should be constructive, candid, and future-oriented. In the case of the annual evaluation, the primary purpose is to provide information for the faculty member's professional development, to advise the faculty member of any recommendations made and the basis for the recommendations, and to set professional goals for the faculty member for the coming year. A narrative summary of the evaluation, including recommendations, will be written by the department chair. The faculty member may append his or her written comments to this summary. A copy of the evaluation and comments will be given to the faculty member.

D. Locus and responsibility

The process of faculty evaluation is carried out primarily in the department. The chair directs the evaluation and provides summaries and recommendations to the dean.

E. Departmental determination of criteria and procedures

1. Members of each department shall approve all criteria for evaluation of instruction, scholarship and creativity, and service and all procedures for evaluation.
2. Each department shall describe in writing its criteria and procedures for evaluation. A copy shall be submitted to the dean for approval.
3. Regents policy requires that a written system of student ratings of instruction be utilized in the annual evaluation of each faculty member (*Board of Regents Policy Manual*, § 8.3.5). Completed rating forms are kept on file in the department chair's office and are the property of the University.
4. The special evaluations (for promotion, tenure, pre-tenure review, and post-tenure review) should also include some type of systematic evaluation by peers and others who have knowledge of the work of the faculty member.

F. College determination of procedures

Each college shall determine and describe in writing its procedures for evaluating the promotion recommendations submitted by the department chairs. A copy of the procedures shall be submitted to the Provost for approval.

205.07 Student Ratings of Instruction

Georgia Southern requires and conducts written or online student ratings of instruction each academic term (excluding summer) to provide information to faculty for their use in the improvement of teaching. Results are also used in faculty evaluation as mandated by Regents policy as a portion of an evaluation of teaching effectiveness. Department chairs return a summary of numerical results and students' written comments to faculty each academic term; original responses are the property of the University. Courses shall be evaluated by students in the same manner as the course is conducted. As with any evaluation, faculty shall have the right to respond to student ratings regarding factors that might have influenced student ratings of instruction scores.

Approved by the Faculty Senate, September 15, 2014.

206 Annual Reports

Faculty report their professional activities in early January for the previous calendar year. These reports form the basis for the annual performance evaluation and for department, school, college, and university reports.

207 Salary Increases

The Board of Regents receives an annual appropriation from the General Assembly for all phases of its operations. Expenditures for operation of the University System are therefore necessarily contingent upon legislative appropriations, including salaries. While compensation could be reduced as a consequence of actions of the Governor or the General Assembly, it is the stated intent of the Board "to maintain current salary commitments insofar as possible to every employee, and the Board will exert its composite influence and best efforts to that end" (*Board of Regents Policy Manual*, § 8.3.12.1).

Salary increases for full-time teaching faculty are awarded on the basis of merit. Merit ratings are determined by evaluation procedures established in accordance with university policies and represent a consensus arrived at by the department chair, the dean, and the Provost.

Criteria for the determination of merit increases shall include teaching ability, completion of significant professional development activities (including the attainment of additional academic degrees), promotion in rank, seniority, research productivity, academic achievements and publications, academic honors and recognitions, academic advisement, relevant professional achievements and recognitions, and non-teaching services to the institution (*Academic and Student Affairs Handbook*, § 2.07 and § 4.1402).

Promotion Guidelines

Georgia Southern approves faculty for promotion based upon Regents policies (*Academic and Student Affairs Handbook*, § 4.5). Promotions in rank are based on merit and are not automatic. Promotion applications are considered and recommendations made at the department/school, college, and Provost's levels, culminating in an institutional decision at the President's level. The Board of Regents has fixed certain minimum criteria for promotion. Promotion at Georgia Southern requires satisfactory performance in all areas of evaluation, with noteworthy accomplishment in teaching and one of the other two areas. Regents policies state that there should be appropriate involvement of faculty in making recommendations for promotion. Each unit shall have written procedures for making recommendations, and these procedures shall be available to all faculty members. Unit and college procedures must be approved by the Provost.

The difference between successive faculty ranks is primarily one of achievement and professional growth and development. Aspirants to higher ranks are expected to demonstrate progressively more advanced levels of professional maturity, accomplishment, and recognition beyond the boundaries of the University as they are considered for promotion.

At Georgia Southern the terminal degree or its equivalent is required for promotion to associate or full professor. Strong justification should be provided in support of any recommendation for promotion to the ranks of associate or full professor without the terminal degree in the discipline.

Length of service is taken into consideration. Faculty are eligible for and may be reviewed for promotion in rank during their fifth year of service in their current rank. If recommended for promotion, the new rank will go into effect at the beginning of their next contract period. Recommendations for promotion are not normally considered for individuals who are currently on leaves of absence. Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion. At research and comprehensive universities, faculty may be considered for "early" promotion with less than the required minimum years of service in rank listed below; however, these cases require strong justification and approval by the President.

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as Lecturer.
- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as Instructor.
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor.
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor.

At the time of an individual's initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. In extraordinary cases, research and comprehensive universities may award more than three years of probationary credit at initial faculty appointments. Such awards require approval by the President and written notification to the University System of Georgia Chief Academic Officer. Faculty given probationary credit towards promotion may not use their probationary credit towards consideration for "early" promotion without the approval of the President.

In considering the promotion of an academic administrator (vice president, dean, department chair), the immediate supervisor must obtain the appropriate input from the academic department involved. Decisions regarding promotion of an academic administrator will be based upon the faculty evaluation criteria and will be independent of administrative performance.

The composition of the departmental and college promotion committees shall follow the guidelines as set forth in each college's *Bylaws* or procedural manual.

The promotion guidelines were revised by the Provost's Office to align with BOR policy, October 6, 2014.

Tenure Guidelines

The institution approves faculty for tenure in accordance with *Section 8.3.7.2, Board of Regents Policy Manual*, which includes a comprehensive statement of tenure policies in the University System. Tenure ensures academic freedom for faculty and protection against improper restrictions of the freedom of inquiry in teaching, scholarship, and service. It protects the right to publish or otherwise present scholarly work publicly without the threat of political or other confining orthodoxies. Academic freedom and tenure sustain and support the transmission and advancement of knowledge and understanding, which are central to the mission of the University. Tenured faculty have the responsibility to engage in continuous professional growth; to remain vital and contributing members of the faculty; to present accurate information in teaching; and to facilitate, support, defend, and preserve an environment of academic integrity.

Tenure applications are considered and recommendations made at the department/school, college, and Provost's levels, culminating in an institutional decision at the President's level. Tenure at Georgia Southern University may be awarded after five years of full-time service at the institution at the rank of assistant professor or higher. Probationary credit, which must be granted at the time of initial appointment, may be used to reduce this time requirement. Meeting the minimum time requirement does not guarantee the award of tenure. A faculty member initially appointed at the rank of lecturer at a University System of Georgia institution may be awarded tenure after five years, provided that the individual has served at least three years at the rank of assistant professor at Georgia Southern University. A tenure timeline must be completed for each non-tenured, tenure-track faculty member in the department and placed in the faculty member's personnel file.

Recommendations for probationary credit will typically be initiated at the departmental level subject to approval by the dean and Provost at the time of appointment and will be subject to the following guidelines.

- Persons who have previously earned tenure at a regionally accredited institution may be granted up to three years of probationary credit.
- Persons who served in tenure-track positions may be granted up to two years based upon evaluation of years of prior service and professional credentials.
- Persons who were initially appointed as a lecturer at a University System of Georgia institution may be granted probationary credit for up to two years of service as a lecturer.
- The decision whether to use any or all probationary credit should be made by the applicant in consultation with his or her department chair and dean. When such application is made and the individual has combined probationary credit and Georgia Southern full-time service years to equal an "on time" application, the application shall not be viewed as early by any party involved in the process.
- According to *Section 8.3.7.4, Board of Regents Policy Manual*, in exceptional cases tenure may be granted to "an outstanding distinguished senior faculty member [...] upon the faculty member's initial appointment [...]. Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution."

Faculty who apply and are not recommended for tenure in minimum time or who use probationary credit and are not recommended may apply for tenure only once more. The maximum number of years to earn tenure is seven years. Individuals are not required to include probationary credit in the calculation of this maximum. Typically, individuals are considered for tenure in their fifth or sixth year, including any probationary credit.

In considering the tenure of an academic administrator (vice president, dean, department chair), the immediate supervisor must obtain the appropriate input from the academic department involved. Decisions regarding tenure of an academic administrator will be based upon the criteria outlined above and below and will be independent of administrative performance.

Departmental tenure committees shall consist of three or more tenured faculty members and shall seek input from all tenured faculty in the department. In instances where departments do not have enough

tenured faculty members to serve, the existing tenured faculty members shall work with the dean of the college to establish an appropriate committee. Tenure committees at the college level shall be made up of tenured faculty members.

Areas for evaluation for the award of tenure and annual renewal at Georgia Southern University include the following [also see § 205.01 of the *Faculty Handbook*]:

- teaching;
- service (institutional and/or professional);
- scholarship;
- needs of the institution;
- ability of the professor to function within the Georgia Southern academic community; and
- length of service as described in paragraphs 1, 2, and 3 above.

Tenure-track faculty serve a probationary period as described above in a series of one-year appointments. The offer of a one-year contract in no way implies a commitment or obligation on the part of the University to offer contracts for subsequent years. Notice of the intention not to renew a non-tenured faculty member shall be furnished in writing according to the following schedule:

- at least three months before the date of termination of an initial one-year contract (February 1);
- at least six months before the date of termination of a second one-year contract (November 1);
- at least nine months before the date of termination of a contract after two or more years of service at the institution (August 1).

This schedule of notification does not apply to faculty holding regular, limited-term or part-time positions.

Tenure resides at the institutional level. Only assistant professors, associate professors, and professors are eligible for tenure. Faculty members with part-time appointments shall not acquire tenure, nor does tenure apply to honorary (adjunct) appointments.

The tenure guidelines were revised by the Provost's Office to align with BOR policy, March 5, 2013.

210 Procedure for Appeals

Since promotion and tenure decisions are made at the president's level, appeals can only be filed following the President's decision (in late January or early February). Faculty may write a letter responding to a negative recommendation received at an earlier level of review and ask that this letter be included in their promotion and/or tenure dossier as it proceeds through the various levels of review, but the letter is not considered a formal appeal. Formal appeals must be made to the President through the Provost's Office within 14 days of notification of the decision.

Post-tenure review decisions are made at the provost's level; therefore appeals can only be filed following the Provost's decision. Faculty may write a letter responding to a negative recommendation received at an earlier level of review and ask that this letter be included in their post-tenure review materials as they proceed through the various levels of review, but the letter is not considered a formal appeal. Formal appeals must be made to the Provost within 14 days of notification of the decision.

211 Renewal/Nonrenewal of Faculty

211.01 Renewal/Nonrenewal of Probationary Faculty

Department chairs will seek the advice of the tenured faculty on decisions of renewal or nonrenewal of probationary (non-tenured, tenure-track) faculty. Chairs may seek additional advice as they deem appropriate.

Before written notice is given to the faculty member, the department chair will discuss with the dean and then the dean will discuss with the Provost each intention not to renew.

211.02

Dismissal for Cause: Regents Policy

A tenured faculty member or a non-tenured faculty member, before the end of his or her contract term, may be dismissed for any of the following reasons provided that the institution has complied with procedural due process requirements:

- conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment—or prior thereto if the conviction or admission of guilt was willfully concealed;
- professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship;
- unlawful manufacture, distribution, sale, use or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member's performance of duty or his/her responsibilities to the institution or to the profession;
- conviction or admission of guilt in a court proceeding of any criminal drug offense;
- physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;
- false swearing with respect to official documents filed with the institution;
- disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity;
- such other grounds for dismissal as may be specified in the *Statutes* of the institution.

Each institution, as part of its *Statutes*, may supplement Regents' policies governing causes for dismissal and procedures for dismissal. Each institution should provide for standards governing faculty conduct, including sanctions short of dismissal, and procedures for the implementation of such sanctions. In the imposition of sanctions, the burden of proof lies with the institution (*Board of Regents Policy Manual*, § 8.3.9.1).

211.03

Procedures for Dismissal: Regents Policy

These procedures shall apply only to the dismissal of a faculty member with tenure, or a non-tenured faculty member before the end of the term specified in his/her contract. It is intended that the procedures set forth below shall be considered as minimum standards of due process and shall not be construed as a limitation upon individual standards or procedures, consistent with the *Policy Manual* and *Bylaws* of the Board, which a University System of Georgia institution may elect to adopt for its own improvement or to make adjustment to its own particular circumstances. Such additional standards or procedures shall be incorporated into the *Statutes* of the institution.

The president may at any time remove any faculty member for cause. Cause or grounds for dismissal are set forth in the *Board of Regents Policy Manual*, Section 8.3.9.1 and in the approved *Statutes* or *Bylaws* of an institution. Whenever the words "president" or "administration" are used in these procedures, they shall be construed to include the designated representative of the president.

Preliminary Procedures

The dismissal of a tenured faculty member, or a non-tenured faculty member during his/her contract term should be preceded by:

1. Discussion between the faculty member and appropriate administrative officers looking toward a mutual settlement.
2. Informal inquiry by an appropriate faculty committee which may, upon failing to effect an adjustment, advise the president whether dismissal proceedings should be undertaken; its advisory opinion shall not be binding upon the president.
3. A letter to the faculty member forewarning that he/she is about to be terminated for cause and informing him/her that a statement of charges will be forwarded to him/her upon request. The faculty member may also request a formal hearing on the charges before a faculty committee. Failure to request charges or a hearing within a reasonable time shall constitute a waiver of the right to a hearing.

4. A statement of charges, if requested by the faculty member, framed with reasonable particularity by the president or his or her designated representative. Along with the charges, the faculty member shall be advised of the names of the witnesses to be used against him or her together with the nature of their expected testimony.

Provision for Hearing Committee

A dismissal as defined above shall be preceded by a statement of charges or causes (grounds for dismissal) if so requested, including a statement that the faculty member concerned shall have the right to be heard by a faculty hearing committee.

The Hearing Committee shall consist of not fewer than three or more than five impartial faculty members appointed by the executive committee (or its equivalent) of the highest legislative body of the faculty, from among the members of the entire faculty, as defined in *Section 8.1.1* of the *Board of Regents Policy Manual*, of the institution. Members of the Hearing Committee may serve concurrently on other committees of the faculty. The Hearing Committee will meet as a body when it is called into session by the chair of the body that selected them either at his/her discretion, or upon the request of the president or the faculty member who is subject to dismissal.

When the Hearing Committee is called into session, it shall elect a chair from among its membership. A member should remove himself/herself from the case, either at the request of a party or on his/her own initiative if he/she deems himself/herself disqualified for bias or interest. Each party shall have a maximum of two challenges without stated cause, provided, however, that all challenges whether with or without cause shall be made in writing and filed with the chair of the Hearing Committee at least five days in advance of the date set for the hearing. The chair shall have the authority to decide whether a member of the committee is disqualified for cause. If the chair determines that a member is so disqualified or if a committee member removes himself/herself from a case, the replacement shall be made in the same manner as the original committee was selected. If the chair is thus removed, the committee shall elect a new chair after committee replacements have been appointed. A minimum of three members is required for any action to be taken.

Dismissal Procedures

In all instances where a hearing is requested, the following hearing procedures shall apply:

1. Service of notice of the hearing with specific reasons or charges against the faculty member together with the names of the members of the Hearing Committee shall be made in writing at least 20 days prior to the hearing. The faculty member may waive a hearing or he/she may respond to the charges in writing at least five days in advance of the date set for the hearing. If a faculty member waives a hearing, but denies the charges or asserts that the charges do not support a finding of adequate cause, the Hearing Committee shall evaluate all available evidence and rest its recommendation upon the evidence in the record.
2. The Hearing Committee, in consultation with the president and the faculty member, may exercise its judgment as to whether the hearing should be public or private.
3. During the proceedings the faculty member and the administration shall be permitted to have an academic advisor and/or counsel of his/her choice. The Hearing Committee will be permitted to have advisory counsel.
4. At the request of either party or the chair of the Hearing Committee, a representative of a responsible education association shall be permitted to attend as an observer.
5. A tape recording or transcript of the proceedings shall be kept and made available to the faculty member and the administration in the event an appeal is filed.
6. An oath or affirmation shall be administered to all witnesses by any person authorized by law to administer oaths in the state of Georgia.
7. The Hearing Committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
8. The faculty member and the administration shall be afforded a reasonable opportunity to obtain necessary witnesses and documentary or other evidence.
9. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witness cannot or will not appear but the Committee determines that the interests of justice require the admission of his/her statement, the

Committee will identify the witness, disclose his statement and if possible provide for interrogatories.

10. The Hearing Committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. All questions relating to admissibility of evidence or other legal matters shall be decided by the chair or presiding officer.
11. The findings of fact and the decision of the Hearing Committee will be based solely on the hearing record.
12. Except for such simple announcements as may be required covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers should be avoided until the proceedings have been completed, including consideration by the Board of Regents in the event an appeal is filed. The president and the faculty member will be notified in writing of the decision and recommendation, if any, of the Hearing Committee.
13. If the Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the president. If the president does not approve the report, he/she should state his/her reasons in writing to the Committee for response before rendering his/her final decision. If the Committee concludes that an academic penalty less than dismissal would be more appropriate than dismissal, it may so recommend with supporting reasons. The president may or may not follow the recommendations of the Committee.
14. After complying with the foregoing procedures, the president shall send an official letter to the faculty member notifying him/her of his/her retention or removal for cause. Such letter shall be delivered to addressee only, with receipt to show to whom and when delivered and address where delivered. The letter shall clearly state any charges which the president has found sustained and shall notify such person that he/she may appeal to the Board of Regents for review. The appeal shall be submitted in writing to the Chancellor within 20 days following the decision of the president. It shall state the decision complained of and the redress desired. The Board or a committee of the Board shall investigate the matter thoroughly and render its decision thereon within 60 days from the date of the receipt of the appeal or from the date of any hearing which may be held thereon.
15. Upon dismissal by the president, the faculty member shall be suspended from employment without pay from the date of the final decision of the president. Should the faculty member be reinstated by action of the Board of Regents, he/she shall be compensated from the date of the suspension.

(Board of Regents Policy Manual, § 8.3.9.2)

212 Policy on Pre-Tenure Review

In addition to the annual review of faculty, the University conducts a comprehensive review of achievements and performance in the third year of the probationary period as a basis for recommending renewal or nonrenewal of the contract beyond the following year. Each department or unit must develop procedures and criteria within the parameters established by Regents policy and the university policy outlined below. The procedures and criteria shall be described to faculty by the department chair/unit head and provided to each incoming faculty member in a written set of departmental/unit procedures. The written procedures shall make clear that a positive pre-tenure review is not a guarantee of promotion and/or tenure.

Because the pre-tenure review looks ahead to tenure and, in many cases, promotion, criteria at the unit level must mirror the unit's tenure and promotion criteria, emphasizing excellence in teaching. The pre-tenure review must assess progress toward tenure and promotion and provide written feedback to the faculty member with specific suggestions for continued progress. The pre-tenure review may lead to a decision of nonrenewal in those cases where tenure is not possible.

The pre-tenure review is carried out in the third year of the probationary period or, in those cases where the faculty member has prior years of service toward tenure, at the midpoint of the remaining

probationary period. By September 15 of each year, candidates for pre-tenure review are notified of their review and asked to prepare materials specified in the unit's procedures for submission by February 1. Submissions should include copies of annual reviews and materials related to achievements in teaching, scholarship, and service. Unit procedures must outline how and by whom the materials will be evaluated; how input will be sought from peers, students, unit heads, and others; and the specific criteria for the review. All input will be considered by a committee of tenured faculty which must include at least three members. Committees which function as part of the pre-tenure review should be diverse in their composition. Units are not required to substitute the pre-tenure review for the annual review but may do so.

The review committee shall deliver its written report to the unit head who is responsible for making a recommendation to the next level of administrative oversight. Unit heads who are department chairs will discuss the content of the review committee's report and their own recommendations with their dean. Unit heads shall then give the faculty member a written summary of their recommendation, a copy of the committee's report, and any suggestions for continued progress; discuss all materials with the faculty member; and give the faculty member an opportunity to provide a written response which will be appended to the written report. Feedback from the pre-tenure review should be candid and future-oriented. Unit heads are responsible for assisting faculty with implementing plans for continued progress. Such plans should be integrated with campus resources such as the Centers for Teaching and Technology; internal and external grant programs; and formal and informal mentoring systems. In cases where tenure is not possible, the unit head will deliver a letter of nonrenewal consistent with timetables in Regents and university policies.

Both parties sign the report to indicate that they have discussed it. The unit head should remind the faculty member that a positive pre-tenure review is not a guarantee of promotion and/or tenure. The unit head appraises the line officer one level above the unit of the results of the pre-tenure review conference and provides that officer with a copy of the signed report. A copy shall be placed in the faculty member's file at the unit level, along with materials submitted for the review. Subsequent annual reviews should assess continued achievement and provide feedback regarding acceptable progress toward tenure and/or promotion. The dean's office submits a memorandum summarizing the pre-tenure reviews conducted in the college for that year to the Provost's Office no later than mid-April.

213 Policy on Post-Tenure Review

I. Introduction

Post-tenure review, the systematic, periodic, cumulative review of all tenured faculty, is an extension of the evaluation system currently in place. Coupled with any evaluation process is the obligation to provide faculty development opportunities that allow all faculty to realize their full potential. Post-tenure review focuses on identifying faculty development opportunities for tenured faculty that mutually benefit the individual and the institution. The ultimate purpose of post-tenure review is to recognize, reward, and enhance the performance of tenured faculty.

II. Purpose and Criteria

The post-tenure review process and the process for deciding promotion and tenure share the same evaluation criteria; however, their purposes and evaluation standards are different. The purposes of post-tenure review are:

- to recognize and reward tenured faculty who have made and continue to make significant contributions to the missions of their departments, colleges, and the University;
- to provide faculty development opportunities for tenured faculty for the primary purpose of enhancing teaching, but also scholarship and/or service, in a way that is mutually beneficial to the individual and the University; and
- to provide a systematic faculty development plan to remedy instances where a tenured faculty member's contributions in teaching, scholarship, and/or service are found to be deficient with respect to the missions of the department, college, or University.

Post-tenure review not only concentrates on the period under review, but also considers the cumulative contributions of faculty. For this reason, and because it focuses on continuing a mutually beneficial relationship between the institution and the individual, judgments regarding post-tenure review should be based on contributions over one's career as well as those since the last review and not only on the

contributions which are applied to promotion. A satisfactory post-tenure review indicates that the individual continues to make contributions which benefit the University, its students, and its other constituents.

In an institution devoted to “teaching first,” teaching and contributions to the learning environment are of paramount importance in the post-tenure review process. Evidence of contributions in the areas of scholarship and service is also required. The three criteria, teaching, scholarship, and service, are described in *Section 205.01* of the *Faculty Handbook*. Each unit should define the exact criteria and how they will be assessed (see Roles and Responsibilities at IV), taking into consideration the uniqueness of the individual, the variations within disciplines, and the differing expectations and assignments that influence faculty contributions. Individual differences are reflected in varying combinations of emphasis in teaching, scholarship, and service; however, teaching and contributions to the learning environment are the primary focus of post-tenure review.

III. Schedule

Board of Regents policy stipulates that each tenured faculty member is to be reviewed five years after the most recent promotion or personnel action, as defined below, and at five-year intervals unless interrupted by a promotion, a written declaration to retire within five years (submitted to the appropriate dean), or a leave of absence. In the latter case, the faculty member will be reviewed upon returning to active employment. **At Georgia Southern, “five years after” is interpreted as requiring review in the faculty member’s sixth year to allow for five full years of activity.** Tenured faculty whose primary responsibilities are in administration, including interim appointments, will be reviewed five years after returning to a full-time faculty position. Faculty members undergoing post-tenure review will submit their materials for evaluation to the department chair or unit head by mid-January.

IV. Roles and Responsibilities

Each department, school, college, and the library will develop written procedures and specific criteria for post-tenure review as outlined below and will provide a copy of the procedures to each tenured and tenure-track faculty member. Reviews may be carried out at the department, school, or college level as agreed upon and described in the units’ written procedures. The phrases “department chair” and “unit head” as used in this document refer to the line officer who is the immediate supervisor of the faculty member undergoing post-tenure review.

Faculty are responsible for providing documentation of their performance as follows:

- an up-to-date curriculum vitae and copies of the annual performance review for each of the five years under consideration;
- measures of effectiveness in teaching, scholarship, and service (including but not limited to a combination of written (or online) student ratings of instruction and peer evaluations);
- a self-evaluation narrative of accomplishments for the period under review and projected goals for the next five-year period; and
- other documentation as specified by the college or department/unit.

Faculty may submit other materials which may enhance the review committee’s understanding of their performance. It is recognized that materials submitted by non-teaching faculty will differ substantially from those submitted by teaching faculty. The faculty member and the department chair or unit head will develop the documentation and provide it to the review committee.

The post-tenure review process will be conducted by a committee of at least three faculty peers with tenure, with the committee composition and selection process to be determined at the department, school, or college level in consultation with the appropriate dean. Units should strive to ensure diversity of membership in post-tenure review committees. After reviewing documentation of performance as outlined in the unit’s post-tenure review document, the committee will be expected to provide informed and candid feedback in a written report on the quality of the faculty member’s performance, accomplishments, and contributions in teaching, scholarship, and/or service. Meritorious accomplishments should be noted by the committee in any review. Likewise, major, chronic, or ongoing deficiencies should be identified and supporting documentation provided.

The committee will provide a written summary of its findings and any recommendations for faculty reward or development to the department chair or unit head who will transmit the written summary

to the faculty member and discuss it with him or her. The unit head should append his/her comments, and both the faculty member and the unit head should sign the document to indicate that they have discussed the committee's report and the unit head's comments. The faculty member may append a written response. A copy of the committee's report, the unit head's comments, and any written response by the faculty member will then be sent to the administrative officer at least one level above the faculty member's administrative unit where they will be reviewed and commented on by the dean/administrative director and to the Provost who will also review and comment on the report. In the case of library faculty, the University Librarian will send materials to the Provost. All written comments will also be forwarded to the faculty member. These comments, along with all other documents that played a substantive part in the review not readily available elsewhere, will then be placed in the faculty member's personnel file at the department/unit level. Post-tenure review packets are submitted **electronically** to the Provost's Office by mid-March. The packet consists of the committee's report, the department chair's/unit head's summary, the dean's summary, the candidate's current curriculum vitae, and a one-page summary of the student ratings of instruction for the same time period as the review. Additionally, the dean composes a cover memo transmitting these materials to the Provost's Office which provides an overview of the entire group of reviews, including how many post-tenure reviews were conducted, how many of these reviews were strong, borderline, or unsatisfactory, and an explanation of the language used to define a strong performance, borderline, etc.

In response to post-tenure review, the unit head will be responsible, in consultation with the faculty member, for deciding whether the faculty member should be rewarded for meritorious accomplishments (see "Relationships to Other Campus Processes" below) and/or engage in faculty development activities that would be helpful to the faculty member and in the best interest of the institution. Funding for any required development plan will be arranged by the unit head and the administrative officer at least one level above. In most cases, the results of the post-tenure review are likely to reveal that the faculty member is performing well, and any development plan would focus on further enhancing the faculty member's performance (e.g., enhancing knowledge and skills in the use of current technologies in teaching or scholarship). Faculty development is an important opportunity for all faculty members as they seek to reach their full potential and perform at their full capacity.

In cases where a faculty member is identified in the post-tenure review as having deficiencies, the administrative unit head, in consultation with the faculty member, must establish a formal plan of development. A formal plan includes identifying appropriate resources for faculty development on campus, on other campuses of the University System, at the System level, or in other locations. The plan for faculty development should (a) define specific goals or outcomes that the plan is designed to achieve; (b) outline the activities that will be undertaken to achieve the goals or outcomes; (c) set appropriate times within which the goals or outcomes should be accomplished; and (d) indicate appropriate criteria by which the faculty member will monitor progress. The faculty member's unit head will be responsible for forwarding the formal faculty development plan resulting from a post-tenure review to the appropriate administrative office at least one level above the faculty member's unit. The unit head and the administrative officer at least one level above are jointly responsible for arranging for appropriate funding for the development plan, if required.

At the time of the annual evaluation, the administrative unit head will meet with each faculty member who is working on a development plan because of deficiencies to review progress toward achieving the goals of the formal faculty development plan. A progress report, which will be included in the annual review, will be forwarded each year to the appropriate administrative officer at least one unit above the faculty member's unit. It will be the responsibility of the unit head and the current post-tenure review committee to determine if, after a specified period of three years, the faculty member has been successful in completing the formal faculty development plan; they will report that finding to the appropriate administrative officer at least one level above the faculty member's unit. An individual who successfully completes a development plan will be reviewed five years from the date of the original post-tenure review. If the faculty member has not been successful in completing the formal faculty development plan, the University may move for dismissal for cause under existing Board of Regents policy, *Section 8.3.5.4*, provided that the deficiencies meet the strict requirements of that policy.

A faculty member who disagrees with the results of a post-tenure review, including the need for a development plan, shall have the right to appeal as defined by the unit in implementing this policy. Each

unit will develop an appeal procedure. The unit will provide the Provost as well as all tenured and tenure-track faculty with a copy of this procedure.

V. Relationships to Other Campus Processes

Academic Freedom This policy is written in the spirit of upholding the University's commitment to academic freedom, and committees and individuals who act under this policy must ensure the academic freedom of faculty under review. The policy is not designed to abridge academic freedom, hinder the tenure or annual review process, or facilitate the dismissal of faculty (see the Academic Freedom Policy, approved by the Faculty Senate in June 1998, in § 201 of the *Faculty Handbook*).

Termination for Cause Nothing in the post-tenure review policy alters current Regents policy on dismissal for cause or its due process requirements. While dismissal for cause as the result of the post-tenure review process will be rare, it may be justified in certain instances as defined in Regents policy, *Section 8.3.9*.

214 Non-Tenure Track Appointments

Institutions of the University System are authorized to establish professional positions designated as non-tenure track positions. Such positions may be established for full-time professional personnel employed in administrative positions or to staff research, technical, special, career, and public service programs or programs that are anticipated to have a limited life span or that are funded, fully or partially, through non-System sources. There shall be no maximum time limitation for service in positions of this category.

Positions originally designated as non-tenure track positions or as tenure-track positions may be converted to the other type only with approval by the institution's president. Individuals employed in non-tenure track positions may apply, on an equal basis with other candidates, for tenure-track positions which may become available. The transfer of individuals from tenure-track to non-tenure track positions shall be effected on a voluntary basis only. Probationary credit toward tenure shall not be awarded for service in non-tenure track positions, except for lecturers and senior lecturers (§ 8.3.8, *Board of Regents Policy Manual*).

Notice of intention not to renew contracts of non-tenure track personnel who have been awarded academic rank shall follow the schedule required for tenure-track personnel. There is no maximum time limit for non-tenure track faculty at the rank of instructor. Non-tenure track faculty are eligible for promotion and all other faculty rights except that they shall not be eligible for consideration for the award of tenure.

214.01 Lecturers

The appointment and promotion of lecturers at Georgia Southern University are based upon the experience and academic background of the candidate as well as the instructional needs in the position. The designation applies to non-tenure track positions that carry out special instructional functions. The position is governed by all provisions of Board of Regents' policy 8.3.8.1, including being capped at no more than 20% of the FTE corps of primarily undergraduate instruction. The administration shall facilitate a reasonable distribution among departments and schools in usage of these positions across the University.

As described in the *Board of Regents Policy Manual 3.2.1.1*, lecturers are part of the corps of instruction and members of the faculty. As such, lecturers have access to grievance procedures which are defined in the Georgia Southern University *Faculty Handbook, Section 220.01*, as available to "all members of the faculty."

An initial appointment to a lecturer position is for a one-year period. Subsequently, renewal is on an annual basis. In no case will the service as lecturer or senior lecturer imply any claim upon tenure. However, as stated in the *Board of Regents Policy Manual 8.3.4.3*: "Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary." Notification of non-reappointment will be provided as early as possible, preferably following the schedule for notification of tenure-track faculty, as stated in the Georgia Southern University *Faculty Handbook, Section 205.02*, but no later than the following (Board of Regents' policy 8.3.4.3):

For lecturers with less than six years of full-time service, institutions must provide non-reappointment notice at least 30 calendar days prior to the institution's first day of

classes in the semester. For senior lecturers or lecturers with six years or more of full-time service, institutions must provide non-reappointment notice at least 180 calendar days prior to the institution's first day of classes in the semester.

As stated in the *Board of Regents Policy Manual 8.3.4.3*, "Lecturers or senior lecturers who have served for six or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures" of Georgia Southern University.

214.0101 Evaluations

Every lecturer and senior lecturer shall have an annual review conducted along the same schedule as individuals in the professorial ranks. Any additional requirements for departmental input or constitution of the review committee may be adopted by the individual department and/or college in which they are appointed. For lecturers, annual performance reviews should show achievement in teaching and achievement in at least one of the following areas: (1) service; (2) professional growth and development. The faculty in each unit and college should establish its own formal review process (mechanisms and policies) for lecturers and senior lecturers, including definitions of "exceptional teaching ability," "extraordinary value to the institution," and "noteworthy achievement."

As stated in the *Board of Regents Policy Manual 8.3.8.1*, reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the reviews of the lecturer demonstrate "exceptional teaching ability and extraordinary value to the institution." After the sixth year or promotion, a further major review will take place every five years. The intent of this review is to focus on continuing a mutually beneficial relationship between the institution and individual, to provide development opportunities, and to recognize, reward, and enhance faculty performance. Input for evaluating lecturers and senior lecturers at these points of major review will follow established unit and college policies as specified in the required policy documents. The departmental review committee shall be composed of at least three members, including both tenured faculty and senior lecturers, if any exist in the unit.

214.0102 Promotion to Senior Lecturer

To be promoted to senior lecturer, a lecturer must have served in rank for a minimum of five years and demonstrate through annual performance reviews and other credible evidence noteworthy achievement in teaching and achievement in at least one of the following areas: (1) service; (2) professional growth and development. Recommendations for promotion to senior lecturer are made utilizing the process and documentation described in *Section 208, Promotion Guidelines*, of the *Faculty Handbook*.

In keeping with Board of Regents' policy, promotion to senior lecturer requires approval by the President. Reappointment procedures for senior lecturers follow the same reappointment procedures as those for lecturers.

214.0103 Appeals

The candidate for promotion or retention beyond the sixth year may appeal a negative decision, except in the case of programmatic changes or financial exigency. The appeal must be based on the perception of significant omissions or commissions in the review process, impermissible bias in the review, or procedural errors that precluded an objective, fair review. The appeal must be to the next level of review. The responsible administrator at the appeal level shall review the appeal and make a recommendation. If the decision on appeal is to support the promotion or retention, the review process shall continue through the remaining review levels as if the decision from which the appeal was filed had been positive. If the decision on appeal is against the applicant, a further appeal may be filed. The process of appeals may continue until a final decision by the President.

*Adopted by the Faculty Senate, April 15, 2010;
revised by the Provost's Office, October 6, 2014, to conform with the Board of Regents' updated promotion policy.*

Georgia Southern's Awards for Excellence Program has two purposes: to recognize and reward faculty for exceptional achievement and to provide continuing opportunities for faculty development.

During the first three years, two awards were presented in each of two categories: Excellence in Contributions to Instruction and Excellence in Research/Creative Scholarly Activity. In 1988, the awards were expanded to include Excellence in Service.

Recipients must be nominated by their colleagues or students and are selected through a peer review process. Each recipient receives summer employment to continue instructional, research, or service activities and to develop a mechanism for sharing expertise with faculty, staff, and students.

- The *Award for Excellence in Contributions to Instruction* is not an award for the best teacher or the most popular teacher, but an effort to honor contributions to the teaching-learning process at the institutional level. The recipient must demonstrate excellence in the classroom and beyond by making contributions to the discipline and to the overall institutional mission.
- The *Award for Excellence in Research/Creative Scholarly Activity* seeks to recognize faculty who excel in their research efforts in addition to fulfilling regular full-time teaching responsibilities.
- The *Award for Excellence in Service* is designed to recognize and reward faculty who use their academic disciplines to provide non-compensated assistance to the community and region, as well as in the academic arena.

216 Summer Teaching and Employment

Summer Assignments for Faculty Opportunities for summer employment are sometimes available as summer enrollment and budget allocations allow. When available, summer teaching may be remunerated at the rate of three percent of the previous spring's annualized salary per semester credit hour. The University exercises fiscal caution when making summer allocations. For this reason, classes must have sufficient enrollment to be offered.

Restrictions on Summer Earnings State and Regents accounting procedures place certain restrictions on summer earnings by nine-month employees. Summer earnings may not exceed 33 1/3 percent of the previous spring's annualized salary.

Extrdepartmental Payments It is the faculty member's responsibility to notify the department chair of any externally funded summer payments. Frequent among these are employment funded by extramural grants and contracts; payments from other departments; and stipends from the Faculty Development, Research, and Service Committees. All such payments must be processed through the University's payroll system and, therefore, must be listed on the summer employment PPGA that the department chair submits to the dean. Since department chairs, deans, and the Provost's Office do not always receive notice of grant awards, sponsored payments may not be made unless faculty make certain that their department chairs have the pertinent information and know to initiate the appropriate paperwork.

Methods of Pay The University System of Georgia Shared Services unit determines the summer payroll schedule. Revisions to summer payments must be submitted on the *summer* Personnel Action Forms to the Provost's Office no later than July 31st. No revisions will be accepted after July 31st, except in the rare case where external funding provided by a grant or contract is finalized and approved by the Office of Research Services and Sponsored Programs after this date. Two checks are typically issued for non-teaching assignments.

Benefits The only deductions taken out of summer paychecks are retirement, FICA, and FICA-Med.

217 Professional Expectations

217.01 Academic Convocations

Faculty members are expected to participate in commencement exercises and the annual Honors Day program in academic regalia. The academic year contract includes participation in May and December commencement exercises and the Honors Day program. At times, based on limited seating capacity, the Provost's Office will announce an appropriate percentage of faculty for each college and the library and will request that units adhere to those limits in determining the line of march.

Outside Consulting Activities

The Board of Regents has adopted the following statement of policy regarding outside activities: “An employee of the University System of Georgia should avoid actual or apparent conflict of commitment between his or her college or university obligations and his or her outside activities.”

Occupational

- A. An employee of the University System shall not engage in any occupation, pursuit, or endeavor which will interfere with the regular and punctual discharge of official duties.
- B. All full-time faculty, administrators, and other professional staff members employed by an institution of the University System are expected to give full professional effort to their assignments of teaching, research, and service.
- C. Professional employees are encouraged to participate in professional activity that does not interfere with the regular and punctual discharge of official duties provided the activity meets one of the following criteria: (1) is a means of personal professional development; (2) serves the community, state, or nation; or (3) is consistent with the objectives of the institution.
- D. For all activities, except single-occasion activities, the employee shall report in writing through official channels the proposed arrangements and secure the approval of the President or his/her designee prior to engaging in the activities. Such activities include consulting, teaching, speaking, and participating in business or service enterprises (*Board of Regents Policy Manual, § 8.2.15.1*).

Consulting

Recognizing that teaching, research, and public service are the primary responsibilities of faculty members in the University System of Georgia, it shall be considered reasonable and desirable for faculty members to engage in consulting activities, which are defined for purposes of this policy as any additional activity beyond duties assigned by the institution, professional in nature and based in the appropriate discipline for which the individual receives compensation during the contract year (*Board of Regents Policy Manual, § 8.2.15.2*).

Georgia Southern University has adopted the following policy and procedures for implementing these Board of Regents policies.

Policy

University employees may participate in outside professional commitments during the term of their appointment, as long as these commitments do not interfere with the performance of regular employment duties, compete with the mission and services offered by the University or the employee's unit, or degrade or detract from the University's mission and reputation.

Exclusions

The following activities, when they are related to the normal course of work as a faculty or staff member, do not count as outside professional commitments. The activities listed below do not need to be reported unless these activities will interfere with the performance of regular employment duties or compete with the mission and services offered by the University or the employee's unit.

- Preparing scholarly or artistic works;
- Peer review of articles and grant proposals;
- Attendance and presentations at professional meetings (and other similar gatherings);
- Serving on advisory committees or evaluation panels for governmental agencies, non-profit higher education institutions or non-profit entities organized solely for educational, religious, philanthropic, or research purposes;
- Giving occasional lectures and speeches; participation in colloquia, symposia, site visits, study sections, and similar gatherings sponsored by governmental agencies, non-profit higher education institutions or non-profit entities organized solely for educational, religious, philanthropic, or research purposes; and
- Ad hoc refereeing of manuscripts.

Procedures

The dean, or department chair if specified by the dean, shall review for approval all faculty outside professional activities in advance. Such review will permit a determination of whether the proposed activities will constitute a real or apparent conflict of commitment. Examples of situations that, absent prior college or department review and approval, may create an actual or a perceived conflict of commitment are presented below. The examples are not all-inclusive, and are provided only as representations of commonly encountered situations.

- Teaching at another university during the academic year, or otherwise representing yourself as a faculty member of another university, unless done in support of a university-approved consortium.
- Use of one's professional expertise during the academic year to provide services that compete with services provided by an academic or service entity within the University.
- Participating in private business activities to the detriment of your university education, research, scholarship or service responsibilities.
- Conducting research or novel scientific investigation as a private consultant to outside entities that should more appropriately be conducted as research sponsored through the Office of Research Services and Sponsored Programs (ORSSP).

Each college or unit will develop a method of recording prior approval for faculty outside professional activities and other procedures for the full implementation of this policy. These procedures will be submitted to the Provost for approval. Questions involving conflicts of commitment in the area of faculty outside professional activities will be resolved by the dean and the Provost. The faculty member has the responsibility for submitting a plan for reimbursing the institution for use of the institution's personnel, facilities, equipment and/or materials consistent with rates charged outside groups or persons. Faculty must also adhere to the following restrictions:

- may not use the university name, marks, or logos for advertising purposes.
- may not use the official stationery of the University nor give as a consulting business address any university building or department name when participating in outside commitments.
- may identify their university employee status when rendering service to an organization outside the University, but may not speak, act, or make representations on behalf of the University, nor may they express institutional endorsement in relation to the outside activity.
- must report outside consulting that is relevant to sponsored activities where required to fulfill Financial Conflict of Interest reporting requirement under the Financial Conflict of Interest policy (see § 407 in this *Handbook*).

217.03 Tutoring by Faculty

Any tutoring assignment for which the faculty member is to receive extra compensation (overload payment) must have prior approval by the faculty member's department chair, dean, and the Provost. Faculty members who accept private tutoring assignments for pay should not tutor any student who is enrolled in their class.

217.04 Teaching Loads

The standard teaching load for full-time faculty is 12 credit hours per semester. Adjustments to that load may be made with the recommendation of the chair and the approval of the dean.

217.05 Extra Compensation

See *Board of Regents Policy Manual*:

- [Section 8.3.12.3 Summer School Salaries](#)
- [Section 8.3.12.4 Research, Saturday Classes, and Off-Campus Continuing Education](#)

See Board of Regents *Academic & Student Affairs Handbook*:

- [Section 4.10 Faculty Overloads and Instructional Staff Responsibilities](#)

See Board of Regents *Business Procedures Manual*:

- [Section 5.3.2 Extra Compensation](#)

217.06 Class Meetings and Final Exams

The faculty member of record or a qualified substitute will meet all classes promptly at the scheduled time and for the allotted amount of time. Faculty also will give final exams in all courses as scheduled by the Registrar's Office unless a change has been authorized by the appropriate chair or dean (see § 312 of this *Handbook*).

217.07 Faculty Absence from Professional Responsibilities

Faculty traditionally extend professional courtesies to their colleagues for absences resulting from health-related emergencies, attendance at professional conferences, and the like, up to a week's duration. Consistent with Georgia Southern policy, all absences are to be reported to the department chair, who shall coordinate accommodations for coverage of faculty responsibilities by colleagues. In instances where the absence exceeds one week, the following procedures for remuneration shall apply.

1. Time responsible for coverage shall be determined and approved by the department chair (e.g., one class meeting for a three-day-a-week course counts as one hour regardless of section size). Laboratories shall typically be calculated at the rate of two laboratory hours equaling one hour. Studio time shall be calculated in accordance with standard practice.
2. Remuneration is determined by prorating the standard overload rate, based on the number of hours taught. A three-credit course shall be assumed to have 45 teaching hours.
3. When the assignment for any individual exceeds one week, remuneration shall be calculated to include the first week's work.
4. In situations where the faculty member assumes responsibility on an intermittent basis totaling more than one week, the department chair shall work with the faculty to determine appropriate remuneration in accordance with procedures in numbers 1 - 3.

Adopted by the Faculty Senate, February 26, 2002.

218 Personnel Policies

218.01 Faculty Appointments

Department chairs initiate new faculty appointment forms which are forwarded to the appropriate dean and Provost for review and approval. If approved at these levels, the appointment forms are submitted to the University's Budget Office for approval and then sent to Human Resources for processing. The University, consistent with Board of Regents policy, requires the following information before any action is taken on an appointment:

1. a completed appointment form (Personnel Action Form);
2. a completed Faculty Information Data Form (FID);
3. an updated curriculum vitae;
4. official transcripts of all degrees;
5. notarized English translations of any foreign degrees;
6. evaluation of the U.S. equivalency (from a U.S. Department of Education recognized evaluating agency) of any foreign degrees (undergraduate and graduate);
7. email from Human Resources indicating satisfactory completion of a [background investigation](#);
8. a completed and signed State Security Questionnaire and Loyalty Oath; and
9. a completed I-9 Form, Employment Eligibility Verification.

State law requires that all employees must complete a State Security Questionnaire that inquires about any prior criminal convictions and pending criminal charges. Felony convictions will be reviewed by the Background Investigation Committee on a case-by-case basis to determine relevance to the position offered to the faculty member. Additionally, as required by state law, all employees must execute the Loyalty Oath. New faculty complete the State Security Questionnaire and Loyalty Oath during faculty on-boarding at Human Resources where they also complete forms relating to benefits, payroll deductions, and employment records. These forms are also located on the Human Resources online orientation site.

218.02

Sick Leave

Sick Leave with Pay All regular, full-time employees of the University System of Georgia shall accumulate sick leave at the rate of one working day per calendar month of service. Faculty will accrue 10 days of sick leave each academic year. An additional day will be accrued for teaching in the summer session in keeping with the specific summer teaching commitment. Regular, part-time employees working one-half time or more will accumulate sick leave in an equivalent ratio to their percentage of time employed, but faculty members teaching less than one-half time do not accrue sick leave. Sick leave for employees shall be cumulative.

Sick leave may be granted at the discretion of the institution for any of the following reasons:

- illness or injury of the employee;
- medical and dental treatment or consultation;
- quarantine due to contagious illness in the employee's household; or
- illness, injury, or death in the employee's immediate family requiring the employee's presence.

A terminating employee shall not accumulate sick leave or be entitled to receive sick pay after the last working day of his or her employment.

Leave Without Pay Employees unable to return to work after exhausting all accumulated sick leave and accrued vacation leave, if earned, may be granted leave without pay for a period not to exceed one year. Such approved leave shall allow employees the right to continue to pay the employee's share of their group insurance benefits, and the institution will continue its share of the cost for such period. All other benefits that otherwise would accrue to the employee are prohibited. A request for leave without pay for an extended period of time needs Provost and President approvals.

Sick Leave for Nine-Month Faculty For the purposes of sick leave, nine-month faculty members should be regarded as working a five-day week. In most cases, these days will be Monday through Friday, although other schedules may sometimes be necessary. For the purposes of sick leave, a workday is defined as eight hours.

In reporting sick leave, nine-month faculty members report leave in whole- or half-day increments, i.e., eight or four hours. A nine-month faculty member, who for appropriate reasons as outlined above in Sick Leave with Pay misses a day on which at least one major duty was assigned by their department chair, will report eight hours of sick leave. Nine-month faculty members who miss one or more assigned duties on a day, but meet one or more assigned duties for that day will report four hours. Nine-month faculty members who take sick leave on two separate days containing assigned duties shall also be charged sick leave for any intervening period on which they have no assigned responsibilities.

218.03

Educational Leave

Under the *Board of Regents Policy Manual*, Georgia Southern University grants leave with pay for the purposes of promoting scholarly work, enhancing teaching, and encouraging professional development. Educational leave is awarded to highly productive members of the faculty who demonstrate academic excellence.

Educational leave will be commensurate with the faculty member's current appointment. For an individual on an academic year contract, leave may be for both fall and spring semesters at half-salary, or either fall or spring semester at full-salary.

A faculty member granted educational leave must return to Georgia Southern University for one academic year, if on an academic year contract, or one calendar year, if on an annual contract, immediately following the period of educational leave.

Eligibility

All tenured members of the faculty are eligible to apply for educational leave. To be considered for educational leave, the faculty member must be tenured and have seven or more years of full-time employment at Georgia Southern University. An individual approved for educational leave is eligible to apply again for educational leave in seven years.

Proposal Submission and Review Process

1. The faculty member discusses his/her leave plans with his/her department chair to determine if and how the department can accommodate the faculty member's absence for the proposed leave period.
2. The faculty member submits an educational leave proposal to a department or college-level committee, which makes a **written** recommendation to the department chair.
3. The faculty member's educational leave proposal along with the department committee's **written** recommendation and the department chair's **written** recommendation is forwarded to the dean. [The department chair's recommendation must include a statement regarding the programmatic and budgetary feasibility and plan of coverage for the leave proposal.] Note: The department is expected to assume the workload of the faculty member granted leave unless other arrangements have been made.
4. The educational leave proposal and accompanying recommendations are reviewed and approved by the dean, who notifies the faculty member and department chair in writing of the college level decision. Copies of the decision, **along with a plan for coverage**, are forwarded to the Provost and President.
5. The President reviews the proposal, plans for coverage, and recommendations. The President provides the final approval for the leave. A final letter of approval is sent to the faculty member.
6. A record of all approved leaves, along with a copy of all post-leave reports, are retained in the Office of the Provost and Vice President for Academic Affairs.

Feedback regarding the status of the professional leave application should be provided to the faculty member throughout the process. Appeals of educational leave recommendations must be carried out in accordance with college procedures, but may culminate in an appeal to the Provost. Recommendations made at the college level may be appealed to the Provost within fourteen calendar days of notification of the decision.

Proposal Format

1. Attach the Educational Leave Application Cover Page.
2. Attach an Educational Leave Proposal that addresses the following items, along with additional relevant supporting documents.

Purpose of Activity: State the purpose of the proposed activity to be conducted during the educational leave.

Expected Outcome(s) with Assessments: State the expected outcome(s) of the proposed project. Identify what is to be accomplished during the educational leave. State how the expected outcome(s) will be assessed. Identify how you and others will know the outcomes have been accomplished.

Significance of Project: Identify the significance of the project. Describe how the proposed project addresses the University's, college's, and/or department's strategic plan and mission. Discuss the potential impact of the project. Identify how the leave will impact the faculty's member teaching and/or program curriculum.

Time Frame: Outline a time frame for the project, indicating dates for the accomplishment of specific outcomes.

Reporting Mechanism: Specify how the results of the project will be reported to the department and college. A formal post-leave report must also be submitted to the Provost's Office at the conclusion of the leave. Identify the time frame for reporting. Please note that the results of an educational leave must be included in the faculty member's annual evaluation.

Timeline

A faculty member requesting educational leave for fall semester or for an entire year submits an educational leave application to the department chair by December 1st. Recommendations are due to the Provost by February 1st. A faculty member requesting an educational leave for spring semester submits an educational leave application to the department chair by June 10th. Recommendations are due to the Provost by September 1st.

Special Notice

The receipt of an award for the development of creative and scholarly works and new material, devices, processes, or other inventions, which may have commercial potential, are governed by the Georgia Southern University Intellectual Property Policy.

The Intellectual Property Policy is published in the *Faculty Handbook, Section 402*.

University personnel are required to disclose intellectual property to the Georgia Southern Research and Service Foundation. More information on the disclosure process and related forms can be found at: <http://research.georgiasouthern.edu/intellectual-property-disclosure/>. Any publications, presentations, or creative works resulting from the leave should credit the support of Georgia Southern University.

Adopted by the Faculty Senate, October 25, 2005.

Revisions Adopted by the Faculty Senate, September 19, 2007.

Amended by the Provost's Office to align with Board of Regents Policy, February 22, 2013.

Amended by the Provost's Office, July 24, 2013.

218.04 Retirement

All faculty employed one-half time or more on a regular basis at the University are required as a condition of their employment to participate in the Teachers Retirement System of Georgia or the Regents Retirement Plan. A faculty member has 60 days from the date of hire to choose a retirement plan, or the faculty member will default into the Teachers Retirement System of Georgia plan.

Board of Regents policy, *Section 8.2.8*, identifies the criteria that a faculty member must meet to retire from the University System of Georgia. The following language outlines the definition and eligibility for retirement.

Effective November 1, 2002, to be eligible for retirement from the University System of Georgia, a faculty member must meet one of the following four conditions at the time of his/her separation from employment, regardless of the retirement plan elected by the faculty member:

1. An employee must have been employed by the University System of Georgia for the last 10 years in a regular, benefitted position and have attained age 60; or
2. An employee must have at 25 total years of benefitted service established with a state of Georgia sponsored retirement plan, of which the last five years of employment must have been continuous and with the University System of Georgia. An early pension benefit penalty will apply to an individual who elects to participate in the Teachers Retirement System of Georgia, or in the Employees Retirement System, if he/she decides to retire with between 25 and 30 years of benefitted service, prior to attaining age 60; or
3. An employee must have at least 30 total years of benefitted service established with a state of Georgia sponsored retirement plan, of which the last five years must have been continuous with the University System of Georgia; or
4. An employee must be deemed to be totally and permanently disabled, as documented through the receipt of disability benefits from Social Security or from the Teachers Retirement System of Georgia, following nine and one-half years of continuous service with the University System of Georgia in a regular, benefitted position.

An individual who has retired from another state of Georgia sponsored retirement plan may not count such retirement service toward meeting the eligibility criteria for retirement from the University System of Georgia (BoR Minutes, October 2002).

The University System does not guarantee a retirement allowance to any retiring faculty member with fewer than 10 years of service, but credit for military service and service in other systems can be purchased under specific conditions. A complete description of this program is available in the Human Resources Department.

Regular, limited-term faculty (visiting or temporary) and/or part-time employees who are not eligible for Teachers Retirement System of Georgia or the Regents Retirement Plan must participate in the Georgia Defined Contribution Plan (GDCP). This contribution is refundable to the member in a lump sum upon termination of employment.

218.05 Emeritus/a Policy

Purpose

The purpose of the Emeritus/a Policy is to outline the process for faculty and/or administrative officers to apply for emeritus/a status and to define the rights and privileges associated with this title. Emeritus/a status is granted to encourage continued association with the University for the purposes of university service, instruction, and scholarly investigation.

Policy

The Emeritus/a title is an honorary title awarded to full-time faculty and/or administrative officers who, at the time of retirement, had 10 or more years of honorable and distinguished University System of Georgia service. In accordance with Board of Regents policy (*Board of Regents Policy Manual*, § 8.3.13), only the President can confer the title of emeritus/a. The title of President Emeritus/a can only be conferred by the Board of Regents upon the recommendation of the Chancellor (BOR Minutes, January 2009). A faculty member and/or administrative officer must have met the length of service requirement prior to beginning a phased-in retirement to be eligible for emeritus/a status. An application for emeritus/a status must follow the procedures outlined below and must be submitted either during the final academic/fiscal year of employment or no later than one year after the date of retirement.

The bestowal of the emeritus/a title is a privilege, not a right, and requires a two-step process: (1) a completed and approved Application for Emeritus/a Status; and (2) a completed Emeriti Designation Packet, which officially confers the emeritus/a title effective immediately (if the individual is already retired) or upon retirement.

Nomination Criteria

The criteria used in the selection of retired(ing) faculty members and/or administrators for this honor shall include, but not be limited to, professional recognition in one or more of the following areas:

- excellence and/or innovation;
- college recognition, awards, honors;
- professional association recognition, awards, honors;
- community and/or professional service contributions, recognition, awards, honors;
- a consistent record of quality performance as demonstrated by one or more of the following:
 - a) a substantive record of achievement commensurate with national and international standards within the specific discipline;
 - b) a recognized record of outstanding teaching, educational, or employment field contributions; and/or
 - c) clear evidence of service to the University beyond normal expectations.

Benefits/Privileges/Recognition

1. Invitation to participate in public ceremonies of the University, including commencement, open houses, and selected university functions.
2. Invitation to certain departmental, college, and university events.
3. Complimentary copies of university publications.
4. Inclusion in the faculty/administrator listing on the university emeriti webpage (<http://jobs.georgiasouthern.edu/about/emeritus/>).
5. Inclusion in the Commencement bulletin immediately following awarding of emeritus/a title.
6. Certificate with name and emeritus/a rank.
7. Eligibility to enroll and attend classes for free, subject to space availability and approval of the instructor.
8. Upon recommendation of the department chair and approval of the dean and Vice President for Research and Economic Development, eligibility to work on sponsored grants, including serving as principal investigator or co-investigator.

9. Entitlement to use official university stationery and other departmental office privileges for the purposes of university service.
10. Eligibility to serve on doctoral dissertation or project committees, as appropriate.
11. Emeritus/a faculty members and administrative officers are entitled to all benefits the University grants to retired faculty and staff members as follows.
 - Free parking hang tag
 - Georgia Southern University email account
 - Georgia Southern University ID
 - Library privileges
 - Reduced RAC membership—½ price
 - Bookstore discount
 - Retiree health benefits
 - Plaque on wall (Builders of the University Terrace)

Procedure

- The immediate supervisor of the unit in which the candidate held his/her full-time appointment determines whether a faculty member and/or administrative officer should be recommended for the emeritus/a title and, if so, initiates the Application for Emeritus/a Status. Requests should include a letter of recommendation that stipulates the individual's qualification for emeritus/a status based upon the nomination criteria identified above.
Spring applications for the awarding of emeritus/a titles are due in the Provost's Office no later than February 15th. Summer/fall applications for the awarding of emeritus/a titles are due in the Provost's Office no later than September 15th.
- The completed application is submitted to the next higher level for review and endorsement, culminating with the Provost and Vice President for Academic Affairs' review and endorsement, and the President's final decision.
- If the application is approved by the President, the retiring faculty member and/or administrative officer is sent a letter from the Provost's Office, on behalf of the President, awarding the title of emeritus/a.
- Upon receipt of a copy of this letter, department chairs or unit heads complete the Emeriti Designation Packet, which consists of the Emeritus/a Designation Form, a brief bio on the emeritus/a candidate, the candidate's curriculum vitae, and a completed Personnel Action Form officially awarding the title of emeritus/a. Emeriti Designation Packets are due to the Provost's Office no later than March 1st (for spring applications) and October 1st (for summer/fall applications).

218.06

Resignations

Faculty members employed under written contract for the fiscal year or academic year are expected to give written notice of their intention to resign to the President of the University no later than February 1 immediately preceding the expiration of the contract period.

218.07

Terminations

Faculty members in their first year whose employment is not to be continued shall be given written notice that their contract will not be renewed three months prior to the expiration of the contract period (February 1). Those in the second contract year will be notified six months before the end of the contract period (November 1). Non-tenured faculty in their subsequent years receive written notification at least nine months before the date of termination of the contract if an employment contract for the succeeding year will not be offered them (August 1).

The President of the University may at any time remove any faculty member or other employee for cause provided that the institution has complied with procedural due process requirements (see § 211.02 of the *Faculty Handbook* for a list of justifiable causes). Written notice will clearly state the charges against the person removed and must be sent by certified mail and receipted. The individual is entitled to file an appeal in writing to the Board of Regents for a fair hearing before the Board or a committee of the Board. The Board or committee of the Board may grant a hearing within 45 days of the appeal. The action of the Board will be final (*Board of Regents Policy Manual*, § 8.3.9).

219 Travel

A person traveling on official university business should be familiar with the University's travel regulations which are published by the State Accounting Office. The Georgia Statewide Travel Regulations can be accessed on the State Accounting Office website at:

http://sao.georgia.gov/sites/sao.georgia.gov/files/related_files/site_page/SOG%20Statewide%20Travel%20Policy%20012414.pdf . A link to the Georgia Statewide Travel Regulations is also provided on the Controller's website.

219.01 General

Each employee required to conduct international travel in the performance of official duties and entitled to reimbursement for expenses incurred must have prior written authorization from their department head and/or other designated official prior to traveling. Prior written authorization is also required if lodging is required within a 50 mile radius of the traveler's headquarters or residence. Authorization should be obtained through filing of a Request for Authority to Travel on Official University Business form (located on the Accounts Payable website at <http://services.georgiasouthern.edu/accounting/forms/travelreq.pdf>) and should indicate the itinerary, include an estimate of the cost of travel, note the mode of transportation, and specify the general purpose of the travel. The original must be attached to the travel expense statement when it is submitted for reimbursement. These travel practices protect the best interests of the employee and the University System.

Reimbursement to an individual may cover only those expenses pertaining to that individual. Reimbursement may not include expenses pertaining to another person. Review of all reimbursement requests is the responsibility of the approver (usually the immediate supervisor). The approver is the "check" in the expense reporting process to identify potential or actual errors in expense reporting and is equally accountable for all expenditures. The business purpose of the travel should be clearly stated and include information such as people involved, business topics covered, and a brief explanation of duties performed.

State-owned vehicles may not be used to drive to and from an employee's residence or parked overnight at an employee's residence without prior written approval authorized by the appropriate vice president.

219.02 University Travel Regulations

The following Georgia Statewide Travel Regulations refer to specific areas of the reimbursement policy.

SUBSISTENCE

Reimbursement claims for subsistence (meals and lodging) are to be reported on Travel Expense Statements (located on the Accounts Payable website) by date and location. An individual taking annual or sick leave while away from headquarters on official business is not entitled to subsistence for the period of leave. With certain exceptions, reimbursement for subsistence within a 50-mile radius of a person's headquarters or residence is not allowed.

Meals Employees traveling overnight will be paid a per diem amount designed to cover the cost of meals (including taxes and tip), based on the number of meals per day for which the employee is eligible. This per diem amount is currently \$28.00 per day for travel within Georgia in most circumstances. The counties of Chatham, Cobb, DeKalb, Fulton, Glynn, and Richmond have been designated as "high-cost" areas and the per diem rate applicable to these counties is \$36.00 per day. Employees are considered traveling in high cost areas of Georgia when their official responsibilities must be performed at a location designated as a high cost area or lodging is obtained in a location designated as a high cost area.

Employees traveling outside of Georgia may receive meal per diem amounts up to the federal per diem rates, at the discretion of the approving agency head or designee. The federal per diem rates (for locations within the continental United States), as well as a breakdown by meal, can be found at <http://www.gsa.gov/portal/category/21287>.

Lodging Employees who travel more than 50 miles from their home office, residence, or headquarters may be reimbursed for lodging expenses associated with overnight travel. Employees will be reimbursed for the actual lodging expenses, provided the expenses are reasonable.

Responsibilities of Employee Employees traveling overnight are responsible for ensuring the most reasonable lodging rates are obtained. The traveler should select the least expensive option available taking into consideration proximity to the business destination and safety. To accomplish this, employees should:

1. make reservations in advance, whenever practical;
2. for in-state travel, submit hotel/motel excise tax exemption forms at check-in;
3. avoid the “deluxe” hotels and motels;
4. obtain the lower available rate between the government rate or the conference lodging rate; and
5. not book nonrefundable rates or rates that require a deposit unless required by conference lodging.

For additional information, refer to the Georgia Statewide Travel Regulations on the State Accounting Office website.

TRANSPORTATION

The most cost-effective method of transportation that will accomplish the purpose of the travel should be selected. Among the factors to be considered should be length of travel time, employee’s salary, cost of operation of a vehicle, cost and availability of common carrier services, etc. Common carrier shall be used for out-of-state travel unless it is documented that utilization of another method of travel is more cost-efficient or practical and approved in accordance with these regulations. Employees, who choose to travel by personal vehicle, when air fare (and related transportation costs such as airport shuttles to the conference site) is more cost effective, should only be reimbursed for the cost of the lowest available airfare to the specified destination. Travelers on state business should always select the lowest priced coach airfare that meets their approved most logical itinerary and state policy. They are expected to use their best judgment to save on airfare cost. Airfare should be booked at least 14 days in advance of the trip, or a written explanation is required for the booking delay. For air travel, the state will reimburse for a maximum of one piece of checked luggage. Excess weight charges will not be reimbursed unless an appropriate business purpose explanation is attached.

Travelers are responsible for knowing which type of ground transportation is the least expensive. If a state-owned vehicle is not available, travelers must choose the least expensive option between a rental vehicle or mileage reimbursement for use of their personal vehicle. Personal vehicles may be used only if it’s the least expensive method and no state-owned vehicle is available, OR, the supervisor, in writing, determined that the least expensive option is not efficient. Because the state liability policy is only in effect while rental vehicles are being used for official state business, personal use of rental vehicles is prohibited. The University uses a tier structure for mileage reimbursement. The mileage reimbursement encompasses all expenses associated with the operation of a personal motor vehicle, with the exception of tolls and parking expenses, which are reimbursed separately.

MISCELLANEOUS EXPENSES

Registration fees required for participation in workshops, seminars, or conferences that an employee is directed and/or authorized to attend will be allowed when supported by a paid receipt. Any part of a registration fee applicable to meals will be reported as meal expense and not as a registration fee if the costs can be separately identified.

Employees may be reimbursed for expenses incurred for work related telephone and fax messages. Employees must document these claims on the Travel Expense Statement and indicate the location from which each call was made, the person contacted, and the reason for the communication. Personal calls made while on travel status are not reimbursable.

Employees may be reimbursed for work-related Internet usage charges. These charges should be separately identified on the itemized hotel/motel bill, but should not be listed on the travel reimbursement request as “lodging,” rather these charges should be included in the “miscellaneous” section of the travel expense statement.

Reimbursement for stationery, supplies, and copy services may be reimbursed, provided the expense is directly associated with a work related project and the cost is reasonable. In addition, work related postage expenses may be reimbursed. Employees requesting reimbursement for these expenses must document actual expenses on the travel statement and explain the purpose for these expenses. Receipts/invoices should accompany the Travel Expense Statement.

When travel required by the University necessitates the use of a passport and/or visa, and the employee does not currently possess such valid documents, the related visa/passport fee is eligible for reimbursement when documented by a receipt.

The following expenses are not reimbursable: laundry (reasonable laundry expenses are allowable when overnight travel exceeds seven consecutive days), valet services for parking when self-parking options are available (unless there are valid security reasons), theater, entertainment, alcoholic beverages, visa/passport fees (except as noted above), and bank charges for ATM withdrawals (except for international travel).

219.03 General Business Concerns

Georgia Southern University is funded by the state of Georgia and is bound by very stringent laws and rules governing expenditures of monies. Purchase of items personal in nature, such as coffee pots, greeting cards, Christmas decorations are not allowed. Professional buyers in the Procurement and Contract Office are authorized by the state to procure goods and services for colleges and administrative offices. Purchasing and related financial and business services policies are located at <http://businesssrvs.georgiasouthern.edu/policies-and-procedures/>. Competitive bidding is mandated for purchases of \$25,000 or more.

Information contained on the Procurement and Contract Services website (<http://businesssrvs.georgiasouthern.edu/procurement>) discusses procedures to be followed to ensure getting the goods or services required without exposing faculty to personal liability. This website should be consulted prior to making petty cash purchases or obligating any funds expecting university payment. Questions regarding specific financial and business services should be directed to the respective department head or to the Procurement and Contract Services Office.

220 Grievance Procedures

The Faculty Senate is responsible for determining the Faculty Grievance procedures and submitting them for Senate and presidential approval.

Conflict is a normal aspect of university life, arising over many issues: competition for limited resources; insufficient information, misinformation, and misunderstandings; or differences in interests, personality, and perspectives. At times conflict can be positive, and its resolution can result in better ideas or modes of operation. Unresolved conflict, however, can grow into more serious disputes. Georgia Southern University encourages resolution of conflicts at their source—between two persons. A situation that escalates to the point of filing a formal grievance involves many more people and becomes far more costly in time, relationships, and money.

Alternative Dispute Resolution

As methods of dispute resolution, Georgia Southern offers two alternative procedures:

1. **Informal Conciliation:** The aggrieved faculty member shall first seek redress in consultation with his or her department chair or equivalent. If the grievance is not resolved at the department level, he or she shall then seek redress in consultation with the dean of the appropriate college.
2. **Mediation:** In mediation, the two disputing parties negotiate in the presence of a trained, neutral third party who has no power and no role in deciding what to do. The disputing parties decide the course of action that will reduce their conflict. The mediator facilitates the mediation process and may assist communication by restating and clarifying each person's concerns and interests. Mediation is voluntary and confidential. Agreements between disputing parties are binding only by choice. The issues negotiated must be within the power of the disputing parties to resolve.

Mediation is appropriate in at least three circumstances: (1) two parties cannot work together because of a dispute; (2) work performance is negatively influenced by a dispute;

and/or (3) one party complains about another party's action/decision. Mediation has the potential to increase or improve communication between parties; to assist parties in looking at issues and deciding whether either person may expect the other to resolve an issue; to clarify the issues or source of the conflict leading to the best way to approach a resolution; and to result in a mutually satisfying resolution that improves the work environment.

Faculty may follow the formal Grievance Procedure outlined in *Section 220.01*.

220.01 Faculty Grievance Procedures

Should informal conciliation or mediation prove unfruitful or inappropriate, the University has established the Faculty Grievance Committee (*Statutes*, Article IV, § 4). Faculty are not defined as classified employees according to the Board of Regents *Human Resources Administrative Practice Manual: Classification, Compensation, and Payroll*. The committee's purpose is to conduct inquiries into faculty grievances and to make recommendations. It is not to create policy. These procedures shall be subject to and consistent with the *Faculty Handbook* and the *Statutes* of Georgia Southern University, unless superseded by the written *Bylaws* and policies of the Board of Regents of the University System of Georgia. The chair of the Faculty Grievance Committee will be notified within 15 days of receipt of said changes by the appropriate administrator of Georgia Southern University.

A. GRIEVANCE COMMITTEE PURPOSE AND JURISDICTION

1. There shall be a standing Faculty Grievance Committee to which all members of the faculty shall have access. The Faculty Grievance Committee shall have the authority to conduct inquiries into faculty grievances and to present to the responsible administrator its recommendations (see § 220.01.C5 and H4 below). The intent is to provide fair procedures to all parties to the grievance. All parties should enter the proceedings in good faith.
2. With the exception of the circumstances mentioned in items 3, 4, 5, and 6, a grievance may be filed for any reason.
3. Grievances against the President must be pursued at the Board of Regents level and not through the Faculty Grievance Committee. Matters resolved by the Board of Regents shall not be in the purview of the Faculty Grievance Committee (*Bylaws of the Board of Regents*, Article VIII).
4. Complaints alleging discrimination, harassment, or retaliation on the basis of sex, race, religion, national origin, disability, age, sexual orientation, veteran status, or other "protected class" basis cannot be pursued through the Faculty Grievance Committee, but must be pursued through the Office of Equal Opportunity and Title IX. If a satisfactory solution is not reached, the faculty member may pursue the action privately through other legal means.
5. Grievances involving nonrenewal of contracts or denial of tenure or promotion shall be appropriate for the consideration of the Grievance Committee only if the complaint alleges violations of published written procedures and/or criteria available to all faculty members, harassment (except as specified in item 4), retaliation (except as specified in item 4), or denial of academic freedom.
6. While salary issues may be collateral to many grievances, salary disputes based on disagreement over qualitative judgments are not in the purview of the Faculty Grievance Committee; such concerns may be pursued via the relevant department chair, dean, and the Provost. Grievances directly involving salary are appropriate for consideration by the Faculty Grievance Committee only if the complaint alleges violations of established practices, procedures, and/or criteria.

B. COMPOSITION OF FACULTY GRIEVANCE COMMITTEE

1. Any non-temporary, full-time faculty member who will have completed a minimum of three years as a full-time faculty member at Georgia Southern at the time of assuming membership on the committee is eligible for election.
2. The Faculty Grievance Committee shall consist of 30 members, with the colleges and the Library represented in the following proportions: five members each from Liberal Arts and Social Sciences, Science and Mathematics, Education, and Business

Administration; three members each from Health and Human Sciences and Engineering and Information Technology, two members each from the Jiann-Ping Hsu College of Public Health and the Library. Academic department chairs, division directors, interim department chairs, or other individuals who are one-third or more on administrative time are not eligible for election to or service on the Faculty Grievance Committee.

3. The term of membership shall be two years. An individual may be re-elected to an unlimited number of successive terms. Terms of membership shall begin and terminate on August 1.
4. At the end of each year of service, vacancies in the elected contingent from each college and the Library shall be filled by electoral procedures as determined by the college or Library.
5. If a grievance is unresolved on August 1 and continues into the next academic year, any committee member whose term should end on August 1 shall continue to serve for that particular case until the committee has made a recommendation as outlined in these procedures.
6. Annually, at the earliest convenient time following August 1, the elected members of the committee shall select a chair from among their membership. The committee chair votes only in the event of a tie.
7. The elected chair shall communicate to the Provost/Vice President for Academic Affairs the name of the chair following each annual election, and the Provost/Vice President shall send an announcement of the name of the chair to each member of the faculty of the University.

C. CONFLICTS OF INTEREST

A conflict between the private interests of an individual and the official responsibilities of that individual when in a position of trust creates a conflict of interest that must be avoided to ensure fair and impartial treatment of complainants and respondents alike.

1. Conflicts of interest include, but are not limited to, the following:
 - a. A complainant or respondent is in a committee member's college.
 - b. Someone brings a grievance against a committee member's department chair division director, or interim department chair.
 - c. A member of the family of a committee member brings a complaint or is named in a complaint.
 - d. There is another professional or personal reason that might impair or appear to impair a committee member's impartiality.
2. Any elected member of the grievance committee with a conflict of interest shall not serve on the committee for that grievance. The chair will contact elected committee members immediately to determine whether they perceive a conflict in a particular case. The chair will determine the validity of conflicts.
3. If the grievance committee chair has a conflict of interest, with committee approval, he or she will appoint a replacement to serve as chair for that case only. This shall be done prior to the convening of the initial hearing.
4. If a grievance committee member is a complainant in, or a respondent to, a grievance, he or she shall resign from the committee for the remainder of his or her term.
5. Conflicts of interest may also arise for the administrator charged with receiving and acting upon Faculty Grievance Committee reports. If the highest-ranked named respondent is subordinate to the Provost, the Provost shall be the responsible administrator; if the Provost is a named respondent, the President shall be the responsible administrator (see § 220.01.A2 above regarding grievances against the President).
6. During a grievance procedure, all members of the Faculty Grievance Committee must avoid *ex parte* communication or other means of creation of conflicts of interest during

contacts with any involved party and must not discuss the grievance with anyone except other members of the committee or the responsible administrator.

D. CONFIDENTIALITY AND OPEN RECORDS PROCEDURES

Grievance Committee records are subject to the Georgia Open Records Act, O.C.G.A., section 50-18-70 et. seq. All identifying information presented will be kept confidential to the extent permitted by law.

1. All plenary sessions of the Faculty Grievance Committee concerning a grievance shall be audio-recorded. When the recording begins, the committee chair will identify all who attend that session. These recordings and any personal notes are for the use of the Faculty Grievance Committee only for duration of the grievance process and appeal process as identified in the Board of Regents *Human Resources Administrative Practice Manual: Employee Relations Grievance Policy* and then will be destroyed.
3. Open Records procedures are as follows.
 - a. The Faculty Grievance Committee chair, or his/her designee, and the University's designated Open Records custodian shall arrange the examination and copying of records.
 - b. Conditions under which the complainant(s) or respondent(s) examines the records shall be such that they reasonably respect privacy while complying with the law.

E. INITIATING FORMAL PROCEEDINGS

If earlier efforts to obtain redress (see § 220 above) have been unsuccessful, prior to considering the complaint, the responsible administrator will meet with the complainant and the chair of the Faculty Grievance Committee (or a member of the Faculty Grievance Committee designated by the chair). The purpose of this meeting will be to establish the path to be followed to resolve the complaint. It will then be the faculty member's decision to follow one of the following courses.

1. If the complainant does not desire to have the complaint reviewed by the Faculty Grievance Committee, then the responsible administrator will act on it.
2. If the complainant chooses to have the Faculty Grievance Committee hear the complaint, he or she shall bring the matter to the chair of the committee. To receive a hearing by the Faculty Grievance Committee, the faculty member must (a) make a written request for a hearing within four weeks of meeting with the responsible administrator and the chair of the Faculty Grievance Committee, and (b) present to the chair a signed and notarized written statement of complaint which includes the following information:
 - a. Name of complainant
 - b. Name of person(s) against whom the complaint is made
 - c. A listing and description of the complaint
 - d. The redress sought

F. INITIAL HEARING

1. On receipt of the request for a hearing, the Faculty Grievance chair will convene a meeting of a minimum of eight members to form a plenary session of the full committee. This meeting shall be scheduled in writing. This document shall state the date and time of the meeting and the nature of the grievance.
2. When the plenary committee meets, the aggrieved faculty member will appear in person to present the grievance. All members of the plenary committee (see *FI*) must attend this session (subject to substitutions for conflicts of interest noted above).
3. After presenting the grievance and answering such questions as the committee members think appropriate, the aggrieved faculty member will retire, and the plenary session shall discuss the matter and vote to determine whether the grievance is a matter appropriate to its further inquiry. A majority vote of the plenary session of the full committee is necessary for further inquiry into the grievance.

4. In those cases in which it appears essential to the questions at issue, the committee may make the acceptance of a case contingent upon permission from the aggrieved faculty member to allow access by the committee to the faculty member's personnel files and pertinent records. Such permission will be given in writing within five working days of receiving the letter notifying him or her that the committee has decided to investigate the complaint.
5. If the Faculty Grievance Committee determines that the matter is appropriate to its further inquiry, the committee, through the chair, shall inform the faculty member, the respondent(s), and the responsible administrator of this decision in writing. The letter to the aforementioned interested parties will include a listing and description of the complaint(s) being investigated, the redress sought by the complainant, and a statement of the reasons the complaint(s) is (are) appropriate for the committee to investigate.
6. If the Faculty Grievance Committee does not find the grievance to be appropriate for its further inquiry, then the committee, through the chair, shall inform the aggrieved faculty member and the responsible administrator of this decision in writing.

G. INVESTIGATION

1. If the committee determines that its assistance is warranted, the chair shall appoint a three-member investigative panel from among the membership of the plenary session to assume responsibility for the case.
2. The aggrieved faculty member and the respondent(s) may each exercise peremptory challenges of up to two members of the panel. Such challenges must be made in writing within five working days of receipt of the letter notifying them of the composition of the panel. Panel members so challenged shall be removed from the panel and replaced by the chair from among the remaining members of the committee.
3. When duly constituted, subsequent to challenges, the panel shall select one of its members to serve as chair; all interested parties will be informed in writing of the names of the members of the investigative panel.
4. Only the three members of the investigative panel shall conduct the investigation. Whenever possible, all three shall attend every interview related to the investigation. Under no circumstance will only one of them conduct an interview.
5. The panel shall have cooperation from administrators involved in the grievance and access to pertinent public-domain documents and other data sources. Respondents shall make themselves available in a timely manner to the investigative panel for interviews. If written permission has been granted by the faculty member, the panel shall also have access to the personnel files about the aggrieved faculty member which are in the possession of members of the administration.
6. Under normal circumstances, the panel shall complete its work within three calendar months of the plenary session (see *F* above). The Faculty Grievance Committee will determine what constitutes normal circumstances. The procedures of the panel will not be interrupted or terminated other than by majority vote of the plenary session of the full committee hearing the grievance, with a listing and description of the reason(s) for this decision supplied in writing by the Faculty Grievance chair to all parties to the grievance; or by mutual agreement, in writing, between respondent(s) and complainant(s), which agreement will be forwarded in writing to all parties to the grievance by the chair of the Faculty Grievance Committee.

H. FINAL REPORT

1. The investigative panel shall report the results of its inquiries to a plenary session of the full committee hearing that grievance. A quorum must be present to vote.
2. Upon reading the panel's report and hearing the panel's recommendation, the plenary session of the full committee will discuss the report and vote to:
 - a. accept the panel's recommendation, or
 - b. reject it in favor of an amended recommendation, or
 - c. request additional information.

Either action (a) or (b) requires a majority of affirmative votes of the plenary session of the full committee. If neither (a) nor (b) receives a majority of affirmative votes, the full committee will request additional information. Only members present may vote. No proxy votes are accepted.

3. The plenary session shall prepare its recommendation for appropriate action in the case and the chair of the committee and the chair of the investigative panel shall communicate this recommendation orally and in writing to the responsible administrator.
4. The two chairs shall prepare for the aggrieved faculty member a letter indicating the committee's recommendation and the reasons for that recommendation. The letter will not include confidential information gathered during the investigation. The letter shall be given to the aggrieved faculty member in the presence of the members of the investigative panel and the chair of the Faculty Grievance Committee, unless the chair determines that there is a reason to involve the entire committee. The chair of the committee shall send a copy to the responsible administrator. Within 30 working days, the responsible administrator will provide to the aggrieved faculty member and the Faculty Grievance Committee a written report that details what action(s), if any, the University will take in response to the recommendations made and the reasons for the University's action(s) or inaction, including details of any claimed extenuating circumstances.
5. If dissatisfied with the subsequent action of the responsible administrator, the aggrieved faculty member may appeal that recommendation to the President in writing within 30 working days, and if resolution is not achieved, the decision can be appealed to the Chancellor and to the Board of Regents pursuant to Article VIII of the *Bylaws of the Board of Regents* of the University System of Georgia.

Approved by the Faculty Senate on May 24, 1995; amended June 30, 1999; October 19, 2004 (approved by the President, October 26, 2004); and February 14, 2014 (approved by the President, February 17, 2014).

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Recruitment of Faculty

Georgia Southern enhances academic excellence when it successfully recruits highly qualified faculty who share Georgia Southern's mission. To achieve the desired results in faculty recruitment takes deliberate thought and action. Schools and departments must be reflective about the positions they seek to fill and what skills, abilities, and dispositions best serve the goals of the unit. When the position attributes and qualifications are defined, active recruitment begins. All faculty are responsible for recruiting, cultivating networks and connections throughout the year which can be tapped to build the applicant pool. It is recommended that units develop a database of potential faculty candidates identified through departmental contacts. Additional assistance in faculty recruitment is available from the Office of Equal Opportunity and Title IX at <http://services.georgiasouthern.edu/affirmativeaction/> or by calling (912) 478-5136.

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Salary for a Fiscal Year Administrative Employee Returning to an Academic Appointment as a Faculty Member

The *Board of Regents Policy Manual* (§ 8.3.12.2) states "When a fiscal year administrative employee returns to an academic appointment as a faculty member, the salary shall be determined on the same basis as other faculty members with similar rank and experience within the department to which he/she returns or in other similar positions within the institution."

300 | INSTRUCTION

301 Academic Programs

Academic programs of the University System of Georgia are administered under broad Board of Regents policies that grant considerable authority and responsibility to the presidents and faculty of the System institutions. *Section 3.1 of the Board of Regents Policy Manual* states the general policy, in part, as follows.

“The Board of Regents shall rely on the Chancellor, the presidents of all University System of Georgia institutions, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

“The Board of Regents shall expect of each president, his or her faculty and staff, the deans, and the faculties of each University System of Georgia institution efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make University System of Georgia academic authorities accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired.”

302 Centers for Teaching and Technology

The Centers for Teaching and Technology (CT2) are comprised of the Center for Online Learning (COL) and the Center for Teaching and Learning (CTL). These units work together to fulfill the mission of supporting Georgia Southern University’s pursuit of academic distinction in teaching by providing professional development programs, services and support to faculty and teaching assistants. The CT2 is guided by the principles of reflective, learner-centered teaching, grounded in theory and in practice for face-to-face, online, and hybrid learning environments.

Center for Online Learning

The Center for Online Learning (COL) provides administrative support, consultation, education, and resources for the development and teaching of online, hybrid, and Folio template-based courses. The core values of the COL drive it to achieve excellence in the design, delivery, and assessment of quality online courses and programs. Training and education are provided in appropriate use of technologies, with a focus on pedagogical principles and the needs of faculty and students. It is COL’s goal to foster an environment where faculty understand and apply best practices in the use of technologies to improve learning and teaching experiences.

Developing Online Courses and Programs

The Center for Online Learning (COL) provides face-to-face and online training in effective design of online courses and programs using cutting-edge methodology and best practices in technology and pedagogy. COL has developed a systematic approach to design that promotes collaboration, discipline-specific customization, course scalability, and consistency. By optimizing the learning experience, this system provides the framework for future growth and flexibility as Georgia Southern continues to engage more online teachers and learners.

Center for Teaching and Learning in CT2

The Center for Teaching and Learning (CTL) collaborates with various units at the University to provide tailored professional development, workshops, seminars, research opportunities in the Scholarship of Teaching and Learning (SoTL), and other resources to faculty, instructors, departments, and colleges. The Center also hosts orientations for new faculty and TAs, as well as follow-up symposia and mentoring, and additional sessions for all stages of academic careers. In support of Georgia Southern University’s central mission, the CTL operates on the understanding that teaching is a complex intellectual activity: a process that develops best in a collegial culture of intellectual inquiry about learning, teaching, scholarship, and academic life.

Contact information:

Centers for Teaching and Technology
Rachel Schwartz, PhD, Director
912.478.0049
phendrix@georgiasouthern.edu

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Academic Advisement

Philosophy

A student's satisfactory completion of a degree program is his or her own responsibility. Any system of advisement must reflect students' freedom of choice and their right to make their own decisions.

It is the institution's responsibility to provide guidance, information, and assistance to the student whenever possible. It is the institution's responsibility to see that advisors have accurate information, are concerned about students, and are accessible to students on a reasonable basis. The institution also has responsibility to provide the necessary support to those faculty members who choose advisement as an area of service and to see that good advisement is appropriately included in merit considerations.

Georgia Southern accepts the philosophy that faculty members should be involved in student advisement since they provide a necessary academic orientation to the process. It is important that students have as much direct contact with faculty as possible, and advisement is a particularly individualized avenue of communication. Advisement also provides the faculty member with a vital area of service.

Definition of the Role of Advisors

Advisors should fill three roles. They should serve as a resource, providing information about university programs and institutional requirements to assist students in developing the most coherent plan for their college years. Second, they should serve as a link between students and the university community, referring them to areas of assistance and familiarizing them with the resources provided by the institution to meet their needs and goals. Finally, advisors should assist students in understanding the nature and purpose of higher education and help them develop self-direction in decision making.

Responsibility for Advisement

Advisement for students is generally provided by a combination of professional advisors and professors in advisement centers. Undeclared and Accel students (joint enrolled high school students) are advised in the First-Year Experience Office. Majors in the on-campus General Studies program are advised in the College of Liberal Arts and Social Sciences Advisement Center. All online General Studies students are advised by the Online General Studies program personnel. Transients and non-degree students are advised in the Registrar's Office. Majors in International Studies and International Trade are advised in the Center for International Studies.

Board of Regents Policy (http://www.usg.edu/policymanual/section3/policy/3.9_academic_advisement/)
Council for the Advancement of Standards in Higher Education (<http://www.cas.edu>)
National Academic Advising Association (NACADA) (<http://www.nacada.ksu.edu/>)

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Protecting Student Information

Faculty have access to student information used for grading, advising, counseling, and monitoring progress toward graduation. Much of this information is confidential in nature and must be protected from nonconsensual disclosure to comply with the Family Educational Rights and Privacy Act of 1974. Faculty should be familiar with and follow the major components of the Family Educational Rights and Privacy Act (FERPA).

Under this act, Georgia Southern is required to notify its students annually of the types of records maintained and the office responsible for such records. This notification is done by means of the *Student Conduct Code*, containing detailed information on the records maintained.

Directory information which consists of name, post office box, telephone number, date and place of birth, major, participation in activities, weights and heights of members of athletic teams, dates of attendance, degrees and awards received, and the most recent educational institution attended is considered public information and will be released to those requesting such information, unless the student has specifically requested that information in this category be restricted. Any student may present a written request to the Registrar that such information not be released. However, requests that directory information

be withheld from a written publication must be received in sufficient time to prevent a delay in processing that publication.

Any student has the right to inspect and review his/her educational record. Any student desiring to inspect his/her educational record should consult the office designated in the *Student Conduct Code* as responsible for the record.

Release of personally identifiable information will not be allowed without the written consent of the student except in limited circumstances, including the following:

- a. Georgia Southern personnel, where such persons have a legitimate educational interest and demonstrate a need to know to the official responsible for the record;
- b. officials of other schools where the student seeks to enroll;
- c. representatives of federal and state agencies authorized by law to have access to education records;
- d. appropriate persons in connection with a student's application for or receipt of financial aid;
- e. state and local officials to whom information may be released pursuant to certain state juvenile justice statutes;
- f. organizations conducting studies for educational institutions or agencies;
- g. accrediting organizations;
- h. necessary persons in emergency situations to protect health and safety;
- i. persons designated in valid subpoenas or court orders; or
- j. in the event of imminent threat or danger to persons or property.

Since posting of grades by student names and/or by EagleIDs or Social Security numbers would be considered release of personally identifiable information, faculty should not post grades in this way. Questions concerning the confidentiality of information should be referred to the Registrar or to the Office of Legal Affairs.

305 Students with Disabilities

Georgia Southern is committed toward providing an equal educational opportunity for all qualified students with a disability. Services are offered through the Student Disability Resource Center (SDRC). Students must submit documentation meeting Board of Regents standards to qualify for services and accommodations. Upon successful completion of the eligibility process, students should furnish faculty with an accommodation letter outlining the accommodations that should be implemented. Faculty who feel that providing a particular accommodation might violate academic integrity should contact the director of the SDRC.

Please observe the following:

- a. No academic accommodations should be provided until a student presents a valid accommodation letter containing the current semester in the heading.
- b. Test proctoring services are provided for faculty who may not be able to implement accommodations on exams.
- c. In rare cases, support may be sought for moving classes to more accessible floors or buildings.

Additional information on the SDRC is available on the SDRC website
<http://studentsupport.georgiasouthern.edu/sdrc/>.

306 Resources for Instruction

As an institution committed to academic distinction in teaching, scholarship, and service, Georgia Southern offers numerous resources to support faculty. The University System of Georgia also has resources of which Georgia Southern faculty are encouraged to avail themselves.

- **Awards for Excellence in Contributions to Instruction**
<http://academics.georgiasouthern.edu/awards/instruction/>

- **Awards for Excellence in Research/Creative Scholarly Activity**
<http://research.georgiasouthern.edu/orssp/awards-for-excellence-in-research-and-or-scholarly-activity/>
- **Awards for Excellence in Service**
<http://academics.georgiasouthern.edu/provost/awards/service>
- **Center for Academic Technology Support**
<http://academics.georgiasouthern.edu/cats/>
- **Centers for Teaching and Technology**
<http://academics.georgiasouthern.edu/ct2/about/>
- **GeorgiaONmyLINE**
<http://www.georgiaonmyline.org/>
- **Governor’s Teaching Fellows Program**
<http://ihe.uga.edu/programs/governors-teaching-fellows>
- **Grants for Development of Instruction**
<http://academics.georgiasouthern.edu/ctl/faculty-awards/>
- **MERLOT**
<http://www.merlot.org/Home.po>
- **Regents’ Teaching Excellence & Scholarship of Teaching Learning Awards**
http://www.usg.edu/faculty_affairs/awards
- **Tuition Assistance Program**
http://www.usg.edu/hr/benefits/tuition_assistance_program_tap/

Class List and Grade Books

Faculty may obtain their detail class list or summary class list from faculty WINGS. New faculty must go to the following website for required training before being able to access WINGS: <http://em.georgiasouthern.edu/registrar/faculty-staff/training/>. For questions, please call (912) 478-0735.

Faculty are not authorized to transfer students to other classes or otherwise adjust schedules, but they may make recommendations for such adjustments to their department’s secretary or to the Office of the Registrar. To receive credit for a course, a student must register officially for the course through WINGS or the Office of the Registrar. Students are held accountable for all courses for which they register unless they officially withdraw.

The following suggestions may be helpful in determining a course of action for students who are on the detail class list or summary class list in WINGS, but who are not attending the class. If a student stopped attending class, the faculty member should assign a grade of “F”. If a student has never attended the class, the student should be verified as not attending on the Attendance Verification form in My.GeorgiaSouthern.edu. The student will automatically be deleted from the course by the Office of the Registrar once he or she is reported by the instructor as not attending. If the student withdrew after the last day to drop without academic penalty and was passing, the student may be assigned a “W”. If the student was failing, a “WF” grade should be assigned. If a grade of “W” or “WF” is not assigned by the instructor, a “WF” grade will be assigned by the Office of the Registrar. The grade is the prerogative of the instructor unless the student has withdrawn without penalty from the course or has reached his/her maximum of five withdrawals. If the student has reached the maximum of five withdrawals and he/she attempts to withdraw from a class via WINGS, a “WF” will be assigned by the Office of the Registrar. If grades are being submitted via WINGS and a discrepancy still exists, click on *Email about Grades* at the bottom right of the Final Grades page in WINGS and enter all applicable information.

Based on federal and state statutes of limitations, faculty should retain all grade books for at least two years. Upon retirement, resignation, or termination, faculty should leave the previous two years of grade books with the department chair. Faculty who do not return final examinations to students should retain the exams for two years; upon retirement, resignation, or termination, faculty should leave graded final examinations for the previous two years with the department chair.

Attendance

University policy requires all students to attend the first class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course. This policy applies to all levels of courses. It is the student's responsibility to verify course drops and check that fees are adjusted. Students who have verifiable extenuating circumstances which prohibit them from attending the first day of classes must contact their instructor or complete the online Exemption Request Form available through the student's MyGeorgiaSouthern account (<https://my.georgiasouthern.edu/>) to avoid being dropped from the course. Instead of contacting the instructor or completing the web form, students may also call (912) 478-0735.

Students are expected to attend all classes. Each professor has the responsibility for setting specific policies concerning class attendance beyond the first class meeting, including whether they will accept excused absences and whether they will allow work missed to be made up. Professors should clearly state policies in each class and make clear what constitutes excessive absences. Departments may establish policies concerning class attendance provided there is unanimous agreement by faculty members within the department. The student is responsible for all material presented in class and for all announcements and assignments regardless of whether the student is in attendance.

Students whose military obligations require their absence from class for more than the first day may seek an exemption from the class attendance policy. Students requesting an exemption should fax their military orders to the associate provost at (912) 478-5279 along with a request for an exemption prior to the start of the first week of classes. Working with the appropriate associate dean, the associate provost will ensure that the student's instructors are contacted and made aware of the request for an exemption. Instructors will carefully consider all such requests and base their decision upon the course attendance policies and the student's ability to catch up on missed course materials upon his or her return.

The University does not issue an excuse to students for class absences. In case of absences as a result of illness, representation of the University in athletic and other activities, or special situations, instructors may be informed of reasons for absences, but these are not excuses.

Attendance Verification

Attendance verification procedures and instructions (including a demo for submitting the verification via MyGeorgiaSouthern) are available at <http://em.georgiasouthern.edu/registrar/faculty-staff/helpfullinks/>.

- Verify attendance on the first day a class meets.
- Complete attendance verification through the faculty member's MyGeorgiaSouthern account rather than through WINGS.
- Verify attendance for each student in the class regardless of whether the student receives financial aid.
- Verify attendance for every class, including non-lecture classes such as dissertations, labs, student teaching, independent studies, directed studies, theses, practicums, internships, asynchronous instruction, and Internet classes.
- Verify attendance for students who add a class or start attending after the initial attendance verification has already been submitted by re-submitting the attendance. The names of those students whose attendance has not been previously verified will appear at the top of the Attendance Verification form.
- Verify attendance for students who have a "hold seat" status to ensure that the student receives any financial aid for which he or she may be eligible.
- If the student does not attend class after the day for which he or she was expected to attend, the student should be verified as not attending the class.

Religious Holidays

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside in their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of students who wish to be absent to make arrangements in advance with their instructors.

Faculty and staff who wish to be absent to observe religious holidays set aside by their chosen religion must follow the procedure described here: faculty or staff should request leave through their immediate supervisors following applicable university policies for absence and leave for faculty and classified personnel.

Approved by the Faculty Senate, July 13, 1993.

310 Statement of Course Requirements

According to the Standards of the College Delegate Assembly of the Southern Association of Colleges and Schools, “The process of instruction should be organized so that students and faculty have a clear idea of the aims and the requirements of each course and the method of evaluation employed.” In keeping with this philosophy, the Faculty Senate approved (on June 2, 1982) a statement strongly recommending that a written description of course policies be prepared by each instructor and distributed to each class member very early in the semester.

Faculty are traditionally granted the right to exercise a great deal of freedom in both methods of teaching and course requirements, and in the spirit of fairness to the student as well as the protection of the faculty member, a written statement might contain any or all of the following: an overview of the content to be studied; a listing of the expected student learning outcomes; an explanation of test procedures; a statement of grading standards, procedures, and relative weights given to various assignments and tests; a statement of the attendance policy; and an indication of the time frame when assignments are due if specific dates are not given.

311 Early Alert for Freshmen

First-year students (those who have earned fewer than 30 credit hours) receive early alerts in each of their courses. Faculty may indicate that students are doing satisfactory work or unsatisfactory work because of grades, missing/missed assessments, engaged participation, attendance (or any combination of these), or insufficient data. Students are able to view their early alerts in their *WINGS* student account as soon as faculty enter them. (To view early alerts, select “Student Records” and click “Early Alert.”)

Approved by the Faculty Senate, September 15, 2014.

312 Final Examinations

A policy adopted by the Faculty Senate on April 8, 1975, states, “Final examinations must be given in all courses. The only exceptions are courses that the appropriate dean has determined do not fall under the college regulation requiring a final to be given. A test the final day of classes cannot be substituted for a final exam. Graduating seniors cannot be exempt from finals.”

University policy also requires that examinations must be held as scheduled unless authorized by the department or school chair/director and the dean. The few classes operating on an irregular schedule that do not fit into the above plan will have their examinations scheduled and announced by the instructor.

Policy for Changing a Student’s Final Examination

A change in a student’s final examination schedule will be approved only for emergency reasons, such as serious illness (a note from Health Services or family physician is required) or the death of an immediate family member (a letter or phone call from a parent, guardian, or physician is required). Letters and phone calls should be directed to the appropriate faculty member.

Final examination schedules will not normally be changed for any of the following reasons: wedding of the student, relative, or friend; part-time or full-time job or job interview; internship or field study; vacation; graduation of relative or friend; convenience of travel schedule; or only one final examination remaining at the end of the week. Exceptions to these guidelines can be made, but should be based on a very compelling case.

Using these guidelines, the student may submit a *Request to Reschedule a Final Examination* form to the instructor, who, with approval of the department chair, has authority to reschedule the final examination to a new time not conflicting with other regularly scheduled examinations or classes if he or she desires. Forms are available in department offices or on the Provost’s Office website at <http://academics.georgiasouthern.edu/forms/>.

Policy for Changing a Student's Final Examination If There is a Conflict

A conflict is defined as three exams in a calendar day or two exams at the same time. Conflict periods are scheduled at the stated times in the semester exam schedule, which can be accessed at <http://em.georgiasouthern.edu/registrar/students/classinformation/>. To resolve a conflict in which a student has two examinations scheduled for the same period, the instructor of the lower numbered course shall reschedule the exam to another time mutually agreed upon by the instructor and the student or to one of the conflict periods.

To resolve a conflict in which a student has three examinations scheduled in one calendar day, the examination scheduled for the middle period shall be rescheduled to another time mutually agreed upon by the instructor and the student or to a conflict period on another day. It is incumbent upon the student to petition his or her professor no later than the last week of classes so that an alternative arrangement can be made.

313 Grading System

All institutions of the University System of Georgia shall be on a 4.0 grade point average system. The following grades are approved for use in institutions in the determination of the grade point average (GPA):

Grade	Explanation	Grade Points
A	= Excellent	(4.0)
B	= Good	(3.0)
C	= Satisfactory	(2.0)
D	= Passing	(1.0)
F	= Failure	(0.0)
WF	= Withdrew Failing	(0.0)

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average:

Grade	Explanation	Grade Points
I	= Incomplete	(0.0)
IP	= In Progress	(0.0)
S	= Satisfactory	(0.0)
U	= Unsatisfactory	(0.0)
V	= Audit	(0.0)
W	= Withdrew	(0.0)
WM	= Withdrew Military	(0.0)
WX	= Administrative Withdrawal	(0.0)

Symbols

- I** This symbol indicates that a student was doing satisfactory work but for non-academic reasons beyond his or her control, was unable to meet the full requirements for the course.
- IP** This symbol indicates that credit has not been given in a course that requires an “IP” continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation hours, thesis hours, and project courses. With the exception of Learning Support courses, this symbol **cannot** be used for other courses. This symbol is not to be substituted for an “I”.
- K** This symbol indicates that a student was given credit for the course by examination (e.g., CLEP, Advanced Placement (AP), International Baccalaureate (IB), and Proficiency).
- S** This symbol indicates that satisfactory credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Also, this symbol is used for midterm grades for freshmen and indicates that performance at mid-term is equivalent to a “C” or better. An “S” is not included in the computation of the GPA.
- U** This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis

hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Also, this symbol is used for midterm grades for freshmen and indicates that performance at mid-term is equivalent to less than a “C” grade. A “U” is not included in the computation of the GPA.

V This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa after the last day of Drop/Add.

W This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the last day to withdraw for the semester. Also, this symbol is used for the courses of students who were administratively withdrawn for non-payment of fees at the end of the semester.

WF If a student withdraws from all classes after the last day to withdraw without academic penalty and is passing, it is recommended that the instructor assign a “W”. If a student withdraws from all classes after the last day to withdraw without academic penalty and is failing, it is recommended that the instructor assign a “WF”. If a grade of “W” or “WF” is not assigned by the instructor, a “WF” grade will be assigned by the Office of the Registrar. The grade is the prerogative of the instructor unless the student has withdrawn without penalty from the course or has reached his/her maximum of five withdrawals. If the student has reached the maximum of five withdrawals and he/she attempts to withdraw from a class via WINGS, a “WF” will be assigned by the Office of the Registrar. The “WF” is computed as an “F”.

WM This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without academic penalty at any time during the term.

WX This symbol indicates the student was administratively withdrawn from his/her classes for non-payment of fees at the end of the term. If the student completed the course, the instructor should assign the grade the student earned over the “WX” in Faculty Wings. If the administrative withdrawal is cleared, the grade assigned by the instructor will be issued. Until the payment is resolved by the student, a grade of “W” will be posted over the “WX” or the grade assigned by the instructor before all grades are processed at the end of the term.

Other Transcript Designations

Academic Renewal (Forgiveness) Policy—not used in calculating total institution GPA

***** College Preparatory Curriculum (CPC)—not used for graduation

% Institutional Credit—No Earned Hours—not used in calculating GPA

CR Credit earned through military experience—not used in calculating GPA

N When succeeding a grade, used to designate transfer credit—no credit awarded

NR No grade reported by instructor

T When succeeding a grade, used to designate transfer credit

Undergraduate students must maintain a 2.0 total institution grade point average to be considered in good academic standing. In computing the total institution grade point average and the Regents’ grade point average, all grades will be used. The total institution grade point average is used to determine academic standing and graduation. An undergraduate student may repeat any course. The most recent grade becomes the official grade for the course even if the most recent grade is lower.

A new academic standing policy was implemented fall 2011 for undergraduate students. For more information, go to <http://em.georgiasouthern.edu/registrar/students/academicstanding/>.

Graduate students must maintain a “B” (3.0) average in both the subject matter field and in the total program. No grade below a “C” may apply toward an advanced degree. If a graduate student’s average falls below 3.0 upon completion of any multiple of three courses, he or she will be placed on probation. If the cumulative average is still below 3.0 when three additional courses have been completed, the student will be dropped from graduate school.

An incomplete grade (“I”) indicates that the student was doing satisfactory work but was unable to meet the full requirements of the course due to non-academic reasons. It is the student’s responsibility to

contact the instructor to complete the remaining requirements of the course. The student should not re-register for the course.

An “I” should be removed during the following term, but the instructor may allow the student up to one calendar year to remove the incomplete. If the “I” is not satisfactorily removed by the end of the calendar year, it will be changed to an “F” by the Office of the Registrar.

Justification is required for all “I” grades. The instructor is responsible for keeping a record of “I” grades assigned and the justification as to why the professor assigned the student the “I” grade. The professor does have the option to send the justification to the Office of the Registrar by emailing grades@georgiasouthern.edu or clicking on the *Email about Grades* link at the bottom of the Final Grades Worksheet page in faculty WINGS. For auditing purposes, the instructor is responsible for storage of the incomplete grade justification for two years. Upon retirement, resignation, or termination, faculty should leave the justifications with the department chair.

315 **Grade Reporting**

Early Alert Grades

Faculty submit early alert grades for freshman students as early as the fourth week of the term during the fall and spring semesters and no later than the 34th day of classes for the summer term (the calendar varies). Earlier submission of early alert grades provides academic advisors with more time for meaningful intervention with the student. Faculty are encouraged to announce to their classes when they have posted early alert grades. Faculty may also wish to change early alert grades as additional assessment occurs. To report early alert grades, faculty access Faculty WINGS and use a drop-down menu to indicate whether students are doing satisfactory work or are performing unsatisfactorily because of grades, missing/missed assessments, engaged participation, attendance (or any combination of these), or insufficient data. The time frame for submitting early alert grades each term is posted at <http://academics.georgiasouthern.edu/fye/earlyalert.htm> along with a description of the grades.

Final Grades

Detailed instructions for entering final grades via WINGS can be found at <http://em.georgiasouthern.edu/registrar/faculty-staff/helpfullinks/>.

Accel Final Grades

Accel students are high school juniors or seniors taking college-level courses for high school credit at Georgia Southern. Beginning spring semester 2014, faculty members no longer have to provide numerical grades for these students to the Registrar’s Office. If an Accel student is enrolled in a course, the professor will report the student’s letter grade on the faculty member’s Faculty Wings grade roster at the end of the term. The Registrar’s Office will send the letter grade(s) assigned for the student to his/her high school. Based on the letter grade assigned, it will be determined by the student’s high school administration the numeric grade that will be used on the student’s high school transcript for fall and spring courses only.

316 **Policy for Limiting Individual Course Withdrawals**

Undergraduates at Georgia Southern University may withdraw from a maximum of five courses for their entire enrollment at the University. Students who have reached their maximum number of withdrawals may elect to receive a “withdrawal-failing” (WF) grade in the course, which is calculated as an F for GPA purposes. A student who attempts to withdraw from a course beyond the limit without special permission from the dean of his or her college will continue to be enrolled in the course and will receive a grade at the end of the semester.

Only withdrawals incurred at Georgia Southern University count toward the maximum. Withdrawals incurred prior to the implementation date (fall 2009) will not count toward students’ number of allowed withdrawals. Transfer students, irrespective of their classification upon entering at Georgia Southern, are also limited to five withdrawals at Georgia Southern.

Exceptions

Automatic exceptions are as follows:

- Withdrawals from courses taken during summer semester do not count toward the maximum of five withdrawals.
- Withdrawals are automatically exempt from the maximum number of withdrawals

when students withdraw from all classes for military or medical reasons that are documented and approved by the Registrar's Office or the Counseling and Career Development Center, respectively.

Petitions for exception based on other circumstances are heard in the following manner:

- In cases where students completely withdraw from the University for reasons not covered by the second bullet above, students may petition in writing to the Dean of Students (or the Dean's designee) to have these courses exempted from the total number allowed by completing the form at <https://www.sta.georgiasouthern.edu/Axiom/Login.aspx?SourceID=31>.
- Once the withdrawal limit is reached, students will only be allowed to withdraw from an individual course or courses for extenuating circumstances beyond their control. To withdraw without penalty in these cases, students must appeal in writing to the dean (or the dean's designee) of their academic college (not necessarily the college in which the course is taught). Appeals for individual withdrawals are not heard unless the student has already reached the maximum number of withdrawals allowed.

Nothing in this list of exceptions affects a student's existing responsibilities for course fee payment or a student's financial aid status.

Approved by the Faculty Senate, November 19, 2008; approved by the President, December 1, 2008.

317

Academic Honesty

317.01

Georgia Southern University Honor Code

The Georgia Southern University Honor Code was proposed and jointly adopted by the Georgia Southern Student Government Association and the Faculty Senate in 1998 to enhance the University's academic atmosphere. Georgia Southern's Honor Code states: "*On my honor*, I pledge to be academically honest in all my course work and will not tolerate the academic dishonesty of others. I also pledge to engage in ethical behavior on-campus and off-campus, to live an honorable lifestyle, and to create a campus environment that is characterized by individual responsibility, civility, and integrity."

To produce productive citizens with an informed set of ethics and community standards as well as create an environment of respect and civility, we pledge to live by our V.A.L.U.E.S. Georgia Southern V.A.L.U.E.S. is the culture shared by our students, faculty, and staff.

V—Voices: Every voice has the right to be heard, and every word will be spoken with respect.

A—Accountability: It is an expectation that we will hold each other accountable.

L—Lasting Traditions: We will continue to pursue greatness while embracing our lasting traditions.

U—Unity: Our community is united in celebrating our diversity in all its varied forms.

E—Ethical behavior: We will display ethical behavior and do what is right.

S—Scholarship: As a community of scholars, we will pursue academic distinction through learning, teaching, and research.

Approved by the Faculty Senate, June 2, 1998.

317.02

University Policy on Academic Dishonesty

Higher education is guided by the principles of academic integrity in the classroom. Without academic integrity and honesty, the learning process is compromised and the emphasis is on the grade, not the learning the grade is supposed to represent. Therefore, establishing academic integrity in the classroom is of significant importance to the faculty of Georgia Southern University.

Students should have a clear and unambiguous understanding that there are consequences associated with violating the academic integrity standards of Georgia Southern University. Academic dishonesty is not just a matter between the instructor and the student. Students have an interest in preventing their colleagues from fraudulently obtaining grades that might affect their academic standing. Some forms of academic dishonesty require the University to respond with severe disciplinary sanctions, up to and including suspension or expulsion. When students violate the academic integrity standards of the University, it is imperative that incidents of academic dishonesty become part of the student's disciplinary

record. Therefore, all cases of academic dishonesty should be reported to the Office of Student Conduct (912-478-0059). Students charged with academic dishonesty will have their cases heard in a fair and impartial manner. Students who plead “not responsible” will have their cases heard before the University Conduct Board.

According to the Georgia Southern University *Student Conduct Code*, the most common forms of academic dishonesty are cheating and plagiarism. Cheating includes (but is not limited to):

- Submitting material that is not yours as part of your course performance.
- Using information or devices that are not allowed by the faculty.
- Obtaining and using unauthorized material.
- Fabricating information, research, and/or results.
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation.
- Collaborating with others on assignments without the faculty’s consent.
- Cooperating with or helping another student to cheat.
- Demonstrating any other forms of dishonest behavior.

Plagiarism includes (but is not limited to):

- Directly quoting the words of others without using quotation marks or indented format to identify them.
- Using published or unpublished sources of information without identifying them.
- Paraphrasing material or ideas without identifying the source.
- Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

A student cannot withdraw from a course to avoid being charged with academic dishonesty.

Procedures for Adjudicating Academic Dishonesty Cases

First Offense—In Violation Plea

1. When an instructor has decided that a case for academic dishonesty can be made, the instructor should contact the Director of Student Conduct to determine if it is a first offense and if the evidence is sufficient to warrant a charge of academic dishonesty. It is the instructor’s responsibility to provide evidence that would warrant an academic dishonesty charge.
2. If it is a first offense, the instructor should talk with the student about the alleged violation. If the student pleads in violation in writing and the instructor decides to adjudicate the case, the following procedures will be followed:
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Student Conduct.
 - b. The student will be subject to any academic sanctions imposed by the instructor. There will be no appeal of the finding or the sanction.
 - c. A copy of all the material involved in the case (Academic Dishonesty Report form and the Request for Instructor to Adjudicate form) and a brief statement from the instructor concerning the facts of the case should be emailed to the Office of Student Conduct for inclusion in the student’s discipline record.

First Offense—Not In Violation Plea

If the instructor and the Director of Student Conduct agree that the evidence is sufficient to warrant a charge of academic dishonesty, the student will be charged with academic dishonesty and the University Conduct Board will hear the case. It is the instructor’s responsibility to provide evidence that would warrant an academic dishonesty charge. If the student is found in violation of academic dishonesty, the following penalty will normally be imposed:

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Student Conduct.
- b. The student will be subject to any academic sanctions imposed by the instructor.

The student has the right to appeal any decision from a formal hearing provided that relevant grounds for an appeal are cited (see § XV—Appeal Guidelines in the *Student Conduct Code*). The student must send his/her appeal by electronic mail within 48 hours after the original decision has been communicated to the student. Appeals for academic dishonesty cases will be decided by the Provost or his/her designee. The decision of the Provost shall be final.

Second Violation of In Violation Plea

When an instructor has decided that a case for academic dishonesty can be made, the instructor should contact the Director of Student Conduct to determine if it is a first or second offense and if there is evidence sufficient to warrant a charge of academic dishonesty. It is the instructor's responsibility to provide evidence that would warrant an academic dishonesty charge.

If it is a second offense, the instructor should refer the case to the Office of Student Conduct for adjudication. If the student wishes to plea in violation, the following procedures will be followed:

- a. A Hearing Officer will administer the non-academic student conduct sanction that may consist of a penalty that includes suspension or expulsion.
- b. The student will be subject to any academic sanctions imposed by the instructor. There will be no appeal of the finding of the sanction.

Second Violation – Not in Violation Plea

If the instructor and the Director of Student Conduct agree that the evidence is sufficient to warrant a charge of academic dishonesty, the student will be charged with academic dishonesty and the University Conduct Board will hear the case. It is the instructor's responsibility to provide evidence that would warrant an academic dishonesty charge. If the student is found to be in violation of academic dishonesty, the following penalty will normally be imposed:

- a. Non-academic student conduct sanctions may consist of a penalty that includes suspension or expulsion.
- b. The student will be subject to any academic sanctions imposed by the instructor.

The student has the right to appeal any decision from a formal hearing provided that relevant grounds for an appeal are cited (see § XV—Appeal Guidelines in the *Student Conduct Code*). The student must send his/her appeal by electronic mail within 48 hours after the original decision has been communicated to the student. Appeals for academic dishonesty cases will be decided by the Provost or his/her designee. The decision of the Provost shall be final.

Not Responsible Finding

When the University Conduct Board finds a student "not in violation" of academic dishonesty, the work in question (assignment, paper, test, etc.) should be forwarded to the department chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and to submit a final grade to the Registrar's Office. For the protection of the faculty member, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

The department chair, the faculty member, and the student should reach an agreement regarding completion of any remaining course requirements. In some cases, placing the student in another section of the same course may be an option. If the student remains in the class with the faculty member who charged the student with academic dishonesty, the department chair may ask another faculty member in the department to evaluate any subsequent work submitted by the student. In the case of a department chair bringing charges against the student, the department chair, an administrator at the dean's level, and the student should reach an agreement regarding completion of any remaining course requirements. An administrator at the dean's level may ask another faculty member in the department to evaluate any subsequent work submitted by the student. This process is designed to protect the faculty member from any suspicion of retaliation against the student. It is not intended to question the ability of the faculty member to evaluate student performance objectively.

318 Student Grade Appeal

The evaluation of the quality of a student's performance is the prerogative of the instructor. Nothing stated below is intended to place a limitation on this prerogative, and the instructor will be involved in the review at each stage of the appeal process. All grade appeals should be viewed as confidential matters between the student, the instructor, and the appropriate administrators.

If a student does not understand the reason for a grade, it is the student's responsibility to consult the instructor of the course about the grade. If after such consultation the student does not agree with the basis on which the grade was assigned, the student may initiate an appeal according to the procedures given below. The burden of proof will rest with the student. There are four stages of appeal available to a student, and they must be followed sequentially. This policy applies to fall, spring, and summer semesters.

Stages Two through Four must be completed by the end of the fall or spring semester immediately following the semester in which the grade was assigned unless an extension is authorized by the Provost. At the completion of each stage, the student is notified of the decision in writing.

PROCEDURES

Stage One An appeal must be initiated no later than 14 working days after the first day of the semester which immediately follows the semester for which the grade was awarded. The student should petition the instructor in writing, giving salient reasons for the grade appeal. The student should retain a copy of the written appeal for personal records.

Stage Two If the student is not satisfied after review by the instructor, the student may consult the department chair and submit a copy of the written appeal. The department chair will attempt to resolve the grade appeal. The chair will meet with the instructor and may consult with other persons who have relevant information.

Stage Three If all efforts to resolve the grade appeal at the departmental level are unsuccessful, the student may submit the written appeal to the dean of the appropriate college. The dean will examine the appeal and other pertinent materials submitted by the student. The dean will meet with the instructor and may also request from the instructor materials deemed relevant. In an attempt to resolve the grade appeal, the dean may interview the student and others who may have pertinent information. If the dean determines the need for a review committee to examine the issue, the committee shall consist of:

- one faculty member from the department;
- one faculty member from the college, but not from the department of the instructor;
- one faculty member from another college; and
- (ex officio) a staff member from Student Affairs and Enrollment Management recommended by the Vice President for Student Affairs and Enrollment Management.

The committee, if appointed, will advise the dean regarding the grade under appeal. Whether the dean chooses to appoint a committee or not, the dean will render a final decision on the grade appeal at the college level.

Stage Four If all efforts to resolve the grade appeal at the college level are unsuccessful, the student may submit the written appeal to the Provost. The student must submit a complete set of documents before the Provost reviews any materials. At a minimum, the following must be provided: letters of appeal written to the department chair and dean; letters from the department chair and dean concerning the appeal decision; syllabi and all graded materials from the course(s) in question; and any written correspondence (email or hard copy) between the student, faculty member, and administrators concerning the appeal. The Provost will examine the appeal and other pertinent materials submitted by the student. The Provost will meet with the instructor and also may request additional materials deemed relevant. In an attempt to resolve the grade appeal, the Provost may interview the student and others who may have pertinent information.

If a committee was constituted at the college level, then the Provost will review the process, the committee findings, and the decision of the dean, and render a final university decision. If a committee was not appointed at the college level, then the Provost has the option of appointing a review committee which will conform to the composition described in Stage Three. The committee, if appointed, will advise the Provost regarding the grade under appeal. Whether the Provost chooses to appoint a committee or not, the Provost will render a final university decision.

Approved by the Faculty Senate, November 16, 2011; approved by the President, December 1, 2011.

Georgia Southern University Policy and Procedures on Handling Appeals

Statement of Purpose

The Georgia Southern University Policy and Procedures on Handling Appeals codifies best practice in handling formal, written appeals received from students, faculty, staff, and others as well as ensures that the University maintains appropriate procedures and applies these procedures fairly and consistently. The Policy and Procedures on Handling Appeals comply with Federal Requirement 4.5 of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Principles of Accreditation*.

Implementation Date

The Policy and Procedures on Handling Appeals became effective January 1, 2012.

Policy—Federal Requirement 4.5 SACSCOC *Principles of Accreditation* and the SACSCOC Complaint Procedures against the Commission or Its Accredited institutions Policy

“The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating those procedures when resolving student complaints. In addition, each institution is required to have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well-publicized. The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.”

Procedures

This policy is intended to ensure procedures are followed where such procedures currently exist. Therefore, each unit that currently deals with formal, written appeals is responsible for maintaining a log of those appeals, recording the following information:

- date complaint received;
- complainant’s name;
- nature of the complaint;
- resolution of the complaint;
- date resolved;
- indication of where the documentation resides (e.g., email, electronic file, paper file);
- additional comments, as appropriate.

Additionally, each unit that currently deals with formal, written appeals shall be prepared to submit an actual complaint (with personal information redacted) along with the applicable policy and procedures under which that complaint was filed to the Office of Institutional Effectiveness at the time of the institution’s SACSCOC decennial evaluation.

Disruptive Behavior: Board of Regents Policy Statement

“Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged or held at any University System of Georgia institution is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment” (*Board of Regents Policy Manual*, § 11.2). To report an incident of disruptive behavior, please complete the form at <http://deanofstudents.georgiasouthern.edu/conduct/report-an-incident/> and submit electronically.

Student Travel Policy

Students may be reimbursed for travel expenditures from state funds in three types of situations.

(1) Student Employees (Including Graduate Assistants)

Students must be employees of Georgia Southern University and the travel must provide a service to the institution in relation to their job duties. Students may not be reimbursed for travel where the primary purpose is to benefit the student in personal development and/or course-related activities or degree requirements. Travel approval and reimbursement procedures must be consistent with the Statewide Travel Regulations.

(2) Per Diem Travel for Students who are Not University Employees

In situations where non-employed students travel for the benefit of the institution and/or to participate in activities in support of the mission of the institution, they may be reimbursed on a per diem basis for travel costs incurred as part of their participation. The primary purpose of student participation in such functions must be in the capacity of service to the institution rather than travel costs related to course activities, degree requirements, or personal development.

Travel approval is obtained by completing a Request for Georgia Southern Student to Travel on Official University Business form. Travel is reimbursed based on the Statewide Travel Regulations. Reimbursement is requested by completing and submitting a Travel Expense Statement to the Accounts Payable Office.

(3) Student Travel Funded by Student Activities Funds

In situations where the University has the opportunity to involve students in off-campus experiences related to the mission of the institution and where the travel is not related to the student's employment duties, Student Activities funds may be used.

Travel approval is obtained from the appropriate Student Activities budget manager. Travel is reimbursed based on the Statewide Travel Regulations, and reimbursement is requested by completing a Travel Expense Statement and submitting it to the University's Accounts Payable Office.

Substantive Change Policy

I. PURPOSE

Georgia Southern University's Substantive Change Policy follows the policies in effect at our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as well as at the University System of Georgia (USG). All campus units need to be aware of both of these policies when submitting curriculum changes; however, the Provost's Office holds responsibility for communicating all substantive changes to the Board of Regents and SACSCOC on behalf of the President of Georgia Southern University.

II. POLICY STATEMENT

SACSCOC Substantive Change Policy (<http://www.sacscoc.org/SubstantiveChange.asp>)

Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. The types of substantive change and the procedures for addressing them appropriately may be found in the Commission's Policy on Substantive Change.

- Some changes, such as offering courses online that amount to less than 25% of the coursework needed to complete a degree, certificate or diploma, do not need to be reported to the Commission.
- Others, such as offering from 25% to 49% of the coursework required for a program online, simply require that the Commission be notified in advance of the implementation of the change. The letter of notification should include the name of the actual change, implementation date, street address if it involves a new site, and the credential being offered.
- Larger scale changes, such as adding significantly different programs to the academic curriculum or offering a majority of the coursework needed to complete a degree, certificate or diploma online, require written notification at least 6 months in advance and approval of a prospectus, which must be submitted at least 3 months prior to the anticipated implementation date.
- Institutions seeking to offer coursework at a more advanced level than that for which they are currently approved must notify the Commission of their intent at least 12 months in advance, and submit an application for level change by April 15 for review at the June meeting of the Board of trustees or by October 1 for review at the December meeting.

Prospectuses and applications for level change should include a Faculty Roster (Faculty Roster Instructions), presenting the qualifications of each faculty member in the program to teach the courses they are assigned.

It is expected that the CEO or a designated representative of an institution will notify the Commission President of substantive changes at that institution. Every institution has an Accreditation Liaison whose charge is to ensure compliance with accreditation requirements. The Accreditation Liaison should take the time to become familiar with the Commissions' policies and procedures, ensure that

substantive changes are recognized and reported in a timely fashion, and consult with the institution's COC staff member about any questions.

Certain types of substantive changes, such as adding branch campuses, level changes, mergers/consolidations, and changes in governance require a visit by a substantive change committee to determine continued compliance with the *Principles of Accreditation: Foundations for Quality Enhancement*. When a committee visit has been authorized by the President of the Commission, the institution will be asked to provide documentation of the impact of the change on selected requirements in the *Principles of Accreditation*.

University System of Georgia Policy

(http://www.usg.edu/academic_programs/changes/types_of_substantive_change_program_modification)

Substantive change and/or program modification requests may be made on two different levels: curricular change or significant alteration of mission and academic priorities.

Curricular Change (Individual Program)

Curricular changes involve the substantive redirection of an academic program which has been precipitated by national norms, disciplinary norms, accreditation requirements for continued good standing, and other factors attributable to strengthening degrees and majors. Such action requires Board approval and generally depicts how the program has been revised to ensure that students receive content instruction that is conducive to successful outcomes.

The University System of Georgia's Substantive Change form is available at the following website: http://www.usg.edu/academic_programs/changes/ (see Substantive Change Form: Individual Program Curriculum Revision).

III. PROCEDURES

Curriculum Substantive Changes

The Provost's Office reviews agenda items submitted and approved at the Undergraduate Committee and Graduate Committee meetings. This review includes identifying any actions which require the institution to communicate to the University System Office and/or SACSCOC. Working with the applicable unit, the Provost's Office sends this communication forward on the appropriate USG and SACSCOC forms, following institutional approval of the action in question.

Non-Curriculum Substantive Changes

For non-curriculum substantive changes, it is the responsibility of the institution's SACS Accreditation Liaison to advise the Provost's Office of actions that need to be taken to remain in compliance with USG and SACSCOC.

Typically, substantive prospectuses are not submitted to SACSCOC until the institution receives USG Board of Regents approval. Securing this approval can take several months. Moreover, most actions need to be submitted to SACSCOC at least 6 months in advance of the implementation date (see SACSCOC policy for specific timeframes). Given these timeframes, it is critical that units begin the process two or three years ahead of the actual implementation date.

Instructor of Record Policy

I. PURPOSE

The purpose of this policy is to maintain a complete and accurate record in Banner of the teaching assignments of all full-time, part-time, and adjunct faculty along with the teaching assignments of graduate teaching assistants (TA2s). This information is critical toward ensuring data integrity as required by the University's accrediting body, the Southern Association of College and Schools Commission on Colleges (SACSCOC).

II. POLICY STATEMENT

Instructor of Record refers to the name of the primary instructor on the class section record in Banner (the student information system). The Instructor of Record is the person responsible for (a) designing the course syllabus, (b) verifying attendance on the first day of class, (c) meeting with the class as scheduled, and (d) assigning the grade for students registered in the class. Instructors of Record must hold appropriate Georgia Southern University faculty rank and credentials.

III. PROCEDURES

Instructors of Record are assigned by department chairs and entered into Banner at least three weeks prior to the start of the semester. Thereafter, assignments are updated in Banner daily by departments.

1. For classes that are team taught, one faculty member should be identified as the Instructor of Record. The other faculty may be listed as Secondary or Tertiary Instructor of Record.
2. For classes taught under consortia or franchise degree programs, the actual person teaching the class should be assigned as the Instructor of Record. Therefore, faculty from other participating institutions in the consortium first need to be appointed as adjunct faculty at Georgia Southern University before being designated as the Instructor of Record in Banner.

324
324.01

Memorandum of Understanding Procedures for Drafting and Vetting Memorandum of Understanding for Joint Curricular Ventures with Regionally-Accredited Institutions (Consortial or Franchise Degree Programs)

Section 1

Applicable Policies:

- Georgia Southern University's Policy on Contract Review (§ 113, *Georgia Southern University Faculty Handbook*)
- SACSCOC Agreements Involving Joint and Dual Academic Awards: Policies and Procedures
- SACSCOC Joint Curricular Ventures Involving the Award of Credit by Member Institutions: Policy and Guidelines (p. 3)
- SACSCOC Guidelines for Faculty Credentials
- Georgia Southern University's Academic Program Development and Approval Policy

Section 2

Process for vetting Memoranda of Understanding (MOUs) for joint curricular ventures:

- MOU is drafted by the parties involved in the agreement following the guidelines noted in Section 3 of this document.
- Draft MOUs are submitted to the applicable Provost's Office/Vice President for Academic Affairs and SACSCOC Liaison at each institution for review.
- Following any recommended revisions, MOUs are shared with the appropriate Legal Affairs Offices for review.
- All agreements must be signed by the President of the institution or his/her designee.

Section 3

Memoranda of Understanding (MOUs) for joint curricular ventures include, at a minimum, the following information:

STRUCTURE AND GOVERNANCE

- Purpose of the agreement, parties involved, and responsibilities of each party.
- Timeframe of the agreement.
- Conditions under which renewal or renegotiation of the agreement would occur.
- Description of the principles guiding the joint curricular venture (e.g., SACSCOC Principle of Integrity).
- Identification and description of the academic leadership responsibilities for the joint curricular venture.
- Identification and description of the administrative leadership responsibilities for the joint curricular venture.
- Description of a teach-out agreement that protects enrolled students in the event that one or more parties leave the venture or the program is terminated or renegotiated.
- Detailed articulation of the following:
 - institution(s) awarding the credit;
 - specific courses, programs, and services covered by the MOU.
- Specification of any financial compensation for services provided by each contracting entity and the mechanism used to account for those services.

STUDENT PROTECTION (SUPPORT SERVICES)

- Identification of the procedures for handling student grievances regarding any aspect of the course or program or for addressing perceived breaches of the MOU.
- Description of how student support services will be assured.
- Description of how access to learning support resources will be assured.
- Assurance that the MOU meets all requirements for federal and state student aid programs that might be used by students of the contracting entities.

ACADEMIC OVERSIGHT

- Description of how each participating institution will share the necessary assessment data with other participating institutions.
- Identification of institution or entity responsible for preparing the final assessment report. (Note: This report will be shared with all participating institutions.)
- Description of how the faculty of all involved parties will periodically review the courses and programs.

FACULTY

- Description of how verification of faculty credentialing will occur.

Section 4

Sample faculty credentialing language that might be included in each MOU:

All parties to this contract agree to abide by SACSCOC Guidelines for Faculty Credentials. To comply with the SACSCOC Guidelines for Faculty Credentials, faculty teaching in the [identify program name] will be appointed at the other institutions participating in this program as adjunct (honorary, uncompensated) faculty carrying the same rank as the faculty member holds at his/her 'home' institution. Additionally, all parties to this contract agree to share with the other institutions 'true copies of the original' official documents, documenting the faculty member's academic degrees (transcripts), external verification of foreign degrees (by a US Department of Education recognized evaluating agency), and curriculum vitae.

Please note that under the SACSCOC Agreements Involving Joint and Dual Academic Awards: Policies and Procedures, Responsibilities of SACSCOC Member Institutions are defined as follows: "Ensure Access to Partner Institutions' Information: The member institution is responsible for ensuring that SACSCOC has timely access to the partner institutions' materials, physical site(s), and personnel in conjunction with accreditation activities."

Any participating institution who chooses not to share faculty credential documentation with the other participating institutions must sign the following statement:

[Name of institution] attests that it follows the SACSCOC Guidelines for Faculty Credentials in credentialing all faculty and verifies that based on this process any faculty member assigned to teach in the [identify program name] is qualified to teach the assigned course(s).

Printed Name of Signatory, Institution, Date

**Addendum to
Memorandum of Understanding
for the
[Program]
between
[Participating Institutions]**

The purpose of this addendum is to identify the specific responsibilities of the participating institutions related to the evaluation of faculty (full-time, part-time, and adjuncts) teaching in the [Program].

1. The Chief Academic Officer of the course delivering institution will, upon request, share with the other participating institutions copies of faculty evaluations for those faculty (full-time, part-time, and adjuncts) teaching in the [Program].
2. Each participating institution will conduct student ratings of instruction (as prescribed by the University System of Georgia Board of Regents) each semester for all courses taught in the [Program] at that institution.

Signatures:

Institution	President (or Authorized Designee)	Date

324.02

Procedures for Drafting and Vetting Memorandum of Understanding (MOU) for International Contractual Agreements

Section 1

Applicable Policies:

- Georgia Southern University’s Policy on Contract Review (§ 113, *Georgia Southern University Faculty Handbook*)
- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Agreements Involving Joint and Dual Academic Awards: Policy and Procedures (“Ensure the Quality of Credits Recorded on Transcripts,” p. 2; “Ensure Compliance with Appropriate SACSCOC Requirements,” p. 3)
(*Note: SACSCOC Agreements Involving Joint and Dual Academic Awards: Policy and Procedures replaces former SACSCOC Joint Curricular Ventures Involving the Award of Credit by Member Institutions: Policy and Guidelines*)
- SACSCOC Faculty Credentials Guidelines

Section 2

When selecting institutions for potential partnerships:

- The faculty or staff member who proposes the partnership first investigates the proposed partner institution for evidence of institutional quality, including sources such as:
 - institutional ranking in the home country,
 - evidence of accreditation, and/or
 - existing partnerships with other reputable institutions.

This information is included with the proposed MOU.

Section 3

Process for vetting Memoranda of Understanding (MOUs) for joint curricular ventures:

- MOU is drafted by the parties involved in the agreement following the guidelines noted in Section 3 of this document.
- Draft MOUs are submitted to the applicable Chief Academic Officer and SACSCOC Liaison (as appropriate) at each institution for review.
- MOUs are shared with the appropriate Legal Affairs Offices for review, either after preparation of initial agreement or following any recommended revisions to existing agreements.
- All agreements must be signed by the President of the institution or his/her designee.

Section 4

Memoranda of Understanding (MOUs) for international contractual ventures should clearly identify in the document title if the agreement is for study abroad or exchange and include, at a minimum, the following information:

STRUCTURE AND GOVERNANCE

- Purpose of the agreement, parties involved, and responsibilities of each party.
- Timeframe of the agreement, with provision for periodic review.
- Conditions of agreement (i.e., number of students and/or faculty, reserved places, applicable rules and regulations governing students, etc.).
- Conditions under which renewal or renegotiation of the agreement would occur.
- Identification of the procedures for addressing perceived breaches of the MOU.

- Description of the principles guiding the international contractual venture (e.g., University System of Georgia, Southern Association of Colleges and Schools Commission on Colleges, and the other institutions comparable bodies; and the role and purpose of each).
- Identification and description of the academic leadership responsibilities for the international contractual venture.
- Identification and description of the administrative leadership responsibilities for the international contractual venture.
- Explanation of arrangement for payment of tuition and fees.

AWARDING ACADEMIC CREDIT

- A statement must be included indicating that the home institution evaluates the credit earned and transfers the credit to the home institution on a case-by-case basis following all applicable home institution policies on the transfer of credit.
- A statement must be included indicating that all parties to the venture agree to share relevant course syllabi to determine transfer equivalencies.
- A statement must be included that indicates participation in the exchange carries no expectation of subsequent transfer to regular degree program of host institution.

STUDENT PROTECTION (SUPPORT SERVICES)

- Description of how student support services will be assured.
- Identification of the procedures for handling student grievances regarding any aspect of the course or program.
- Explanation of health care and accommodation requirements.
- Statement of disciplinary procedures.

FACULTY

- A statement must be included indicating that all parties to the venture agree to follow SACSCOC Faculty Credential Guidelines:
 - Faculty teaching undergraduate courses will have the equivalent of a U.S. master’s degree or doctorate degree in the teaching discipline or master’s degree with concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
 - Faculty teaching graduate courses will hold a doctorate/terminal degree in the teaching discipline or a related discipline.
- For agreements including exchange of faculty, the credentialing language in Section 5 must be included as well.

Section 5

Sample faculty credentialing language to be included in each MOU that includes exchange of faculty:

All parties to this contract agree to abide by SACSCOC Faculty Credentials Guidelines. To comply with the SACSCOC Faculty Credentials Guidelines, faculty teaching in the [identify program name] will be appointed at the other institutions participating in this program as adjunct (honorary, uncompensated) faculty carrying the same rank as the faculty member holds at his/her ‘home’ institution. Additionally, all parties to this contract agree to share with the other institutions ‘true copies of the original’ official documents, documenting the faculty member’s academic degrees (transcripts), external verification of foreign degrees (by a US Department of Education recognized evaluating agency), and curriculum vitae.

Section 6

EQUAL OPPORTUNITY PHRASE

For example:

It is understood that Georgia Southern University and _____ subscribe to the principle of equal opportunity and do not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, sexual orientation, disability, or status as a veteran. Both Georgia Southern University and _____ shall abide by these principles in the administration of this agreement and neither institution shall impose criteria for exchange of scholars or students, which would violate principles of non-discrimination.

Academic Assessment Policy

I. PURPOSE

Academic assessment is a process designed to maximize student learning. As such, it aligns program curriculum with teaching to foster and enhance student learning outcomes. Although outcomes, curriculum, and teaching strategies will vary from program to program, the process includes common components, and is cyclic and on-going. The process is learning-centered and faculty-driven, and requires a non-punitive environment. With the primary purpose of maximizing student learning, faculty members must be able to identify learning weaknesses without concern of consequences.

II. POLICY STATEMENT

All major degree programs engage in the assessment process annually. The process includes identifying measurable student learning outcomes appropriate to the degree-level, determining where in the curriculum the outcomes are (or should be) fostered, using appropriate and effective tools to measure progress toward outcome achievement and the degree to which these outcomes are achieved, collectively reviewing student learning outcome data generated from measures, and identifying strengths and weaknesses for planning and implementing recommendations for maximizing student learning outcomes. The success of this process is dependent upon the development and implementation of clear procedural guidelines, the uniform presentation of assessment documents, and fostering an environment that supports transparency and accuracy in reporting.

The University's assessment process should be viewed as independent of professional accreditation requirements and should be undertaken regardless of whether external accrediting bodies exist. Whenever possible, assessment of learning undertaken for external accreditors and for the University should be complementary. If a program has external accreditation, the university's assessment process may be utilized to fulfill assessment requirements of the applicable accrediting bodies. Likewise, if a program performs assessment of learning for external accreditation purposes, that process can be used for institutional purposes to the extent possible. Reporting formats and requirements for the two assessment purposes may be different, but for the most part, the assessment of learning process should be similar.

III. PROCEDURES

1. Faculty members in each program will develop appropriate student learning outcomes, measure the degree to which these outcomes are achieved and progress towards which the outcomes are achieved, collectively review student learning outcome data generated from measures, and identify strengths and weakness for making and implementing recommendations for maximizing student learning outcomes.
2. Faculty members in each program will be involved in annually developing an action plan to address weaknesses in the program identified during the assessment process. Action plans should describe the steps that the faculty have decided should be taken to improve the program. Action plans generally refer to prior year action plans to "close the loop" from developing student learning outcomes, measuring the student learning outcomes, and using the results to improve the program.
3. Each program is responsible for establishing procedures for collecting and storing assessment data. Data should be easily accessible by multiple individuals within the program.
4. Within a two-year period, outcomes will be organized and measured by primary and secondary emphasis, where primary outcomes serve as the main purpose for action plans.

IV. ADDITIONAL PROCEDURES FOR ASSESSMENT REPORTS

1. When assessment reports are required for University assessment purposes, assessment reports are collected from:
 - A. Major degree programs which include all majors granting undergraduate or graduate degrees
 - B. Most certificate programs
 - C. Minor programs of study not associated with a major degree program
 Embedded certificate programs and certain minor programs of study are excluded from the academic assessment policy.

- A. Embedded certificates are those certificates that are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major. Embedded certificate programs are excluded from the assessment policy.
 - B. Minor programs of study that are associated with a major degree program are excluded from the assessment policy. Assessment of such minors is included in the degree program assessment process.
2. A common format, approved by the Academic Assessment Steering Committee, comprised of multiple faculty members from each college, is used for all institutional assessment reports. This common format provides consistency across colleges and the University.
 3. Assessment reports will be submitted in each fall semester. In rare circumstances, assessment reports may be required at different times as dictated by external accrediting bodies.
 4. Assessment reports will be submitted to the Office of Institutional Effectiveness. The Academic Assessment Steering Committee will review the reports and will provide necessary feedback to programs within four to six (4-6) weeks after the reports are received by the Office of Institutional Effectiveness. Based on the review, programs may be required to make revisions to the assessment reports. If revisions are required, the programs will resubmit the revised assessment reports to the Office of Institutional Effectiveness before the beginning of the next semester. For example, if the original assessment report is submitted during the fall semester, a revised assessment report would be submitted before the beginning of the following spring semester.

Credit Hour Policy

I. PURPOSE

Georgia Southern University's Credit Hour Policy follows the Federal Definition and the policies in effect at our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as well as at the University System of Georgia (USG).

II. POLICY STATEMENT

The Federal Definition

"A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

SACSCOC Credit Hour Policy (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>)

As part of its review of an institution seeking continuing accreditation, SACSCOC conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships, and other experiential learning and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

The University System of Georgia's definition of credit hours states "The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length excluding registration. A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour." (*Board of Regents Policy Manual, Section 3.4.1*)

Georgia Southern University Credit Hour Policy

The Georgia Southern University credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad. The academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

Lecture Courses:

Traditional lecture-based courses that meet only in a face-to-face format must meet for 750 minutes for each semester credit hour, whether offered in a full-semester, half-semester, or 5-week format. When courses are offered in hybrid or fully online format, 750 engaged minutes are still required and expected for each hour of credit and course content and learning outcomes should be equivalent to those established in face-to-face sections of the same course.

Laboratory/Studio/Clinical Courses:

Georgia Southern University will require 1500 engaged minutes for each semester credit hour. In the case of laboratory, studio, or clinical courses, most of these engaged minutes will be spent in the actual execution of the laboratory, studio, or clinical exercises. When the laboratory, studio, or clinical is offered in an online format, 1500 engaged minutes are still required for each hour of credit and course content and learning outcomes should be equivalent to those established in face-to-face sections of the same course.

Policy on Distance Education

I. PURPOSE

This document establishes a comprehensive distance education policy, which addresses the development of new distance education programs and courses and the comparability of existing distance and face-to-face courses and programs. This policy ensures consistency of courses and programs in content, rigor, and overall educational quality, regardless of delivery mode. It is intended to address both existing and future programs and courses and to ensure continued comparability over time.

In support of its mission to create “learning experiences of the highest quality,” Georgia Southern University is committed to ensuring that the growing number of distance learning courses and programs it offers meets the same high level of quality and rigor as face-to-face classes and programs. Georgia Southern online students experience learner-centered teaching and engaging online classroom environments, which use technology to enhance learning and student learning outcomes.

The development of new distance education programs adheres to the University System of Georgia’s two-step process for new program approvals—first requiring a New Program Prospectus, and then, if that is approved by the Board of Regents, a Formal Proposal for a New Degree Program and Distance Learning Delivery. Submission of these documents follow Georgia Southern University’s policy on Academic Program Development and Approval Process as well as SACSCOC policy on Substantive Change for Accredited Institutions of the Commission on Colleges. New distance education courses are approved using the same curriculum form as face-to-face courses.

II. POLICY STATEMENT

Distance education is defined by the University System of Georgia to include any credit-bearing course which is delivered 95% by distance learning methods, or program of which more than 50% is delivered through one or more forms of distance technology. Instructor and student may be separated by time and/or geographic location and employ two-way video conferencing, online asynchronous or synchronous methods, web-based materials and resources, electronic-based discussion, and video and/or audio streaming.

Georgia Southern University recognizes that for distance education to be effective, courses cannot simply be moved from the face-to-face classroom into the online classroom. Rather, face-to-face courses must be carefully and intentionally adapted so that they make the best use of online resources, pedagogy, and technical support. In light of this, faculty assume primary responsibility for and exercise oversight over distance education content, and the development and teaching of distance education courses will proceed with a focus on content, learning outcomes, and online teaching excellence.

Distance education courses and programs, including those offered exclusively online, have the same rigor and quality as face-to-face courses and programs, which is established by adhering to Georgia Southern and University System of Georgia course and program approval processes and the SACSCOC approval process. Annual departmental reports (See “Procedures” below) and annual program assessment reports ensure an ongoing process for maintaining comparability and examining quality. Available technological services enable faculty to effectively deliver and students to fully engage with course and program material. Georgia Southern University provides distance education students with the same range of academic and student support services that support the courses and programs offered. Details at: <http://academics.georgiasouthern.edu/gsuonline/>.

Once courses and programs have been approved through Georgia Southern and University System of Georgia course approval processes, faculty members who will be engaged in distance education participate in a training process administered through the Centers for Teaching and Technology. This training prepares them to develop and teach online employing sound assessment and pedagogical practices, collaborative design, and appropriate technology using the university-mandated LMS (Learning Management System). For courses currently offered online that have not undergone the curriculum approval process, departments will submit the appropriate curriculum forms to obtain institutional curriculum approval.

III. EXCLUSIONS (IF APPLICABLE)

Consortial agreements are governed by Georgia Southern’s Policy on MOU’s and SACSCOC Policy on Agreements Involving Joint and Dual Awards. Online programs/courses that are taught by Georgia Southern faculty and are part of consortial agreements with other institutions must be taught within the framework of the Georgia Southern Distance Education Policy and procedures. However, classes/programs being offered to Georgia Southern students by other institutions may not comply with this policy.

IV. PROCEDURES (IF APPLICABLE)

A. Current Distance Education Courses and Programs

For courses that have sections offered both online and face-to-face, the assurance of comparability is accomplished by reviewing courses for rigor and quality of instruction. This review verifies and provides evidence of comparability of syllabi, student learning outcomes, assignments and tests used to determine achievement of these outcomes, and results of student performance. Assignments, tests, and results of student performance are evaluated holistically. As part of Department Annual Reports, department chairs submit to deans the comparative information for both delivery modes. Resources are available from Centers for Teaching and Technology (CT2) to assist chairs with this comparison. If the review of course comparability reveals dissimilarities, faculty are directed to CT2 for assistance.

B. New Distance Education Courses and Programs

Henceforth, any new online courses undergo the same curriculum procedures for approval as face-to-face courses. Existing courses that wish to move online submit a course revision form through the appropriate curricular process.

Upon approval, new online courses are formally developed in collaboration with the Centers for Teaching and Technology. Faculty are certified to teach online after they have undergone the appropriate training through the Centers for Teaching and Technology. Details at:

<http://academics.georgiasouthern.edu/col/design/course-development/>.

C. Distance Education Faculty and Student Support Services

Departments offering library, technical, academic and student support services to faculty and students provide information regarding services delivered to distance education students. These services include, but are not limited to, orientation, library access, technical questions, ADA accommodations, academic advisement, financial aid counseling, registration and graduation services, and complaint resolution processes. This information is provided via either the Administrative, Academic and Student Support Services Annual Assessment Reports or Department Annual Reports submitted to the appropriate Vice President. The Administrative, Academic and Student Support Services Annual Assessment Reports are reviewed by the Institutional Effectiveness Review Team to ensure students have access to services

necessary to support the successful completion of distance education courses and programs. Details at: <http://academics.georgiasouthern.edu/gsuonline/>.

Approved by the Faculty Senate, February 14, 2014; approved by the President, March 3, 2014.

Institutional Effectiveness Policy

I. PURPOSE

Institutional Effectiveness' primary purpose is to ensure maximum effectiveness and continued improvement by engaging the entire institution in systematic and ongoing self-reflection. A policy for Institutional Effectiveness is intended to assure that Georgia Southern University's planning and decision-making are grounded in the University's mission and strategic planning and implementation processes and are comprehensive, ongoing, evidence-based, and reviewed periodically.

II. POLICY STATEMENT

Georgia Southern University uses a broad-based strategic planning and review process to ensure progress towards achieving institutional priorities and, ultimately, the institutional mission. The Strategic Plan is the culmination of a systematic and inclusive planning process that relates institutional priorities, targeted efforts, and budgetary allocations to the University's Mission. Administrative and academic assessment; college, department, and administrative annual reporting; professional accreditations; and Comprehensive Program Review combine to achieve the strategic planning goals and the institutional mission. Collectively, these processes ensure that Georgia Southern University uniformly applies evidence-based decision-making to maintain direct alignment with institutional priorities and continually improves. Georgia Southern University's Institutional Effectiveness efforts are congruent with the expectations stipulated by the University System of Georgia's *Board of Regents Policy Manual, Section 2.9*, Institutional Effectiveness: Planning and Assessment, and the SACSCOC Core Requirement 2.5.

III. PROCEDURES (IF APPLICABLE)

Georgia Southern University implements three inter-related organizational practices to ensure maximum effectiveness and ongoing progress towards achievement of the mission. Strategic planning provides the overarching structure for long term planning, while assessment and annual reporting procedures address area-specific progress toward institutional priorities. The procedures needed to carry out these three organizational practices are described in detail below as strategic planning; administrative and academic assessment; and college, department, and administrative annual reporting. The University electronically stores these documents in a centralized online location. Access to this documentation is managed by the Center for Academic Technology Support and the Office of Institutional Effectiveness. The Comprehensive Program Review procedures are described in the *Board of Regents Policy Manual, Section 3.6.3*, and the professional accreditations are externally directed based on the requirements of each accrediting body. The Office of the Provost and Vice President of Academic Affairs collects the results of the Comprehensive Program Review and the professional accreditations.

1. Strategic Planning

a. Strategic Planning Process

- i. A representative group of institutional stakeholders, including faculty, staff, administrators, students, and other appropriate internal and external constituents, is identified to steer the institution towards strategic achievement of its mission (typically every ten years, or more frequently depending on need).
 1. Each stakeholder operates within specified parameters as appropriate to their representative bodies.
 2. Overall activities of the group of stakeholders include:
 - a. Using the following strategies i, ii, and iii to establish Georgia Southern's institutional priorities and standards:
 - i. Reviewing the prior strategic planning successes and challenges to serve as a foundation for informing the development of a new Strategic Plan.
 - ii. Considering the University System of Georgia's Board of Regents guidelines.
 - iii. Conducting a Strengths, Weaknesses, Opportunities, and Threats analysis and environmental scan.
 - b. Formulating a plan to achieve Georgia Southern's institutional priorities, which will include developing goals, objectives, implementation strategies, estimates for

- budgetary allocations, and timelines for ensuring progress and achievement of expectations.
 - c. Receiving approval from the University System of Georgia’s Board of Regents.
 - d. Developing strategies to publicize the new Strategic Plan across the appropriate stakeholders including, but not limited to, faculty, staff, and students.
 - b. Ongoing Review Process
 - i. The representative group forms and/or recommends a team of institutional representatives to annually:
 - 1. Review and report on progress towards Georgia Southern’s institutional priorities.
 - 2. Align and review budgetary planning and requests with Georgia Southern’s institutional priorities.
 - 3. Review the documentation from Section 3 (Colleges, Department, and Administrative Annual Reporting) below.
- 2. Administrative and Academic Assessment**
 - a. All administrative units and academic programs engage in an annual assessment process (See Policy No. 325, “Academic Assessment Policy”) in which they:
 - i. Identify measurable outcomes, student learning and/or administrative, which are aligned with Georgia Southern’s institutional priorities and the University’s mission.
 - ii. Establish desired outcome achievement levels.
 - iii. Select applicable tools for measuring levels of achievement.
 - iv. Collect data generated from the measurement tools.
 - v. Analyze data in relation to the desired outcome achievement levels.
 - vi. Develop strategies to maximize outcome achievement and address weaknesses discovered through the data analysis process.
 - vii. Re-implement the measurement tool to determine the effect of developed strategies (in vi.) on outcome achievement.
 - b. Documentation and Review
 - i. Units and programs document engagement in the process using a standardized reporting template submitted on a specified date every fall term.
 - ii. Teams of representatives from administrative units or academic programs, as applicable, review these reports.
 - iii. Teams provide feedback, as needed, to ensure appropriate and continued application of and engagement in the assessment process.
- 3. Colleges, Departments and Administrative Annual Reporting**
 - a. The Office of the Provost and Vice President for Academic Affairs requests the submission of annual reports from colleges and departments along a specified timeline within the academic year.
 - i. College Annual Reports include discussions of the following:
 - 1. The extent to which the college has contributed to achievement of its mission.
 - 2. How major objectives were accomplished and relate to Georgia Southern’s institutional priorities and the college’s budget requests.
 - 3. Accomplishments and productivity
 - a. Teaching accomplishments and reporting of enrollment and degrees awarded.
 - b. Research and creative activity accomplishments (journals, books, chapters, creative-works, conference papers, and sponsored funding).
 - c. Service accomplishments.
 - 4. Annual progress in assessing effectiveness
 - a. Major findings and action plans as described in annual academic program assessment reports (Administrative and Academic Assessment above) and professional accreditation reports.
 - b. Major improvements resulting from Comprehensive Program Review.
 - 5. New major goals and objectives for the subsequent academic year that are aligned with Georgia Southern’s institutional priorities.
 - a. Align new major goals and objectives to budgetary requests and indicate, if possible, the extent to which the budgetary requests were fulfilled.
 - ii. Department Annual Reports include descriptions of the following:
 - 1. The extent to which the department has contributed to achievement of its mission.

2. How major objectives were accomplished and relate to Georgia Southern's institutional priorities, the college's major objectives, and the department's budget requests.
 3. Accomplishments and productivity
 - a. Teaching accomplishments and reporting of enrollment and degrees awarded.
 - b. Research and creative activity accomplishments (journals, books, chapters, creative-works, conference papers, and sponsored funding).
 - c. Service accomplishments
 4. Annual progress in assessing effectiveness
 - a. Major findings and action plans as described in annual academic program assessment reports (Administrative and Academic Assessment above) and professional accreditation reports.
 - b. Major improvements resulting from Comprehensive Program Review
 5. New major goals and objectives for the following academic year that are aligned with the college's major objectives and Georgia Southern's institutional priorities.
 - a. Align new major goals and objectives to budgetary requests and indicate, if possible, the extent to which the budgetary requests were fulfilled.
- b. The Office of the President requests the submission of annual executive reports from Vice Presidents along a specified timeline within the fiscal year. The reports address the following areas:
- i. Review of the past fiscal year
 1. Progress made and challenges encountered across the division towards the accomplishment of division-specific goals and Georgia Southern's institutional priorities.
 - ii. Plans for the next fiscal year
 1. Potential solutions to challenges identified from the prior fiscal year.
 2. Prioritized division-specific goals to promote Georgia Southern's institutional priorities.
 - a. Strategies identified to accomplish the goals.
 - b. Budget requests aligned with the goals.

Policy Regarding Part-Time Agreement

I. PURPOSE

The **purpose** of the Part-Time Faculty Agreement Form is to determine standard work hours and health benefits eligibility. If a part-time faculty member is teaching at more than one University System of Georgia institution, he or she must verify their total employment obligation (across all institutions) (Board of Regents' *Academic & Student Affairs Handbook*, § 4.2).

II. POLICY STATEMENT

Policy and Rationale: Georgia Southern University requires all part-time faculty members to complete the Part-Time Faculty Agreement Form each semester of employment. University System of Georgia Board of Regents' policy (§ 4.2, *Academic & Student Affairs Handbook*) requires that all part-time employees verify in writing that they are in compliance with the part-time employment policy.

Definition: Part-time faculty are non-tenured faculty employed at a single University System of Georgia (USG) institution or at more than one USG institution and are subject to the following conditions:

1. are employed as-needed, on a per-course, per semester limited term basis at the discretion of the institution and will receive no compensation unless a part-time assignment is given;
2. are not accruing time toward tenure;
3. are required to sign a letter of agreement for each appointment period and are not issued contracts;
4. are not the same as adjunct (courtesy) faculty appointments;
5. are not eligible for USG benefits, unless the part-time appointment is regular and .5 FTE or greater, in which case the benefits offered will be based on FTE in accordance with the Employee Categories policy in the *Human Resources Administrative Practices Manual*;
6. are required to work an average of less than 30 hours per week over the academic year. Hours worked per week are based on Contact hours. See conversion chart to determine the number of contact hours that can be assigned to the part-time faculty to meet the less than 30 hours per week condition.

Georgia Southern University defines part time for this agreement as less than half-time or the equivalent of 6 course credit hours per semester and no more than 16.5 work hours per week, including contact hours, prep/grading hours, and office meeting hours. It is the responsibility of the department to identify the standard work hours for part-time faculty engaged in non-instructional activities (e.g., clinical assignments, research, etc.) using the Conversion Table provided below. *Retiree rehires are limited to no more than 6 course credit hours in each of the fall and spring semesters and no more than 6 credit hours in summer.*

III. PROCEDURES (IF APPLICABLE)

The **procedure** for ensuring compliance with this policy is to have all part-time faculty members complete the Part-Time Faculty Agreement Form each semester of employment and attach the form to the Personnel Action hiring form. Part-time faculty members employed at Georgia Southern University are required to disclose employment at any other institution within the University System of Georgia. Other System institutions at which the faculty member teaches during the time period covered by the Part-Time Faculty Agreement Form should be listed on a separate piece of paper and attached to the Part-Time Faculty Agreement Form.

Conversion Table:

Contact Hours per Week	Class room/ Contact Hours	Prep/ Grading	Office/ Meeting Hours	Standard Hours Worked per week	FTE/ Effort	FTE/ Effort Rounded
1 Contact Hour	1	1.25	0.50	2.75	0.069	0.07
2 Contact Hours	2	2.50	1.00	5.50	0.138	0.14
3 Contact Hours (e.g. 1 course)	3	3.75	1.50	8.25	0.206	0.21
4 Contact Hours	4	5.00	2.00	11.00	0.275	0.28
5 Contact Hours	5	6.25	2.50	13.75	0.344	0.34
6 Contact Hours (e.g. 2 courses)	6	7.50	3.00	16.50	0.413	0.41
7 Contact Hours	7	8.75	3.50	19.25	0.481	0.48
8 Contact Hours	8	10.00	4.00	22.00	0.550	0.55*
9 Contact Hours (e.g. 3 courses)	9	11.25	4.50	24.75	0.619	0.62*
10 Contact Hours	10	12.50	5.00	27.50	0.688	0.69*
10.91 Contact Hours	10.91	13.64	5.46	30.00	0.750	0.75**
11 Contact Hours	11	13.75	5.50	30.25	0.756	0.76**
12 Contact Hours (e.g. 4 Courses)	12	15.00	6.00	33.00	0.825	0.83**
13 Contact Hours	13	16.25	6.50	35.75	0.894	0.90**
14 Contact Hours	14	17.50	7.00	38.50	0.963	0.97**
15 Contact Hours	15	18.75	7.50	41.25	1.031	1**

Definitions

Contact Hours: Hours associated with teaching or equivalent work (e.g., studio or lab hour requirements)

Prep/Grading Hours: Hours associated with preparing for classroom/contact hours and hours spent grading class work

Office Meeting Hours: Hours associated with performing required duties, such as office hours, or attendance at faculty meetings

Release time: Faculty who have been approved to do research or lab work in lieu of teaching—use conversion chart to determine hours worked per week, i.e. released from 1 course would be equivalent to 8.25 hours per week research or lab work; released from 2 courses would be equivalent to 16.5 hours per week of research or lab work

Distance/online courses: Treated the same as classroom courses for the hours worked per week conversion

Tracking Requirements – applies to non-health benefits eligible faculty only

Faculty working at two or more institutions through joint staffing agreements must have hours worked tracked across all institutions to determine health benefits eligibility

For faculty teaching courses with other duties in addition to teaching (i.e. site visits, committee meetings), if the additional hours can be determined as occurring on an average weekly basis, they should be added into the ‘standard hours’ per week/FTE in payroll in addition to the hours above

Faculty teaching courses with a variable hour component (i.e., contact hours vary each week due to student needs or other meeting requirements), if the number of variable hours per week is able to be determined, these hours are added to the ‘standard hours’ per week/FTE in payroll in addition to the hours per the chart above; if the department is unable to establish an average hours per week for the variable component, any variable hours must be approved in advance and added to employee’s timesheet

Faculty with 100% research or clinical responsibilities, if an average hours worked per week is able to be determined, based on grant requirements, this amount is entered in the ‘standard hours’ per week in payroll; if the department is unable to establish an average hours per week, the faculty member must track hours worked on a weekly basis;

If a faculty member determines that he/she needs to work additional hours above the Standard Hours Worked conversion or additional hours in any of the above pre-determined hours scenarios, he/she needs to have the additional hours approved in advance and added to his/her timesheet

If none of these situations apply and the faculty member is working variable hours each week, he/she will be required to track the hours on a weekly basis

Notes: Additional hours worked that are recorded on the employee’s timesheet will be used to determine health benefits eligibility under the Affordable Healthcare Act, **not** for salary or pay purposes. Exceptions to any of the above items should be discussed and documented through the institution’s Human Resources office.

Amended by the Provost’s Office to Align with Board of Regents policy, August 11, 2014.

400 | RESEARCH AND SCHOLARSHIP

401 Office of Research Services and Sponsored Programs

Organized under the Office of the Vice President for Research and Economic Development, the Office of Research Services and Sponsored Programs (ORSSP) supports faculty, staff, and students in the acquisition and management of extramural projects and programs. To accomplish this function, the ORSSP provides effective and timely pre- and post-award services that include the following:

1. pre-award services
 - a. identification and dissemination of funding opportunities
 - b. proposal editorial services
 - c. project budget development
 - d. assistance with sponsor forms and submission requirements
 - e. routing of proposals for institutional approval
 - f. institutional endorsement and proposal submission
 - g. award negotiation
2. post-award services
 - a. award acceptance on behalf of the institution
 - b. assistance in managing project budgets
 - c. sub-award preparation and negotiation
 - d. coordination of project closeout
3. general services
 - a. interpretation of and guidance on sponsor policy and regulations

In addition, the ORSSP serves as the administrative home for the Office of Research Integrity, providing support and guidance to the Institutional Review Board for the Protection of Human Subjects (IRB), the Institutional Animal Care and Use Committee (IACUC), the Institutional Biosafety Committee (IBC), and providing counsel and advising on matters pertaining to export controls. The Office of Research Integrity also administers the university processes for reviewing financial conflicts of interests as they pertain to externally funded projects.

402 Intellectual Property

402.01 General Policy: Board of Regents

The Board of Regents of the University System of Georgia is committed to research, recognizing that its personnel has as two of its major objectives the production of new knowledge and the dissemination of both old and new knowledge. Inherent in these objectives is the need to encourage the development of new and useful devices and processes, the publication of scholarly works, and the development of computer software.

In many instances, Intellectual Property will become, in whole or in part, the property of the Board of Regents. When this policy speaks to ownership of Intellectual Property by institutions, the Board shall be the owner, and unless ownership has been transferred by the Board to an affiliated nonprofit organization, authority to further allocate or to dispose of rights in such Intellectual Property is hereby delegated to the president of the institution.

The foregoing considered, the Board of Regents of the University System of Georgia has established a policy with respect to the development, protection, and transfer of rights to Intellectual Property resulting from the work of its faculty, staff, or students. (For more information, please see *Board of Regents Policy Manual*, § 6.3.) As required by the Board of Regents, Georgia Southern has developed its own policy.

Intellectual Property Policy: Georgia Southern University

I. PREAMBLE

Georgia Southern University, hereinafter referred to as the University, is dedicated to teaching, scholarship, and the extension of knowledge to the public. Personnel at the University recognize as two of their major objectives the production of new knowledge and the dissemination of both old and new knowledge. Inherent in these objectives is the need to encourage the production of creative and scholarly works and the development of new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization. Such activities contribute to the professional development of the individual staff members involved, enhance the reputation of the University, provide additional educational opportunities for participating students, and promote the general welfare of the public at large.

Such creative and scholarly works and inventions which have commercial potential may be protected under the laws of various countries that establish rights called Intellectual Property, a term that includes patents, copyrights, trade secrets, trademarks, plant variety protection, and other rights (definitions are provided in part V of this document). Such Intellectual Property often comes about because of activities of the University's faculty and other employees who have been aided wholly or in part through use of the facilities of the University. It becomes significant, therefore, to ensure the utilization of such Intellectual Property for the public good and to expedite its development and marketing. The rights and privileges, as well as the incentives, of the authors, creators, or inventors, hereinafter referred to as the "Originators," must be preserved so that the use of their abilities and the abilities of others at the University may be further encouraged and stimulated.

The Board of Regents of the University System of Georgia has established an Intellectual Property Policy which stipulates that "Each institution of the System is required to develop policies and procedures for the administration of this Intellectual Property Policy." Therefore, in order to establish the respective rights and obligations of the University, its faculty, students, and other employees in Intellectual Property of all kinds now and hereafter existing and of all countries, regions, or other political entities, the University hereby establishes this Intellectual Property Policy.

II. RIGHTS AND EQUITIES IN INTELLECTUAL PROPERTY

A. *Sponsor-Supported Efforts*

Sponsored project agreements with the University or one of its foundations often contain specific provisions with respect to ownership of Intellectual Property developed during the course of such work, in which case the terms of the sponsored project agreement shall establish ownership. When the sponsored project agreement is silent on the matter, all rights in Intellectual Property shall vest in the University. As a condition of employment, the Originator assigns his/her ownership rights to the University. Income, if any, from such Intellectual Property shall be shared with the Originator, subject to the sponsor's requirements, in accordance with part III(J).

B. *University-Assigned Efforts*

Ownership of Intellectual Property developed as a result of university-assigned efforts in the course of his/her employment are considered to be works made for hire under copyright law, with ownership vested in the employer. Any income from such shall reside with the University. Copyrightable works created by an employee in the Intellectual Property shall be shared with the Originator, in accordance with part III(J). The above notwithstanding, a faculty member's or student's general obligation to produce scholarly and creative works does not constitute a work for hire or a specific university assignment.

C. *University-Assisted Individual Effort*

Ownership of Intellectual Property developed by faculty, staff, and students who make more than purely incidental use of university resources shall be shared by the Originator and the University. For purposes of this Intellectual Property Policy, the use of the following university resources generally shall not result in shared ownership: all resources available to the public without charge; library resources, including electronic resources; and Internet access.

Use of the following university resources in the production of Intellectual Property generally shall constitute more than purely incidental use, shall be defined as university-assisted individual effort, and shall result in shared ownership of the Intellectual Property under this section: resources provided by university-funded and/or University Foundation-funded grants and stipends; university-owned/leased office, lab, or studio space or equipment; computer equipment; university employees (other than faculty) within the employment period; long distance telecommunication services and other cost-added supplies and services; and university facilities other than offices, labs, studios, or library. Income, if any, from such Intellectual Property shall be shared as described in part III(J).

D. Individual Effort

Ownership of Intellectual Property developed by faculty, staff, and students of the University shall reside with the Originator of such Intellectual Property provided that the Intellectual Property was not developed in accordance with the terms of a sponsored project agreement [see part II(A)]; the Intellectual Property was not developed by faculty, staff, or students as a specific university assignment [see part II(B)]; and there was no significant use of university resources in the creation of such Intellectual Property [see part II(C)]. The Originator of the Intellectual Property shall have the opportunity to demonstrate that this classification applies.

E. Other Efforts

Ownership of Intellectual Property developed by faculty, staff, and students of the University under other efforts is determined according to the criteria specified in parts II(A) through II(D) above. Such efforts include, but are not limited to, consulting for outside organizations, collaborating with non-university personnel or serving on non-university boards, committees, task forces. Any agreement should include a statement that the faculty member has intellectual property obligations to the University, and this Intellectual Property Policy should be attached to the agreement. In the event of conflict between the obligations of university employees to this Intellectual Property Policy and their obligations to the entity or collaborative arrangement for which they provide these efforts, the obligations to this Intellectual Property Policy shall control.

III. ADMINISTRATIVE PROCEDURES

A. Responsibility and Organization

The Vice President for Research and Economic Development is responsible for the administration of the principles and policies set forth in this document, through the Georgia Southern Research and Service Foundation (GSURSF) and with the advice of the University Intellectual Property Committee and a university attorney. The Intellectual Property Committee shall be appointed by the President and consist of no fewer than five, nor more than nine, members. One of these members shall be designated by the President to serve as chair. The committee shall include representatives of the Provost, the Vice President for Business and Finance, and the Faculty Senate. The chair may add ad hoc members as necessary.

B. Disclosure of Intellectual Property

For circumstances meeting the criteria for II(A) through II(C), university personnel shall promptly provide the Vice President for Research and Economic Development with a disclosure describing their creative and scholarly works and new material, devices, processes, or other inventions which may have commercial potential, using forms provided by the GSURSF. Due to changes in federal patent law that were implemented in 2013, inventors are urged to file disclosures in a timely fashion in order to preserve right to intellectual property. University personnel shall also cooperate with the GSURSF and sign all papers deemed necessary to protect and commercialize Intellectual Property covered by this Intellectual Property Policy.

Disclosures are not required for circumstances meeting the criteria delineated in part II(D) or for works of authorship where there is no intent to commercially exploit the Intellectual Property (examples include, but are not limited to, articles for publication in scholarly or professional journals and instructional or research material for internal use), even though the

ownership of the copyright may reside in the University as determined by parts II(A), II(B), or II(C). In cases where disclosure is not required, the University shall assign the copyright to the author for publication purposes.

C. *Obligations of Principal Investigators/Project Directors*

Principal investigators/project directors shall be responsible for informing coworkers of their rights and obligations under contracts, grants, for example, before the initiation of research or other sponsored projects.

D. *Confidentiality*

Certain contractual obligations and governmental regulations require that information be maintained in confidence. Some works, such as certain computer software, may best be protected and licensed as trade secrets. Additionally, inventions must be maintained in confidence for limited periods to avoid the loss of patent rights. Accordingly, the timing of publications is important, and university personnel shall use their best efforts to keep the following items confidential (to the extent allowed by law): all information or material designated or required to be maintained as confidential under any applicable governmental statutes or regulations; and all information relating to Intellectual Property developed by university personnel which may be protected under this policy until application has been made for protection.

E. *Collaboration*

Collaboration between university personnel and persons not employed or associated with the University, including researchers at other universities or companies, can result in the development of Intellectual Property jointly owned by the University and other persons or their employers. Protection and commercialization of such joint Intellectual Property can be difficult without extensive cooperation and agreement among the owners. Accordingly, it is important for university personnel involved in, or contemplating collaborative activities that may result in, the development of Intellectual Property to advise their immediate supervisors and the GSURSF of such activities.

F. *Administration of "Sponsor-Supported Efforts" [II(A)] and "University-Assigned Efforts" [II(B)]*

The Intellectual Property Committee has the responsibility to evaluate Intellectual Property developed through sponsor-supported efforts and university-assigned efforts and to determine whether to administer such Intellectual Property by undertaking those efforts it determines to be appropriate to protect and license or otherwise commercialize such Intellectual Property.

G. *Administration of "University-Assisted Individual Effort" [II(C)]*

Any Intellectual Property, which is the result of university-assisted individual effort, shall be administered by the Originator unless the Originator and the committee agree to have it administered by the GSURSF. Such Intellectual Property which is administered by the GSURSF shall be treated as "university-assigned effort" [II(B)] Intellectual Property and the Originator assigns to the University his/her share of the ownership rights in such Intellectual Property. The Originator shall retain the right to a division of revenue as prescribed by part III(J) of this policy.

H. *Administration of "Individual Effort" [II(D)]*

Intellectual Property which is administered by the Originator shall be assigned to the Originator under a simple agreement which provides for periodic reports describing the Originator's administrative activities, generation of payments or royalties, and, if appropriate, payment to the University of a portion of net revenue from the exploitation of the Intellectual Property. "Individual effort" Intellectual Property may be assigned to the University to be treated and administered as university-assigned effort [II(B)] Intellectual Property if both the committee and the Originator agree to do so [see the discussion in part III(G)].

I. Declined Intellectual Property

Whenever the University chooses not to administer Intellectual Property or chooses to cease administering Intellectual Property, such Intellectual Property, subject to any obligations to a sponsor, may be released to the Originator to dispose of as Originator sees fit.

J. Revenue Sharing with Originators

The proposed division of net revenue is presented as follows.

Net revenue is defined as gross receipts received by the University from license activity minus contract amounts due sponsors, if any, and the out-of-pocket costs incurred by the University in protecting and licensing the Intellectual Property.

The Originator’s share of net revenue shall be divided (equally) among joint Originators of jointly developed Intellectual Property unless a written statement signed by all joint Originators which provides for a different distribution is filed with the University prior to the first distribution of shared net revenue.

The percentage for the Originator’s research program applies only while the Originator is employed by, and conducting research at, the University. If this is not the case, this share is reallocated to the Targeted Research Foundation Account.

In the event the Intellectual Property is licensed to the Originator, or the Originator has a significant financial interest in an external entity which holds license rights,* the Originator shall waive the right under the University Intellectual Property Policy to receive the Originator’s share of royalties identified in the table (except when the development of the Intellectual Property meets the criteria established for the individual effort category, in which case this clause does not apply).

**Under both of these circumstances, either the Originator or an entity in which he/she has a significant financial interest, already is taking a significant share of the royalties “off the top.”*

In the event the Originator does not receive the Originator’s share, that share shall be distributed to the other parties in the proportions detailed in the table.

Revenue Distribution	Originator	Originator’s Department	Originator’s Research Program	University’s Research & Service Foundation**	Targeted Research Foundation Account**
<i>Sponsor Supported</i>	70%	5%	5%	10%	10%
<i>University Assigned</i>	50%	15%	10%	10%	15%
<i>University Assisted</i>	70%	5%	5%	10%	10%
<i>Individual Effort</i>	100%	—	—	—	—
<i>Other</i>	To be determined on a case-by-case basis				

***For sponsor-supported efforts, university-assigned efforts, and university-assisted efforts, the University Intellectual Property Committee may recommend a lower percentage of the net revenue be distributed to the Georgia Southern Research and Service Foundation and the Targeted Research Foundation Account if it seems evident that the use of university resources warrants smaller payment provisions.*

In the event the terms of the license of the Intellectual Property provide the University with equity, or an option to acquire equity, in the entity which licenses the Intellectual Property, the share of such equity due to Originators as identified in the table will be distributed to the Originators when such equity is transferable or convertible to cash.

K. Interpretation, Decision, and Appeal

Cases where the Originator and the University agree to the classification and proposed mechanism of commercialization of the Intellectual Property will be processed by the University in accordance with this policy. All cases in which questions arise as to equities, rights, division of royalties, or any other Intellectual Property-related matter shall be

referred to the Intellectual Property Committee for consideration, interpretation of policy, and decision. Appeal of an Intellectual Property Committee decision shall be to the Vice President for Research and Economic Development, then to the President, and, finally, to the Board of Regents. Appeals within the University must be made in writing within 60 days of written notice of a final decision. Appeals to the Board of Regents shall be made in accordance with Article VIII of the *Bylaws* of the Board, which requires that all appeals be filed within 20 days of the final decision of the President of the University.

IV. PREVAILING POLICY AND HEIRS AND ASSIGNS

A. *Prevailing Policy*

In the event of conflicts between the Intellectual Property Policy of Georgia Southern University and the Intellectual Property Policy of the Board of Regents of the University System of Georgia, the Intellectual Property Policy of the Board of Regents shall prevail.

B. *Heirs and Assigns*

The provisions of this policy shall fix the interests of and be binding upon the heirs and assigns of (1) all university personnel and (2) all others who agree to be bound by it.

V. DEFINITIONS

Intellectual Property shall be deemed to refer to copyrighted materials, patentable materials, software, trademarks, and trade secrets, whether or not formal protection is sought.

Copyrighted Materials shall include the following: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, and proposals; (2) lectures, musical or dramatic compositions, unpublished scripts; (3) films, filmstrips, charts, transparencies, and other visual aids; (4) video and audio tapes or cassettes; (5) live video and audio broadcasts; (6) programmed instructional materials; (7) mask works; (8) research notes, research data reports, and research notebooks; and (9) other materials or works other than software which qualify for protection under the copyright laws of the United States (see 17 U.S.C. § 102 et seq.) or other protective statutes whether or not registered hereunder.

Mask Work means a series of related images, however fixed or encoded: (1) having or representing the predetermined, three dimensional pattern of metallic, insulating, or semiconductor material present or removed from layers of a semiconductor chip product; and (2) in which series the relation of the images to one another is that each image has the pattern of the surface of one form of the semiconductor chip product (see 17 U.S.C. § 901 et seq.).

Novel Plant Variety means a novel variety of a sexually reproduced plant (see 7 U.S.C. § 2321 et seq.).

Patentable Materials shall be deemed to refer to items other than software which reasonably appear to qualify for protection under the patent laws of the United States (see 35 U.S.C. § 101 et seq.) or other protective statutes, including Novel Plant Varieties and Patentable Plants, whether or not patentable hereunder.

Patentable Plant means an asexually reproduced distinct and new variety of plant (see 35 U.S.C. § 161).

Significant Financial Interest means anything of monetary value, including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options, or other ownership interests); and intellectual property rights (e.g., patents, copyrights, and royalties from such rights). This definition applies equally to the Originator, his or her spouse, or his or her dependent children.

Software includes one or more computer programs existing in any form, or any associated operational procedures, manuals, or other documentation, whether or not protectable or protected by patent or copyright. The term “computer program” shall mean a set of instructions, statements, or related data that, in actual or modified form, is capable of causing a computer or computer system to perform specified functions.

Trademarks shall include all trademarks, service marks, trade names, seals, symbols, designs, slogans, or logotypes developed by or associated with the University System or any of its institutions (see 17 U.S.C. § 1127).

Trade Secrets means information including, but not limited to, technical or nontechnical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, financial data, financial plans, product plans, or a list of actual or potential customers or suppliers which (1) derives economic value, actual or potential, from not being generally known to and not being readily ascertainable through proper means by other persons who can obtain economic value from its disclosure or use; and (2) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy (see O.C.G.A. § 10-1-761).

Approved by the Faculty Senate, June 2, 1998.

403 University-Sponsored Faculty Grants

Faculty apply for university-sponsored grants through the Faculty Development, Research, and Service Committees. Categories of funding include grants for the development of instruction, professional travel, summer instructional projects, research support, summer research stipends, and faculty service grants. Additional information and application forms are available from the following offices.

Committee	Contact	Telephone Number
Faculty Development Committee	Centers for Teaching and Technology	478-0049
Faculty Research Committee	Office of Research Services & Sponsored Programs	478-5465
Faculty Service Committee	Provost's Office	478-5258

404 Scholarly Misconduct

POLICY AND PROCEDURES ON SCHOLARLY MISCONDUCT

Definitions

Complainant is an individual filing a written complaint of scholarly misconduct.

Inquiry is an information-gathering and initial fact-finding process to determine whether an allegation or apparent instance of misconduct warrants an investigation. An inquiry should be conducted with minimum publicity and maximum confidentiality.

University is Georgia Southern University.

Working Days are the days, Monday through Friday, when the University is open for business. Accommodations will be made in the event that the faculty member is not under contract during the fact-finding process.

Investigation is an informal examination and evaluation of all relevant facts to determine if an instance of misconduct has taken place, to evaluate its seriousness, and, if possible, to determine responsibility and the extent of any adverse effects resulting from the misconduct.

Misconduct or scholarly misconduct is the fabrication or falsification of data, plagiarism, or other practice that seriously deviates from those that are commonly accepted within the academic or research community for proposing, conducting, or reporting research or scholarly activity. It does not include honest error or honest differences in interpretation or judgments of data.

Plagiarism is the act of appropriating the literary composition of another, parts or passages of his or her writings, or the ideas or language of the same, and passing them off as the product of one's own mind. It involves the deliberate use of any outside source without proper acknowledgment.

Plagiarism is scholarly misconduct whether it occurs in any work, published or unpublished, or in applications for funding.

Respondent is an individual who is the subject of an inquiry or investigation.

PROCEDURES

Applicability

This policy shall apply to all instructional faculty, research faculty, and other members of the University's community, including, without limit, graduate student research assistants, graduate student teaching assistants, graduate student staff, undergraduate students employed in research or other scholarly activity, postdoctoral fellows and postdoctoral research associates, visiting faculty or staff, faculty or staff on sabbatical leave, adjunct faculty when performing university work, and faculty or staff on leave without pay. This policy applies to students only when acting in the course of their employment with the University.

Report of Possible Misconduct

Actions constituting misconduct as defined herein shall not be appropriate for review by the Faculty Grievance Committee. All allegations of misconduct shall be made in writing, signed by the Complainant, and shall be made in confidence directly to the Provost and Vice President for Academic Affairs (hereafter referred to as Provost).

Upon receipt of a complaint, the Provost shall inform the President and the Vice President for Research and Economic Development of the allegation. In the event that the person making the allegation considers the Provost to have a conflict of interest, the allegation may be reported directly to the President. The Provost shall consult with the appropriate (including legal) advisors to determine if an Inquiry is necessary. If the issue involved does not amount to misconduct, satisfactory resolution through means other than this policy should be sought, and, to the extent possible, the identity of the informant(s) shall remain confidential.

Interim Administrative Action

The Respondent will be notified of the complaint and provided with the allegation(s). Upon recommendation of the Provost, the appropriate dean (or Provost) may meet with the Respondent for the purpose of imposing temporary interim administrative actions prior to the completion of an Inquiry or Investigation, if necessary, to safeguard the integrity of the research or scholarly activity, prevent inappropriate use of sponsored funding, or otherwise protect the interests of a sponsor, the University, or the public. If temporary suspension of duties is imposed, such suspension shall be without loss of pay, pending the conclusion of the process described herein. The Respondent will be given the reasons for any temporary interim administrative action and afforded the opportunity to oppose such action.

The Respondent may be accompanied by legal counsel to any meeting on this matter. The role of respondent's legal counsel is limited to advising the respondent. Respondent's legal counsel may not participate in any administrative proceedings.

Inquiries

The purpose of an Inquiry is to determine if an investigation is warranted. If it is determined that an informal Inquiry is necessary, every reasonable effort shall be made to protect the identity of the individual(s) involved. (If the process reaches the investigative phase, however, the right of the Respondent to confront the Complainant requires the identity of the Complainant to be revealed as allowed by law.) The Provost shall direct the Inquiry. The Provost may, in his/her sole discretion, form an Inquiry Committee, the membership of which shall be determined by the Provost. The Inquiry Committee's membership will be at least two-thirds members from the corps of instruction at Georgia Southern University. The Inquiry Committee shall include one or more senior colleagues where specific technical expertise is required. The Provost will take precautions against conflicts of interest. The Provost may confer with appropriate legal advisor(s), as needed.

When an Inquiry is initiated, the Provost shall notify the Respondent in writing and advise the Respondent of the inquiry. The Provost, in consultation with appropriate (including legal) advisor(s), shall determine what additional notification is necessary, including if and when external funding agencies should be notified. Any such notification shall include a complete description of the evidence and shall be provided by the Provost.

The Provost or the Inquiry Committee, as determined by the Provost, shall separately meet with the Respondent and Complainant and shall review all necessary and reasonable documentation to determine if an Investigation should be recommended. Refusal on the part of the Respondent to cooperate shall be grounds for recommendation of an Investigation.

The Inquiry shall be completed and a final written report of the findings shall be prepared within 30 working days of its initiation. The final report shall summarize the process followed and state the conclusion of the Inquiry. If the Inquiry cannot be completed within 30 working days, a report shall be made to the Respondent and Complainant citing progress to date, the reasons for the delay, and the estimated completion date.

If the Inquiry does not produce substantial evidence of misconduct, the Provost shall so inform the person who made the allegation, the Respondent, the President, and the Vice President for Research and Economic Development. The Provost shall also so inform any other individual(s) involved in the Inquiry to whom the identity of the Respondent was disclosed.

If the Inquiry results in substantial evidence of misconduct, the Provost shall undertake an Investigation as outlined herein within 30 calendar days. The Complainant, the Respondent, and the Vice President for Research and Economic Development shall be notified that an Investigation will follow. The Provost shall reach his/her determination on a case by case basis, considering all relevant factors, including, but not limited to: (1) the accuracy and reliability of the source of the allegation of misconduct; (2) the seriousness of the alleged misconduct; (3) the scope of the alleged incident and the context in which it became known; and (4) other information obtained during the Inquiry.

If an Investigation is initiated, any outside sponsoring agency which may be involved or have an interest in the alleged misconduct shall be notified. The Provost, in consultation with the Vice President for Research and Economic Development, shall determine what such notification will include and to whom it will be directed.

Investigation

The purpose of the Investigation is to determine whether misconduct has been committed. Upon determining that an Investigation is warranted, the Provost shall appoint an ad hoc Investigation Committee (herein the "Investigative Committee"). The Investigative Committee's membership will be composed of at least two-thirds members from the corps of instruction at Georgia Southern University. The Investigative Committee shall include one member who possesses specialized expertise in the same field as that of the Respondent and may include one member from outside the University as deemed appropriate by the Provost. Once formed, the Investigative Committee shall, in consultation with the Provost, confirm the procedure to be followed in conducting the Investigation. The Complainant and Respondent shall be fully informed of the procedure. In undertaking this Investigation, the Investigative Committee shall act promptly, ensure fairness to all, secure the necessary and appropriate expertise to carry out a thorough and authoritative evaluation of the relevant evidence, and take precautions against conflicts of interest. The Investigation may consist of a combination of activities including, but not limited to: (1) review of documents; (2) review of report from the Inquiry; (3) interviews of parties and witnesses who may have been involved in or have knowledge about the case; and (4) review of any document or evidence provided or properly obtainable from the parties, witnesses, or other sources.

The Investigative Committee shall take no more than 120 working days to complete the Investigation, prepare a report of its findings, including recommended action(s), and submit the report to the Provost. (Note that the timeframe may be shorter if mandated by a sponsoring agency.) The Investigative Committee shall be responsible for examining all pertinent information, reviewing all records, and taking statements or testimony as necessary. The Investigative Committee shall provide the Respondent an opportunity to comment on the allegations and shall include his or her comments in its report. The Provost shall, after consultation with the Vice President for Research and Economic Development, notify any affected outside sponsor of any developments during the course of the Investigation which disclose facts that may affect current or potential funding for the individual(s) under investigation or information that the sponsor needs to know to ensure appropriate use of funds or otherwise protect the public interest.

If misconduct is not confirmed, the University shall make diligent efforts to restore the reputation of the Respondent by promptly providing all relevant parties with a factual report of the outcome and conclusion of the investigation. The Provost may initiate appropriate action against the Complainant if the Investigative Committee determines the charges were malicious or intentionally dishonest.

If misconduct is confirmed, the Provost shall notify the President and the Vice President for Research and Economic Development of these findings and shall impose appropriate sanctions against the Respondent.

Possible sanctions include, but shall not be limited to, the following:

- removal from any and all project(s) or activity
- letter of reprimand
- special monitoring of future work
- salary or rank reduction
- termination of employment

If sanctions less than termination are recommended, the Respondent may appeal the findings and sanctions to the President. If an appeal is not requested within 15 working days of receipt of notification of the sanctions to be imposed, the Respondent shall be deemed to have waived his or her right to appeal or contest the sanctions.

If an appeal is received by the President, the President will render an institutional decision on this matter after considering the report of the Investigative Committee, the recommendations of the Provost, and any additional rebuttal by the Respondent. The Respondent and interested parties will be notified of the President's decision; said decision is subject to appeal to the Board of Regents under Article VIII of the Board of Regents *Bylaws*.

If termination is the recommended sanction, a tenured faculty member or non-tenured faculty member in the middle of the contract will be notified that he/she is about to be terminated for cause and may request a hearing before a faculty Hearing Committee as described in the Board of Regents *Bylaws*. The report of the Hearing Committee will be considered by the President. The President may retain the faculty member or remove for cause. The decision of the President will be delivered to the faculty member in writing and will include the reasons for dismissal and notice of right of appeal to the Board of Regents under Article VIII of the Board of Regents *Bylaws*.

Approved by the Faculty Senate, June 2, 1998.

(The Scholarly Misconduct Policy for Federal Research Agencies is available at <http://ori.hhs.gov/assurance-program>.)

Research and Service Foundation, Inc.

The Georgia Southern University Research and Service Foundation, Inc., is a nonprofit, 501(c)(3) organization that supports and furthers the research, service, and educational missions of Georgia Southern University. The Foundation functions as a cooperative organization to the University and is subject to and complies with all policies of the Board of Regents of the University System of Georgia regarding cooperative organizations (*Board of Regents Policy Manual, § 11.5*). The Foundation secures gifts, contributions, grants, and contractual obligations from individuals, government agencies, public agencies, industrial organizations, financial organizations, and private organizations to support sponsored research, instruction, and service activities at Georgia Southern University.

Through memoranda of understanding with the University, the Foundation serves as the prime recipient of external funds and subcontracts the performance of sponsored research projects and service delivery programs to the various colleges and departments of the University, providing to the University the financial means needed to complete the research projects and operate various external educational service programs. With few exceptions, all grants and contracts are transmitted and accepted in the name of the Georgia Southern University Research and Service Foundation on behalf of Georgia Southern University. The Foundation also provides capital resources needed to purchase/lease research equipment, facilities, and real property that support the University's research components. The activities of the Foundation are conducted by its Board of Directors. Daily operations are managed by the Executive Director.

Policy on the Use of Copyrighted Works in Education and Research

The University System of Georgia is committed to respecting the rights of copyright holders and complying with copyright law, recognizing that the exclusive rights of copyright holders are balanced by limitations on those rights under federal copyright law. For the complete University System policy, please refer to <http://www.usg.edu/copyright/>. Additional guidelines for electronic reserves can be found at http://www.usg.edu/copyright/additional_guidelines_for_electronic_reserves/. Fair use exception information is provided at http://www.usg.edu/copyright/the_fair_use_exception/ along with a fair use checklist and an introduction to the fair use checklist.

Financial Conflict of Interest

Georgia Southern University is dedicated to upholding the principles of free and unbiased inquiry, the transfer of ideas and technologies for the benefit of the public, and stewardship of the resources entrusted to it as an integral part of its institutional mission. The University recognizes that faculty and employees are increasingly engaged with private industry and are building complex relationships with private companies. It is essential that financial and other relationships with outside entities do not create situations that are, or appear to be, in conflict with the values of free and unbiased inquiry.

Research Requirements

Sponsored conflict of interest requirements are stringent. Federal regulations require researchers to disclose significant financial or business interests which, due to their relationship to research or other scholarly activities, could give rise to an actual or apparent conflict of interest. Accordingly, disclosures of financial or other conflicts of interest are to be made prior to the submission of a proposal for funding. Examples of a conflict of interest include:

- scientific collaborations between family members that result in financial benefit to one or both sides of the collaboration;
- ownership or significant financial interest in a private or public company that is a party to a sponsored project (significant financial interest is defined as any value of \$5,000 or more in payments for services, equity interests and/or value of intellectual property rights including any equity interest in publicly and non-publicly traded entities interests held by significant family members (e.g., spouse, children, domestic partners) and/or 5% or greater ownership interest in any single entity); or
- other past or present personal or business relationships that are, or are perceived to be, detrimental to scientific objectivity.

An annual disclosure is required through the Georgia Southern Financial Conflict of Interest portal during the month of August. Disclosure statements are confirmed by investigators at the time of proposal submission by completion of the proposal internal approval form, which is then submitted for routing through the investigator's academic units to the ORSSP grant coordinator. The portal may be re-entered at any time during the year in the event of a change in circumstances that alters the Financial Conflict of Interest disclosure statement. Investigators are responsible for notifying ORSSP and updating their disclosure within 30 days of acquiring or discovering a new potential financial conflict of interest or a previously disclosed conflict is terminated. ORSSP will work with the investigator to develop a management plan to reduce or eliminate the conflict. The complete Georgia Southern University financial conflict of interest policy, FCOI portal, and disclosure procedures can be found at <http://research.georgiasouthern.edu/researchintegrity/financial-conflict-of-interest/>.

Procurement/State Reporting Requirements

Each year, all public employees and officials are required to file a report disclosing any business transactions (e.g., contract with, sale to, purchase from, service for, or decision) entered into with the state of Georgia or any agency of the state of Georgia over the past calendar year. The report must be filed on an individual basis on or before January 31. The report should include all transactions entered into by the public employee on behalf of himself or herself OR on behalf of any entity in which the employee, employee's spouse, or employee's dependents hold a substantial interest. Transactions do not have to be reported if each individual transaction amounted to less than \$250 and the aggregate of all transactions over the past year amount to \$9,000 or less.

Reports should be filed online. Individuals who need to file a report should visit the following link for instructions on reporting: <http://ethics.ga.gov/state-business-transactions/>. Note that it is necessary to obtain a filer ID and password by email before you will be able to file. The following link provides detailed instructions for completing the report: <http://ethics.ga.gov/wp-content/uploads/2011/06/State-Business-Transaction-Disclosure-Report-instructions-final-6.7.11.pdf>.

Approved by the President's Cabinet, August 2, 2012.

Export Control

It is the policy of Georgia Southern University that, absent extraordinary circumstances, teaching, research, and service will be accomplished openly and without prohibitions or restrictions on the publication and dissemination of the results of academic and research activities.

Certain federal regulations, however, may require the University to obtain permission from the Department of State, the Department of Commerce, or the Office of Foreign Assets Control before allowing foreign nationals to participate in research involving specific technologies or before sharing research information with persons who are not citizens of the United States or permanent resident aliens. These export control regulations have the potential to limit the research opportunities of University researchers and their students, affect publication rights, and prevent international collaboration in certain research areas. In addition, violations of these export control regulations can result in the loss of research contracts, monetary fines, or incarceration of individuals. The regulations do not apply, however, to information that is in the public domain or to information that is the result of fundamental research activities.

Therefore, it is the policy of Georgia Southern University to pursue its mission in teaching, research, and service in a manner that is consistent with the applicable export control regulations while making reasonable efforts to maximize the situations in which the University may claim the benefit of the public domain or fundamental research exemptions to the regulations.

It is each faculty member's responsibility to understand the export control requirements related to his or her work and to ensure that no exports are made contrary to U.S. export control regulations. These regulations have significant potential applications in travel; research; transfers of material, equipment or information; purchasing; surplus property; and contracting. The complete Georgia Southern University policy, procedure, and decision assistance can be found at <http://research.georgiasouthern.edu/researchintegrity/export-control/>.

Overview

Georgia Southern University is one of 30 state-operated institutions of higher education that comprise the University System of Georgia. The Board of Regents of the University System of Georgia was established in 1931 as part of a reorganization to unify public higher education in Georgia under a single governing and management authority. The governor appoints members of the Board to a seven year term, and regents may be reappointed to subsequent terms by a sitting governor. The positions are voluntary and without financial remuneration. The Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large, and one from each of the state's 14 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System of Georgia. In addition to the 30 colleges and universities, the Board oversees the Skidaway Institute of Oceanography and the Georgia Public Library System.

The policies of the Board of Regents for the governance, management, and control of the University System and the administrative actions of the chancellor provide autonomy for each institution. The executive head of each institution is the president, whose election is recommended by the chancellor and approved by the Board.

The mission of the University System of Georgia is achieved through the collective missions of the state's public colleges and universities. The role of public higher education in Georgia is to drive economic development and produce more educated individuals to contribute to the quality of life in the state. University System of Georgia institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the System must be aligned with the overall University System of Georgia mission to strategically meet the higher education needs of Georgia. To that end, the function and mission of each institution in the University System of Georgia is determined by the Board of Regents, and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

- the level at which the institution will operate;
 - the types of educational degree programs to be offered;
 - the cost of attending the institution (student tuition and fees);
 - the admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for underrepresented students in a geographic region of Georgia; and
 - the extent to which the institution engages in teaching, research, and service.
- University System of Georgia institutions are classified according to the following functional sectors:

Research Universities

Institutions classified as research universities offer a broad array of undergraduate and graduate and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. While teaching is a core focus at all University System of Georgia institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector.

- Georgia Institute of Technology
- Georgia State University
- University of Georgia
- Georgia Regents University

Regional Comprehensive Universities

Institutions classified as regional comprehensive universities offer a number of undergraduate and master's level programs with some doctoral programs. Typically, associate level degrees are not offered at

regional universities. Graduate programs at regional comprehensive universities are characterized as master's dominant. While teaching is a core focus at all University System of Georgia institutions, the emphasis on basic and applied research is heavier at regional universities than at state universities or state colleges, but not emphasized as heavily as at research universities.

- Georgia Southern University
- Valdosta State University
- Kennesaw State University
- University of West Georgia

State Universities

Balanced Bachelor's and Master's State Universities—

Institutions classified as balanced bachelor's and master's state universities offer a number of undergraduate and master's level programs, but very few doctoral programs. These state universities' academic program offerings are characterized as balanced bachelor's and master's programs with limited, select doctoral programs. Associate level degrees can be offered at these universities, but they are typically limited. While teaching is a core focus at all University System of Georgia institutions, the emphasis on research activity at these state universities includes some basic research, but is typically more focused on institutional and/or applied research.

- Armstrong State University
- Columbus State University
- Georgia College & State University
- Georgia Southwestern State University
- University of North Georgia

Bachelor's Dominant State Universities—

Institutions classified as balanced bachelor's dominant state universities offer a number of undergraduate and some master's level programs, but no doctoral degrees. These state universities are characterized as bachelor's dominant with select master's programs. Select associate level degrees can also be offered at bachelor's dominant state universities. While teaching is a core focus at all University System of Georgia institutions, the emphasis on research activity at these state universities is less than that at balanced bachelor's and master's state universities, but is also typically focused on institutional and/or applied research.

- Albany State University
- Clayton State University
- Fort Valley State University
- Savannah State University

State Colleges

Balanced Bachelor's and Associate State Colleges—

Institutions classified as bachelor's and associate level state colleges offer bachelor's degrees, associate programs, and general education courses, but no graduate programs. These state colleges are characterized as balanced bachelor's and associate level degrees with bachelor's programs focused on specialized program areas and regional and workforce needs. The emphasis at the state colleges is on teaching and service with limited focus on basic or applied research activity.

- Abraham Baldwin Agricultural College
- College of Coastal Georgia
- Dalton State College
- Georgia Gwinnett College
- Gordon State College
- Middle Georgia State College

Associate Dominant State Colleges—

Institutions classified as associate dominant state colleges are characterized as offering associate dominant programs and general education courses, with very few, select, professionally-oriented bachelor's degree programs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

- Atlanta Metropolitan State College

- Bainbridge State College
- Darton State College
- East Georgia State College
- Georgia Highlands College
- Georgia Perimeter College
- South Georgia State College

A core curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities, state colleges, and two-year colleges. The core curriculum facilitates the transfer of freshman and sophomore degree credits within the University System. Each institution’s core curriculum consists of 60 semester hours broken down with minimum requirements as shown below.

Area A1	Communication Outcomes Courses that address learning outcomes in written English.	At least 6 hours
Area A2	Quantitative Outcomes Courses that address learning outcomes in quantitative reasoning.	At least 3 hours
Area B	Institutional Options Courses that address general education learning outcomes of the institution’s choosing.	At least 3 hours
Area C	Humanities/Fine Arts Courses that address humanities/fine arts learning outcomes.	At least 6 hours
Area D	Natural Science, Mathematics, and Technology Courses that address learning outcomes in the natural sciences, mathematics, and technology. At least 4 of these hours must be in a lab science course.	At least 7 hours
Area E	Social Sciences Courses that address learning outcomes in the social sciences.	At least 6 hours
Area F	Lower-Division Major Requirements Lower-division courses required by the degree program and courses that are prerequisites to major courses at higher levels.	18 hours

Additionally, each institution’s Areas A-E includes the following learning goals.

Area US	US Perspectives Courses that focus on the United States of America.
Area GL	Global Perspectives Courses that focus on countries other than United States of America.
Area CT	Critical Thinking Courses that address general education learning outcomes of the institution’s choosing.

Financial Exigency Policy

Anything in the *Bylaws* of the Board of Regents or the *Board of Regents Policy Manual* to the contrary notwithstanding, if the Board of Regents finds that a condition of financial exigency exists either at an institution, within an academic or other unit of an institution, or in the University System generally, then the layoff or termination of tenured faculty, non-tenured faculty, or other contract employees before the end of their contract term, will be handled in accordance with the Financial Exigency policy set forth below. As used herein, the term “unit” means any identifiable component of the University System at any level of its organization that has an annual budget for the operation of such component.

Definition of Financial Exigency

Financial exigency occurs when circumstances cause a shortfall in projected revenues for general operations as compared with projected expenditures over the same period and such shortfall would have a material adverse effect on the operation of either an institution, an academic or other unit of an institution, or the University System generally. In the event of reduced appropriations, declining enrollments, or other actions or events that compel a reduction in the System’s or an institution’s current operations budget, the Board of Regents may, in its exercise of fiscal responsibility, reduce the operation of, modify, or close one or more institutions of the System. Such reductions, modifications, or closings may require the reduction of salaries, layoffs or terminations of tenured faculty, non-tenured faculty, or other contract employees before the expiration of their contract term.

Any response to a financial exigency shall be developed with the understanding that action taken will be consistent with the basic mission of the University System to provide the best possible education for its students. The System shall make reasonable efforts to ensure that students affected will be allowed to complete their programs, within the limits of budgetary constraints, at the institution or by transfer to another institution in the System.

The determination of the existence and extent of a financial exigency affecting the University System, any individual institution, or an academic unit of an institution shall be the sole responsibility of the Board of Regents, but the president of an institution, after consultation with representative faculty members, may request such a determination by the Board. A request for the declaration of a financial exigency at any level below the institution level must originate at the institution. When such determinations are made, this policy, along with approved implementing procedures, will take precedence over those applicable Board policies which govern normal operating procedures. The president of each institution shall follow implementing procedures prescribed by the Chancellor.

Layoffs or Terminations

The term layoff, as used in this policy, is defined as the temporary dismissal of any employee, including tenured faculty members, non-tenured faculty, or other contracted employees before the end of their contract term. Layoffs may lead to eventual termination. Layoffs or terminations may occur within an academic or other unit of an institution without a net loss of faculty members or other personnel at the institution; that is, layoffs or terminations in some academic or other units may occur with simultaneous authorization of new positions for different duties in academic or other units depending upon the needs of such units. The president of each institution, after consultation with faculty and staff, shall determine whether layoffs or terminations are required and which employees will be affected. This determination shall be made in accordance with the procedures established by the Chancellor and will give primary consideration to the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the institution.

Faculty and other employees under contract who are laid off or terminated before the end of their contract term for reasons of financial exigency shall, whenever possible, be notified at least 90 days in advance of the date of layoff or termination. The notice of layoff or termination shall be delivered personally or by certified mail, with return receipt requested. This notice shall include, in writing, a statement of the conditions requiring layoff or termination, a general description of procedures followed in making the decision, and a statement of the employee's right to respond orally and in writing to the appropriate official at the institution as to the reasons for the layoff or termination. The employee(s) shall also have the right, upon written request within 20 days from the date of the final decision of the president, to apply to the Board of Regents for a review of the president's decision in accordance with the provisions of the *Bylaws* of the Board of Regents.

Program Modification or Discontinuance in the Event of Financial Exigency

Anything in these policies to the contrary notwithstanding, if the Board of Regents finds that a condition of financial exigency exists either at an institution, either within an academic or other unit of an institution, or in the University System as provided in the *Board of Regents Policy Manual*, then program modifications or discontinuances recommended by the Chancellor and approved by the Board may be made at any such institution, within an academic or other unit of any such institution, or the System generally. If any such program modifications or discontinuances involve the layoff or termination of any tenured faculty, non-tenured faculty, or other contract employees, before the end of their contract term, the provisions of *Section 8.5.2* of the *Board of Regents Policy Manual* shall apply to any such layoffs or terminations.

(*Board of Regents Policy Manual*, § 8.5)

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Office	Mission/Services	URL/Contact Information
Academic Success Center	Provides a student-centered facility dedicated to promoting academic success among all students.	<p>Additional information is available at http://studentsupport.georgiasouthern.edu/asc/. Contact at 478-5371.</p> <p>Tutoring Center: http://studentsupport.georgiasouthern.edu/asc/tutoring/. Contact at 478-5371.</p> <p>Testing Office: http://studentsupport.georgiasouthern.edu/asc/testing/. Contact at 478-5415.</p>
Advisement Centers	<p>College of Business Administration</p> <p>College of Education</p> <p>College of Health and Human Sciences</p> <p>Allen E. Paulson College of Engineering and Information Technology</p> <p>College of Liberal Arts and Social Sciences</p> <p>College of Science and Mathematics</p> <p>First Year Experience (undeclared students)</p> <p>Center for International Studies (International Studies and International Trade majors)</p> <p>Registrar's Office (transients, non-degree, Accel students)</p> <p>University Advisement Website</p>	<p>Additional information is available at http://coba.georgiasouthern.edu/ssc/advising-appointments/. Contact at 478-0085.</p> <p>http://coe.georgiasouthern.edu/ssc/. Contact at 478-0698.</p> <p>http://chhs.georgiasouthern.edu/ssc/. Contact at 478-1931.</p> <p>http://ceit.georgiasouthern.edu/advisement/. Contact at 478-4877.</p> <p>http://class.georgiasouthern.edu/advisement/. Contact at 478-7740.</p> <p>http://cosm.georgiasouthern.edu/advisement/. Contact at 478-0649.</p> <p>http://academics.georgiasouthern.edu/fye/students/undeclared/. Contact at 478-3939.</p> <p>http://academics.georgiasouthern.edu/international/academic-programs/advising-internships/. Contact at 478-7968.</p> <p>http://em.georgiasouthern.edu/registrar/students/. Contact at 478-5152.</p> <p>http://academics.georgiasouthern.edu/advisement/.</p>
Campus Life Enrichment Committee	Researches and recommends campus programs of a cultural nature as well as lectures, both general and academic, on a campus-wide basis and for individual departments, schools, and colleges, consistent with the budget allocated for these activities.	<p>Additional information is available at http://academics.georgiasouthern.edu/associate-provost/clec/. Contact at 478-5258.</p>
Career Services	Assists students with establishing career objectives through advisement, education, and experiential education, and helps students find professional employment.	<p>Additional information is available at http://students.georgiasouthern.edu/career/. Contact at 478-5197.</p>

Office	Mission/Services	URL/Contact Information
Counseling and Career Development Center	Provides services to students in need of assistance with academic, personal, social, or career concerns.	Additional information is available at http://studentsupport.georgiasouthern.edu/counseling/ . Contact at 478-5541.
First Year Experience	Facilitates students' integration into the university community by promoting engagement and developing the skills students need to succeed.	Additional information is available at http://academics.georgiasouthern.edu/fye/ . Contact at 478-3939.
Honors Program	Fosters a critical sense of inquiry, a spirit of creativity, a global perspective, and an ethic of civic responsibility in students.	Additional information is available at http://academics.georgiasouthern.edu/honors/ . Contact at 478-7926.
Office of Institutional Effectiveness	Supports Georgia Southern University's pursuit of academic distinction in teaching, scholarship, and service in a student-centered environment by providing leadership for assessment, institutional effectiveness, planning, and accreditation activities to academic and administrative units.	Additional information is available at http://academics.georgiasouthern.edu/vpie/ . Contact at 478-2484.
Office of Research Services and Sponsored Programs	Supports faculty, staff, and students in the acquisition and management of proposals and awards for research and scholarly pursuits.	Additional information is available at http://research.georgiasouthern.edu/orssp/ . Contact at 478-8641.
Office of Strategic Research and Analysis	Supports the University's vision and mission by compiling, analyzing, and reporting institutional data that facilitate planning, assessment, and decision making.	Additional information is available at http://em.georgiasouthern.edu/osra/ . Contact at 478-5218.
Registrar	Administers registration, reports grades to students, maintains and provides transcripts of student records, clears students for graduation, certifies student enrollment, and handles veterans' affairs.	Additional information is available at http://em.georgiasouthern.edu/registrar/ . Contact at 478-5152.
Staff Council	Participates in the process of university governance by acting in an advisory capacity to the President and Chief Human Resources Officer about issues that affect and concern staff as well as the general welfare of the University.	Additional information is available at http://jobs.georgiasouthern.edu/staffcouncil/ . Contact at 478-5468.
Student Conduct	Educates students, faculty, and staff about the rights and responsibilities of students according to the Code of Student Conduct.	Additional information is available at http://deanofstudents.georgiasouthern.edu/conduct/ . Contact at 478-0059.
Student Disability Resource Center	Ensures that all qualified students with disabilities receive equal access to educational opportunities at Georgia Southern University.	Additional information is available at http://studentsupport.georgiasouthern.edu/sdrc/ . Contact at 478-1566.

Office	Mission/Services	URL/Contact Information
Student Leadership and Civic Engagement	Advances the leadership potential and civic engagement of students.	Additional information is available at http://students.georgiasouthern.edu/LeadServe/ . Contact at 478-1435.
University Athletics Committee	Oversees all athletic programs and recommends policies and procedures to the President on all aspects of intercollegiate athletics.	Additional information is available at http://president.georgiasouthern.edu/university-committees/athletics-committee/ . Contact at 478-5211.
Wellness Advisory Board	Promotes strategies for enhancing the environmental, emotional, intellectual, occupational, physical, social, and spiritual wellness of students, staff, and faculty.	Additional information is available at http://recreation.georgiasouthern.edu/wellness/about/wellness-advisory-board/ . Contact at 478-5436.
Writing Center	Provides assistance to students who are working on writing projects in any course and at any stage of the writing process.	Additional information is available at http://class.georgiasouthern.edu/writing-center/ . Contact at 478-1413.

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For a complete listing of all Human Resources' policies and procedures, see <http://jobs.georgiasouthern.edu/facultystaff/policies> and refer to the policy heading to see which campus employees are covered under that policy. Policies applicable to faculty include, but are not limited to, the following:

Policy	URL/Contact Information
Drug Policy	http://jobs.georgiasouthern.edu/pdf/2020%20Drug%20Policy.pdf
Children in the Work Place	http://jobs.georgiasouthern.edu/pdf/3050%20Children%20in%20the%20Workplace.pdf
Animals in the Work Place	http://jobs.georgiasouthern.edu/pdf/3060%20Animals%20in%20the%20Workplace.pdf
Nepotism	http://jobs.georgiasouthern.edu/pdf/2130%20Nepotism.pdf
Amorous Relationships	http://jobs.georgiasouthern.edu/pdf/2530%20Amorous%20Relationships.pdf
Political Activities	http://jobs.georgiasouthern.edu/pdf/2180%20Political%20Activities.pdf
New Employee On-Boarding/Orientation	http://jobs.georgiasouthern.edu/pdf/2125%20Orientation%20and%20Onboarding.pdf
Group Insurance Program	http://jobs.georgiasouthern.edu/pdf/2400%20Group%20Insurance%20Programs.pdf
Retirement Plans	http://jobs.georgiasouthern.edu/pdf/2410%20Retirement%20Plans.pdf
Workers' Compensation	http://jobs.georgiasouthern.edu/pdf/2430%20Workers'%20Compensation.pdf
Tuition Assistance Program	http://jobs.georgiasouthern.edu/pdf/2420%20Tuition%20Assistance%20Program.pdf
Annual Leave	http://jobs.georgiasouthern.edu/pdf/2300%20Annual%20Leave.pdf
Leave of Absence without Pay	http://jobs.georgiasouthern.edu/pdf/2325%20Leave%20of%20Absence%20without%20Pay.pdf
Family Medical Leave	http://jobs.georgiasouthern.edu/pdf/2355%20Family%20Medical%20Leave%20Policy.pdf
Employee Counseling & Disciplinary Action	http://jobs.georgiasouthern.edu/pdf/2500%20Employee%20Counseling%20and%20Disciplinary%20Action.pdf