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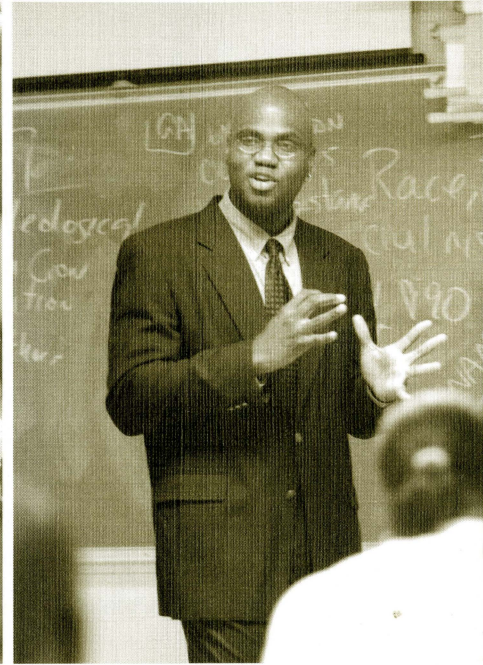
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FACULTY HANDBOOK

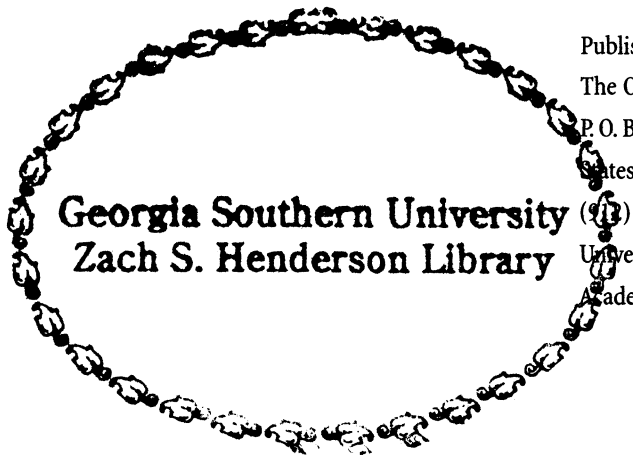
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The description of the University Athletics Committee (found on p. 21 in the printed version of the *Faculty Handbook, 2003-2004*) is not final. The final copy will appear in the electronic version of the *Faculty Handbook* on the Provost's Office web site (<http://academics.gasou.edu/provost>) around September 1.

FACULTY HANDBOOK 2003-2004



Georgia Southern University
Zach S. Henderson Library

Published by

The Office of the Provost and Vice President for Academic Affairs

P. O. Box 8022

Statesboro, Georgia 30460-8022

(913) 681-5258

University Web address: <http://www.gasou.edu/>

Academic Affairs Web address: <http://academics.gasou.edu/provost>



**GEORGIA
SOUTHERN
UNIVERSITY**

**OFFICE OF THE PROVOST AND
VICE PRESIDENT FOR ACADEMIC AFFAIRS/CIO**

POST OFFICE BOX 8022
STATESBORO, GA 30460-8022
PHONE (912) 681-5258 • FAX (912) 681-5297

August 1, 2003

Dear Faculty,

I extend a warm welcome to all of our new faculty and to our returning faculty and staff. Each of you is part of an insitution that has determined to become one of the nation's top comprehensive universities in the next decade. Last fall we saw the largest enrollment and, more important, the best qualified student body in the history of the University.

This fall we welcome over 35 outstanding, tenure-track faculty who begin their appointments now. I appreciate the diligence of so many who served on search committees this past year. We are committed to building on our tradition of academic distinction as we move forward with faculty and administrative searches this fall.

We have the privilege this year of welcoming Dr. Anny Morrobel-Sosa, Dean of the Allen E. Paulson College of Science and Technology; Dr. James Bradford, Dean of the College of Information Technology; Dr. Robert Vogel, Karl E. Peace Professor of Biostatistics; Susan Burd Brogdon, Director of the Georgia Southern Botanical Garden; and Julie B. Cole, Director of Research Services and Sponsored Programs. While not new to the Georgia Southern community, Dr. Martha Abell was recently named Director of Honors Programs. In my office, Dr. Diana Cone has accepted the position of Acting Associate Vice President for Academic Affairs. New and acting department chairs have joined the administrative ranks across the colleges.

In the past year, three colleges saw changes in their departmental structures, and the new College of Information Technology was approved by the Board of Regents. Art, Chemistry, Computer Sciences, Information Systems, Information Technology, and Nursing have relocated into new or renovated spaces. Henderson Library looks forward to a major addition and renovation that will both increase space and enhance their excellent record of service to students and faculty. New residences for students on campus emphasize involvement in learning. The Task Force on Faculty Roles and Rewards expects to issue its findings during this academic year, and we begin the process of reaffirmation of accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Despite difficult financial times, Georgia Southern continues to move ahead to realize its strategic goal of academic distinction.

You have my best wishes for a successful year.

Sincerely,

Vaughn Vandegrift
Provost and Vice President for Academic Affairs/Chief Information Officer

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Section 100 GEORGIA SOUTHERN UNIVERSITY

101 Mission

GEORGIA SOUTHERN UNIVERSITY is a predominantly undergraduate university devoted to “teaching first,” a student-centered residential campus that nurtures a fulfilling college experience, and a serving institution strongly identified with the heritage and hopes of its region. The University’s uncommon breadth of nationally accredited academic programs in the liberal arts and professional studies attracts a statewide enrollment of undergraduate students. As a University granting professionally-oriented doctoral degrees and an array of master’s degrees designed to meet the needs of the region, Georgia Southern is cultivating a resident cadre of leaders with advanced education in critically needed professions.

OUR MISSION IS ROOTED in South Georgia, a largely rural region that encompasses coastline, wetlands, cities with rich histories, and areas of endemic privation but abundant potential. Our quest is to uplift our region’s educational attainment, cultural opportunities, economic growth, environmental quality, scientific and technological progress, and social and personal well-being. Our hallmark is a comprehensive university experience that promotes student growth and success through creative strategies for using technology, enhancing learning, and connecting all we do to those around us.

MOST OF OUR STUDENTS are Georgians who begin as full-time freshmen, reflect Georgia’s and the globe’s cultural diversity, and have the motivation and ability to complete our increasingly demanding programs. Working professionals and transfer students are a growing presence. Student life is characterized by a culture of learning inside and outside the classroom. A safe campus serves as a laboratory for developing citizenship and leadership in a collegial environment. The Georgia Southern experience promotes the development of students who value honesty, civility, and the dignity of work. Our mission is to graduate students who are knowledgeable, clear-thinking, articulate, and effective in problem-solving.

OUR COMPREHENSIVE CURRICULUM FOCUSES on undergraduate programs of high quality, enhanced by master’s and professionally-oriented doctoral programs pertinent to the region. At the University’s core is excellent instruction, strengthened by research and service. Innovative classes increasingly incorporate new instructional techniques and technologies.

THE UNIVERSITY IS A CENTER OF LEARNING APPLIED to regional planning, economic development, partnerships in schools, science, industries, international trade, community needs, and the health of South Georgians. We expand horizons through outreach in sciences and liberal arts, preservation of distinctive cultural legacies, and attention to the integrity of South Georgia’s environment. Faculty, staff, and students exemplify service, contributing time and expertise to enhance the quality of life.

SCHOLARSHIP IS CENTRAL TO THE MISSION OF THE UNIVERSITY. We practice scholarship in terms of the discovery, integration, application, and teaching of knowledge and creative activity. Scholarship of relevance to South Georgia, and of a standard that can earn national or international recognition, is especially esteemed.

GEORGIA SOUTHERN WILL BE one of the nation’s best public undergraduate universities by nurturing a faculty who are devoted to teaching able and diverse students. We will provide society with graduates who are both equipped to master a competitive world and educated to build a better civilization. Georgia Southern exemplifies how kindness, quality, and collaboration can complement efficiency, effectiveness, and integrity. Georgia Southern University will be a catalyst for the aspirations of South Georgians and an emblem of their achievements.

Approved by the Board of Regents, July 9, 1996.

102 History

On December 1, 1906, the newly appointed First District Board of Trustees convened in Savannah, Georgia. It was one of 11 such boards created for each congressional district by state legislation that year to build and oversee agricultural and mechanical schools for elementary and secondary students. The trustees were prepared to hear bids from local leaders who wanted the First District A&M School to be built in their communities and were willing to provide the funding to do so. Among the bidders were 50 representatives from Bulloch County, who had journeyed from Statesboro on a train called the “College Special.” Their bid of \$125,000 in cash and in-kind contributions—including donation of 300 acres for a campus—won handily. Early in 1908 just outside Statesboro, the First District A&M School opened its doors with fifteen students, four faculty members, and three buildings.

By 1920, the First District A&M School had 150 students and was fielding teams in football and baseball; the “Aggies” typically won more than half their games in any given season. But by 1921, a combination of rapidly growing debt and drastically declining enrollments almost spelled the end of the fledgling school.

Hard work and commitment prevailed, however, and by 1924 not only were the school’s finances and enrollments back on track, but the Georgia Assembly upgraded the school to a two-year college for teacher training and retitled it the Georgia Normal School, one of three in the state. With this first change in the school’s status, “Principal” Ernest V. Hollis became “President” Hollis, Georgia Southern’s first president. The following year, private donors funded the first scholarships for the campus.

In 1929, the General Assembly was persuaded that yet another major institutional promotion was due, and the Georgia Normal School became South Georgia Teachers College via state legislation, converting the Statesboro campus from a two-year junior college to a four-year teachers college. The Aggies receded, and the “Blue Tide” rolled in, bringing programs not only in football and baseball, but also basketball and track; basketball was played in a tobacco warehouse until the first gymnasium was built in 1931.

Also that year, the long-supportive First District Board of Trustees, like all freestanding boards of college trustees in the state, was dissolved by state legislation. Higher education in Georgia was reorganized into its present form, with all state colleges and universities reporting to a single Board of Regents. Now the Regents, not the General Assembly, were responsible for determining any changes in mission for the college in Statesboro. In 1939, South Georgia Teachers College became Georgia Teachers College by action of the Board of Regents. This new title represented less a change of status for the college and more a recognition by the Regents that the Statesboro campus was the statewide college for teacher education.

When Eugene Talmadge was elected governor in 1940, he remembered, according to some observers, that the electoral district dominated by Georgia Teachers College had voted for his opponent. Within a year, the governor had initiated an effort to remove President Marvin Pittman on charges that included advocating “racial equality and teaching communism” (the latter conclusively disproved). President Pittman was fired, and as a direct result of his dismissal, all state-supported institutions of higher education in Georgia lost their regional academic accreditation by what is now the Southern Association of Colleges and Schools. In 1942, a new governor was elected, and the Board of Regents was reorganized; a year later Georgia Teachers College and the University System of Georgia were reaccredited, and Dr. Pittman was reinstated by the Board as president of Georgia Teachers College.

This incident, which received international media coverage at the time, was a formative and symbolic experience in the history of Georgia

Southern University and a measure of its resilience in the defense of academic and institutional integrity—qualities that remain today.

In 1957, the college in Statesboro was authorized by the Board of Regents to offer its first graduate degree, a Master of Education. In some ways, that benchmark was the beginning of the ultimate evolution from a college to a university.

Only two years later, Georgia Teachers College was upgraded by the Board of Regents to Georgia Southern College, a recognition by Georgia's policymakers that the College was now a comprehensive institution with responsibilities well beyond the specialized mission of educating teachers. In 1960, the "Blue Tide" was formally put to rest as the name of Georgia Southern's intercollegiate teams, and, by student vote, "The Eagles" were hatched.

The first fraternities and sororities were chartered on the campus in 1967 and 1968. The first three Schools—Arts and Sciences, Education, and Graduate Studies—were established in 1968, followed by the School of Business in 1971, and the Schools of Technology and Health and Professional Studies in 1980. In 1981, football was reintroduced to Georgia Southern after a hiatus of almost forty years, inaugurating a new winning tradition of Division I intercollegiate sports.

Beginning in the early 1970s, a resurgent effort to acquire university status for the Statesboro campus emerged, culminating in 1989 with the Board of Regents vote to promote Georgia Southern College to Georgia Southern University. When university status became effective on July 1, 1990, Georgia Southern received its sixth and final name, was ceded primary responsibility for the conduct of graduate education in the region, and was authorized to offer doctoral degrees. Georgia Southern became the first new university in Georgia in 21 years and the third largest university in Georgia. The University was accredited by the Southern Association of Colleges and Schools in December 1994.

The Georgia Southern story is a story of determination to be the best one can be.

103 Statesboro and Bulloch County

Statesboro offers diverse recreational, cultural, commercial, and spiritual opportunities for people of varied backgrounds and interests. Newcomers to this county of 56,000 residents are often surprised to find a symphony orchestra, opera theater, museum, botanical garden, wildlife center, regional art association, art gallery, writers' groups, and a wide range of religious congregations. A 160-acre multimillion dollar park on GA Highway 24 offers soccer, softball, and football fields plus a paved and well-lit trail around a lake. A nine-screen theater plays current films; at Georgia Southern, Cinema Arts brings alternative and classic films to the Union Theater.

Statesboro's population is 23,000, altitude is 259 feet, rainfall is 47 inches per year, and temperatures average 52 degrees in January and 82 degrees in July. The University is the county's largest employer with more than 1,800 employees, but agriculture accounts for one-third of the total economy at approximately \$100 million annually. Bulloch is the top agricultural-income producing county in the 40-county East Georgia Extension District, stretching from the Florida line to above Augusta. Major money-makers include peanuts, forestry, cotton, vegetables, swine, and tobacco.

A mayor and council govern Statesboro, and a Board of Commissioners governs Bulloch County. In addition to the Statesboro Police Department and Bulloch County Sheriff's Department, the Georgia Bureau of Investigation is headquartered in Perimeter Center South on U.S. Highway 301 South, and the Georgia State Patrol is headquartered north of the city limits on Highway 301.

Library The Statesboro Regional Library System located at South Main and East Grady Streets serves five counties and contains over 182,000 volumes, periodicals, a children's library, book tapes, videos, a genealogy and local history collection, literacy programs, an outreach service, and

Internet access. A member of the statewide Public Information Network for Electronic Systems (PINES), the library provides access to over 200 libraries throughout the state of Georgia and over seven million item records. The Library System also has a cooperative agreement with Georgia Southern University. With 31,569 square feet, the library maintains two large public meeting rooms, a distance learning center, and enhanced reference/research areas with CD-ROM technology. For additional information, see <www.srls.public.lib.ga.us>.

Education Approximately 8,500 students in grades K-12 attend 16 public schools countywide. Four private schools are also available. Student test scores tend to be among the highest in the state. Bulloch also is home to Ogeechee Technical College, a modern facility enrolling more than 3,000 students in programs as diverse as nursing, cosmetology, computer networking, marketing, and commercial truck driving.

Health Care Statesboro's 150-bed East Georgia Regional Medical Center (EGRMC), a member of Health Management Associates, is located on a 40-acre tract on GA Highway 67, just south of the University. EGRMC has over 75 physicians on staff, including specialists in anesthesiology, cardiology, community education, diagnostic and interventional radiology, emergency medicine, family medicine, gastroenterology, general surgery, gynecology, home health care, internal medicine, nephrology, neurology, obstetrics, occupational therapy, oncology, ophthalmology, oral and maxillofacial surgery, orthopedic surgery, otolaryngology, pain management, pathology, pediatric medicine, physical therapy, plastic surgery, podiatry, psychiatry, pulmonology, rehabilitation, sleep medicine, speech therapy, sports medicine, and urology. Patients suffering severe trauma can be transferred by ambulance or helicopter to Memorial Medical Center in Savannah or to the Medical College of Georgia in Augusta.

Other local health care services include two hospitals for rehabilitation and treatment of alcoholism and other drug addictions, four nursing homes, six assisted-living facilities, a public health clinic on Pulaski Road, and an enhanced emergency 911 system. Statesboro also has several dentists, chiropractors, optometrists, veterinarians, physical therapy centers, home health agencies, and hospice care.

Religion Some 130 congregations meet regularly in Bulloch County, including but not limited to the following: African Baptist, African Methodist, Baptist, Catholic, Christian Science, Church of Christ, Church of God, Church of Jesus Christ of Latter Day Saints, Episcopal, Jehovah's Witness, Jewish, Lutheran, Methodist, nondenominational, Presbyterian, Primitive Baptist, Seventh Day Adventist, and Unitarian Universalist.

Transportation Statesboro's airport, Statesboro Municipal Airport, has a terminal, two paved runways, a Unicom system, and beacon lighting. Savannah International Airport is 50 miles from Statesboro via Interstate 16, and Hartsfield International Airport in Atlanta is 170 miles via Interstates 16 and 75.

Media Local residents are served by daily and regional newspapers; *The Statesboro Herald* is published daily, and *The Savannah Morning News* staffs a bureau office here. Northland Cable Television provides cable TV access to nearly 50 channels plus local news and programming. Radio stations include FM WPMX and WMCD; WVGS, a student/campus alternative; and AM stations WPTB and WWNS.

Recreation/Leisure In addition to the 160-acre regional park on GA Highway 24, two state parks within a half-hour drive of Statesboro offer camping, fishing, hiking, and picnic facilities: Magnolia Springs State Park in Millen and George L. Smith State Park near Twin City and Metter. Closer to home, the Ogeechee River winds through the county on its way to the Atlantic Coast, which is 65 miles from Statesboro. Along with 28 tennis courts, a bowling center, a skating rink, hunting clubs and preserves, horseback riding, public gymnasiums and exercise facilities, Statesboro is home to three 18-hole golf courses: the public Eagle Creek Golf Club and Southern Links Golf Club, and the private Forest Heights Country Club. The area also offers over 800 motel rooms, over 100 restaurants, and more than 200 stores and shops.

The Statesboro-Bulloch County Chamber of Commerce and the Statesboro Convention and Visitors Bureau are eager to serve faculty and may be reached at 764-6111 and 489-1869. For information about campus resources, call the University's public relations office at 681-5549 or stop by the Welcome Center on Sweetheart Circle.

104 Protected Rights Issues/Institutional Compliance

104.01 Reaffirmation of the University's Equal Opportunity Policy

It continues to be the policy of Georgia Southern University to implement affirmative 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, national origin, religion, age, veteran status, political affiliation, or disability. Georgia Southern University is committed to the fulfillment of this policy including, but not limited to, the following actions:

- recruiting, enrollment, and educational practice
- hiring, placement, upgrading, transfer, or promotion
- terms, conditions, and benefits of employment
- recruitment or advertising for employment, admission, and service opportunities provided by the University
- selection for training

As an equal opportunity institution, Georgia Southern University 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 (#38 USC 2012), *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 Institutional Compliance. Any questions regarding the University's policy of equal opportunity should be addressed to the Associate Vice President for Institutional Compliance at 681-5136 or TDD: 681-0273.

In compliance with the regulations listed above, Georgia Southern University 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 University will provide reasonable accommodation to all employees, applicants for employment, students, and patrons who have physical and mental disabilities.

All University employees are expected to comply with the institution's affirmative equal opportunity policy and practices and to demonstrate commitment to the University's affirmative equal opportunity objectives. All members of the staff, faculty, and student body are expected to embrace this policy and to ensure that the institution's nondiscriminatory policy and practices are followed and upheld. A copy of the University's Affirmative Action Plan is available for inspection in the Office of Institutional Compliance (Rosenwald Building, Room 1066) and at the reference desk of the Henderson Library.

104.02 Policy Prohibiting Sexual Harassment

Sexual harassment is a form of unlawful discrimination. It violates federal and state laws and Board of Regents 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 (*Board of Regents Policy Manual*, § 802.17 and *US Code: Title 42, § 2000e-2*).

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 sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when

- submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
- submission to or rejection of such conduct by an individual is used as a basis for an employment or academic decision affecting such individual; or
- such conduct unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, or offensive working or academic environment.

Georgia Southern University will conduct a thorough and confidential investigation of all complaints of sexual harassment. Any act of sexual harassment will subject the offender to dismissal or other sanctions after compliance with due process requirements.

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 Associate Vice President for Institutional Compliance or any member of the University's administrative staff, such as a vice president, dean, department chair, supervisor, or director.

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 Associate Vice President for Institutional Compliance at 681-5136 or TDD: 681-0273.

104.03 Affirmative Action Program

An Affirmative Action Plan 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 Plan 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 plan 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 University 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 legislation.

The Affirmative Action Plan is available for inspection by any employee, student, or applicant for employment. The plan may be viewed in the academic department offices, the President's Office (Administration Building, Room 1007), the Office of Institutional Compliance (Rosenwald Building, Room 1066), the Division of Human Resources (Rosenwald Building, first floor), or at the Reference Desk of the Henderson Library during normal business hours.

Recognizing that equal opportunity can only be achieved through demonstrated leadership and aggressive implementation of a viable program, Georgia Southern University's Affirmative Action Plan 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 equal opportunity and affirmative action objectives. The University's goal continues to be an EEO/Affirmative Action 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 University will continue to implement the goals and objectives outlined in its Affirmative Action Plan.

104.04 Institutional 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 University 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 University 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.

104.05 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 ensure equal opportunity in employment for all qualified persons with disabilities. Georgia Southern University 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 University or by another entity on behalf of Georgia Southern University, are conducted on a nondiscriminatory basis.

Recruiting, advertising, and job application procedures have been reviewed to provide persons with disabilities meaningful employment opportunities. Applications in alternative accessible formats, and assistance in completing the application, are available upon request made to the director of Human Resources at 486-7765. Pre-employment inquiries

are made only regarding an applicant's ability to perform the essential duties of the position.

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 persons with disabilities. 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 University or another entity on behalf of Georgia Southern University, 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 University are accessible to all employees without regard to disability.

Georgia Southern University is also committed to not discriminating against any person who is related to or associated with a person with a disability. Georgia Southern University 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 University 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.

104.06 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 University 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 University 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 University 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.

104.07 ADA Request for Accommodation Procedure and Guidelines

Georgia Southern University is an Equal Opportunity and Affirmative Action 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*. Georgia Southern University reserves the right to require documentation for accommodations from (including, but not limited to) (1) patrons and visitors to University-sponsored events; (2) registered participants in University-sponsored clinics, camps, conferences, and workshops; (3) persons using the services of the Testing Office; (4) classified or faculty job applicants and employees; (5) current and prospective students; and (6) student participants in co-curricular activities.

To Request Accommodation

- Visitors to University-sponsored events or registered participants in University-sponsored, fee-related events (e.g., workshops, camps, conferences) should contact the sponsor of the event for assistance in arranging accommodation.
- Persons wishing to take examinations administered by the Georgia Southern University Testing Office should request specific accommodation through the testing agent, the Student Disability Resource Center (871-1566 or TDD: 681-0666), or the Testing Office (681-5415).
- Upon request made to the director of Human Resources at 486-7765, persons applying for positions as employees at Georgia Southern University will be provided reasonable accommodations in completing the application and/or interview process.
- Students requiring academic accommodation should contact the director of the Student Disability Resource Center for assistance at 871-1566 or TDD: 681-0666.
- Students requiring accommodation in University-owned housing may request such assistance from the director of University Housing at 681-5406.
- Students who wish to participate in co-curricular activities should contact the sponsoring office for assistance in arranging accommodation.
- Employees requesting accommodation should discuss accommodation needs with their supervisors.

Questions concerning Georgia Southern University's policy or disability accommodations should be directed to the individuals on the program or service advertisement, the director of the Student Disability Resource Center at 871-1566 (TDD: 681-0666), the Associate Vice President for Institutional Compliance at 681-5136 (TDD: 681-0273), or Dr. Robert Haney, Associate Provost, at 871-1408 (TDD: 871-1654).

105 Drug Free Schools and Communities Act/Drug Free Workplace Act

As a recipient of federal funds, Georgia Southern University supports and complies with the provisions of the *Drug Free Schools and Communities Act Amendments of 1989* and the *Drug Free Workplace Act of 1988*.

To receive federal financial assistance of any kind, these Acts require an institution of higher education to certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. To comply with this legislation, Georgia Southern University hereby notifies all students and employees that the unlawful possession, manufacture, distribution, dispensation, or use of illicit drugs and alcohol on the University campus is prohibited.

Violations of these prohibitions by either employees or students will result in appropriate disciplinary penalties being imposed by the University. Appropriate disciplinary action will be consistent with University and Board of Regents policies and local, state, and federal laws. Appropriate disciplinary penalties may include a range of actions up to and including termination of employment, suspension, expulsion, and referral for prosecution.

In addition, the *Drug Free Workplace Act of 1988* ensures that work done under federal contracts or federal grants is performed in a drug free work environment. In the discharge of its responsibilities as an employer, Georgia Southern aggressively promotes and requires a drug free work place among its faculty and staff. Georgia Southern University actively encourages employees who feel they have a potential substance abuse problem to seek counseling and treatment. The Division of Human Resources maintains a listing of referral agencies and has resources for drug education materials available upon request.

The unlawful manufacture, distribution, dispensation, possession or use of illegal drugs by Georgia Southern employees in the workplace is prohibited. If an employee is arrested for or convicted (including a plea of *nolo contendere*) for a violation occurring in the workplace, the employee must notify the director of Human Resources in writing of each arrest or conviction within five calendar days of the arrest or conviction. Within 30 days of receiving such notification, the University will take appropriate personnel action against such an employee, up to and including termination, or requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state, or local health, law enforcement, or other appropriate agency.

Any employee supported by a federal grant or contract convicted of any violation of any criminal drug statute must report that conviction in writing to the director of Human Resources within five days of the conviction. Each employee engaged in the performance of a federal contract or grant will be provided with a copy of this Notification of Compliance. The University's personnel policies pertaining to faculty and staff personnel incorporate this policy. The policy is communicated to new faculty and new classified staff by the Division of Human Resources.

As a supplement to the above two personnel policies, Georgia Southern University is committed to the elimination of alcohol and drug abuse within the University community. To achieve this objective, the Policy on Parental/Guardian Notification was adopted and implemented Spring Semester 2001, by which Georgia Southern University will notify parents or legal guardians of the final outcome of an alcohol or drug violation of the *Student Conduct Code* by students under the age of 21. After the second alcohol violation or after the first drug violation, the Office of Judicial Affairs will notify parents or legal guardians of students under 21 years of age that their son or daughter has been found responsible for violating the alcohol or drug regulation of the Georgia Southern University *Student Conduct Code*. The complete text of the Policy on Parental/Guardian Notification can be found in the *Student Conduct Code* or online at www.stp.gasou.edu/scc/index.html.

SANCTIONS

Faculty, staff, and students are expected to adhere to the policies of the University and observe the basic standards of good conduct, meet appropriate standards of performance, and observe all local, state, and federal laws relative to unlawful use of illicit drugs and alcohol. Penalties for violations of these standards range from warnings and probation to expulsion, loss of academic credit, suspension or expulsion and withdrawal of organization recognition, referral to the legal system for prosecution, demotion, and/or termination of employment. Detailed sanctions are defined in the Georgia Southern University *Student Conduct Code: Policies and Procedures*, *Board of Regents Policy Manual*, *Personnel Policy and Procedures Manual*, and *Classified Employee Handbook*. For more information, call Human Resources at 681-5468.

106 Policy on Serving Alcohol

All individuals and groups using the University's facilities are expected to operate within the constraints of federal, state, and local laws and ordinances as well as University policies, procedures, and regulations. When alcoholic beverages are involved, the University expects sponsors to exercise sufficient control to ensure compliance with the University's policy regarding the dispensation of alcoholic beverages.

The spirit of this policy is as follows: although persons of lawful drinking age and those under the lawful drinking age may socialize together while alcoholic beverages are present, only those individuals (students, nonstudents, and guests) who are of lawful drinking age may consume, serve, transfer, or possess beer, wine, or distilled spirits in a low-risk manner. This policy is subject to change to comply with changes in University operating procedures or new local, state, or federal laws pertaining to the possession and consumption of beer, wine, or distilled spirits.

The policy specifies guidelines for individual or group activities during which alcoholic beverages will be served, consumed, or present. These guidelines are attached to the official Alcohol Request Form, which must be completed and approved before a person or group serves or consumes alcohol on campus. The form and guidelines are available in the administrative offices of the Russell Union, Room 2024, P.O. Box 8066, 681-0399.

107 Organizational Structure

107.01 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 serves as chief information officer, 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 *Dean of Graduate Studies* oversees the University's graduate and research programs. The associate dean of Graduate Studies and the director of the Office of Research Services and Sponsored Programs answer to the dean.

Deans 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*).

Department Chairs, School Chairs, and School Directors These three terms are 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*).

107.02 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 Student Affairs and Enrollment Management, or 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 Controller and the directors of Auxiliary Services, Human Resources, Physical Plant, Public Safety, and Athletics (*Statutes, Article VII*).

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 President for Student Affairs and Dean of Students, the Associate Vice President for Enrollment Management and Director of Admissions, the Registrar, and the directors of the Academic Success Center, Career Services, Financial Aid, Institutional Research, Residence Life, the Russell Union, and University Housing. Campus Recreation and Intramurals also reports (*Statutes, Article VIII*).

The *Associate Vice President for Student Affairs and Dean of Students* reports to the Vice President for Student Affairs and Enrollment Management. Departments and areas that report to the Associate Vice President are the Counseling Center, Educational Opportunity Programs, Health Services, Judicial Affairs, the Multicultural Student Center, and the Student Disability Resource Center. The Associate Vice President also provides leadership to the division on special projects and assists students and parents with problems.

The *Vice President for University Advancement*, an ex officio member of the faculty, reports directly to the President and is responsible for matters pertaining to institutional development, University relations, and such duties as assigned by the President (*Statutes, Article IX*).

107.03 Evaluation of Administrators

In addition to annual performance appraisals, senior administrators (vice presidents, deans, directors, and department chairs) undergo in-depth performance review and evaluation every fourth 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/organizational ability, leadership, and progress on the unit's stated goals and objectives.

107.04 Faculty

The University faculty consist of the President, the Provost and other vice presidents, the academic deans, the Associate Vice President for Enrollment Management and 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, and instructors. 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, § 1*).

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*).

107.05 Colleges and Academic Units

Following the attainment of university status in 1990, all schools within Georgia Southern were upgraded to colleges. The six 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), and College of Information Technology (2003). 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 Catalog*.

The **Jack N. Averitt College of Graduate Studies** offers graduate programs leading to the M.A., M.F.A., M.M., M.T., M.B.A., M. Acc., M.P.A., M.P.H., M.H.S.A., M.S., M.S.N., M.Ed., Ed.S., and Ed.D. The graduate faculty comprise 365 full and associate members.

Graduate faculty members teach in many areas of specialization including accounting, art, art education, biology, business administration, business education, counselor education, curriculum studies, early childhood education, educational administration, educational leadership, English, English education, family nurse practitioner, French education, health and physical education, health services administration, higher education administration, history, instructional technology, kinesiology, mathematics, mathematics education, middle grades education, music, music education, nursing, political science, public health, psychology, public administration, recreation administration, reading education, rural community health nurse specialist, science education, school psychology, social science education, sociology, Spanish education, special education, sport management, technology, and technology education.

For program information, contact Dr. Charles Hardy, Acting Dean of Graduate Studies, at 681-0578, or email <chardy@gasou.edu>. For graduate admissions information, call Dr. Teresa Thompson, Associate Vice President for Enrollment Management and Director of Admissions, at 681-5533, or visit the web site at <cogs.gasou.edu>.

The **College of Education** 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, Education Specialist, and Doctor of Education. Graduate and undergraduate programs are approved by the Georgia Professional Standards Commission and the National Council for Accreditation of Teacher Education.

The College seeks to provide programs and courses of outstanding quality that prepare "reflective educators for diverse learners." Programs prepare professionals for positions in teaching, curriculum, counseling, school psychology, higher education administration or student services, instructional technology, and educational leadership. Courses, including endorsement programs in areas such as English for Speakers of Other Languages (ESOL), Teacher Support Specialist (TSS), Preschool Handicapped and Gifted Education, are also offered to practicing teachers to assist in their professional development.

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 highly sought by school systems throughout Georgia and the region.

The **College of Business Administration** offers a fully accredited program of instruction leading to the Bachelor of Business Administration,

the Master of Business Administration, and the Master of Accounting degrees. The departments of Finance and Quantitative Analysis and Management, Marketing, and Logistics, and the schools of Accountancy and Economic Development 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 the core of the business field.

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

The **College of Health and Human Sciences**, formerly *Health and Professional Studies*, recently underwent strategic reorganization in an effort to strengthen interdisciplinary collaboration, become better aligned with University strategic initiatives, and maintain its distinguished, nationally recognized and accredited curricula. Undergraduate and graduate programs are housed in the Department of Hospitality, Tourism, and Family and Consumer Sciences, the Department of Public Health, and the School of Nursing.

The newly structured Department of Hospitality, Tourism, and Family and Consumer Sciences offers the B.S. with majors in fashion merchandising and apparel design, child and family development, interior design, hotel and restaurant management, sport management, and recreation. The department also supports the B.S.Ed. in family and consumer sciences. In addition, the department offers two graduate programs: the M.S. with majors in recreation administration and in sport management.

The newly fashioned Department of Public Health offers the B.S.H.S. with majors in community health and health promotion; the B.S.K. with majors in exercise science, sports medicine/athletic training (CAAHEP accredited), and health and physical education; and the B.S. with a major in nutrition and food science. Graduate programs include the M.P.H., the M.H.S.A., and the M.S. with a major in kinesiology. In addition, the department supports health and physical education majors for the B.S.Ed., the M.Ed., and Ed.S.

The School of Nursing offers fully accredited programs leading to the B.S.N. and the M.S.N. Undergraduate options include Pre-Licensed B.S.N., L.P.N.-B.S.N., R.N.-B.S.N., and R.N.-M.S.N. programs. Graduate options within the M.S.N. program include a family nurse practitioner major and a rural community health nurse specialist major, as well as post-master certificate options in the aforementioned areas. This unit also administers the B.S. in medical technology.

Additionally, the College houses the Center for Rural Health and Research, the Center for Biostatistics, the Family Life Center, the Coaching Education Outreach Program, the Rural Nursing Outreach Center, the Magnolia Coastlands Area Health Education Center (MCAHEC), and a student services center.

The **College of Information Technology**, newly created effective July 1, 2003, consists of faculty in computer sciences, information technology, and information systems. The College's undergraduate curricula are highly interdisciplinary, consisting of innovative application courses that build upon and encourage collaboration among existing academic programs. It offers the B.S. in information technology, the B.S. with a major in computer sciences, a computer sciences emphasis for the M.S. with a major in mathematics, and minors in information systems/information technology and computer sciences. In addition, the College is responsible for delivering the B.B.A. in information systems for the College of Business Administration, participates in the M.B.A. and the Master of Technology/Information Technology degrees, and delivers the courses in

the information systems concentration for the College of Business Administration's MBA degree. The College extends its outreach to information technology professionals through lifelong learning opportunities and educates professionals for the Governor's high-tech corridor linking Statesboro and Savannah. The College is scheduled to occupy a new \$33 million building by Fall 2003.

The *College of Liberal Arts and Social Sciences (CLASS)* is at the core of one of Georgia's most comprehensive universities. The primary goal of the College is to shape a dedication to investigation and creativity within liberal arts and social science disciplines and through general education offerings. This dedication involves all members of the College in a fundamental concern for excellence, innovation, and the pursuit of knowledge. The College encourages students to address the analytical, historical, cultural, and philosophical foundations of their disciplines. The faculty and administration of CLASS believe that such dedication and encouragement will result in graduates who will be vital, contributing members of the community, who will, in turn, foster closer ties between the University and the public that supports it.

In its scholarship, research, and creative activities, CLASS demonstrates its commitment to a range of issues, applied and theoretical, public and private. The College accepts its mandate as an intellectual resource for southern Georgia and seeks to enrich the lives of those inside and outside Georgia Southern University by offering, through various media, the fruits of artistic, creative, and thoughtful expression. Faculty members also work in partnership with and serve as consultants to local, regional, and national groups.

The disciplines represented within the College have historical roots that stretch back for centuries. Future oriented, advanced work combines the best of this heritage with the complex modern world to provide students with a perspective of past experiences, present developments, and future possibilities.

The humanities, social sciences, and fine arts cooperate in the task of interpreting and understanding human experience. This task brings together the liberal arts and social sciences to provide a central place within the University to investigate, ponder, and express creatively what is truly human.

The *Allen E. Paulson College of Science and Technology* offers programs and instruction in the areas of mathematics, technology, and the natural sciences through the following departments: Biology, Chemistry, Geology and Geography, Mathematical Sciences, Military Science, Physics, and the School of Technology. Numerous majors are available: biology, construction management, chemistry, civil engineering technology, electrical engineering technology, geography, geology, industrial engineering technology, industrial management, mathematics, mechanical engineering technology, physics, and printing management.

The Department of Military Science administers the army ROTC program, leading to a commission as a second lieutenant at the time of graduation. The Georgia Tech Regional Engineering Program (GTREP), the Regents Engineering Transfer Program (RETP), and the Technology Options Program (TOP) are administered by the School of Technology. The dual-degree program, a cooperative program of study with Georgia Institute of Technology, is administered by the Physics Department. Minors are available in biology, chemistry, geography, geology, geographic information science (GIS), industrial safety and environmental compliance, manufacturing, mathematics, military science, physics, and printing management.

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 service patterns established by the Library accommodate more than 3,000 users each day during the academic terms. Complete information

about the Henderson Library is available on the Library's web page at library.gasou.edu.

The Henderson Library is centrally located on campus in a four-story building constructed in 1975. The building has 158,000 square feet of space, will hold 800,000 books at total capacity, and seats 950 people in the book stack areas. The Library is in the process of building an addition that will double the available space. The Library currently offers the most extensive operating schedule of any academic library in the state of Georgia.

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 500,000 bound volumes shelved according to the Library of Congress classification system, 800,000 microform units, and 700,000 government documents shelved according to the Superintendent of Documents classification system. The Library maintains subscriptions to almost 2,500 serial and periodical titles. The Library also provides access to more than 200 electronic databases, many of which include full-text/full-image information. Most of these databases are provided by the GALILEO project of the University System of Georgia. The Library's web-based catalog (gil.gasou.edu) provides information about information resources, including circulation status of books and other materials, current and planned acquisitions, and links to the Library's electronic resources. The catalog is part of a combined catalog for the University System of Georgia (called GIL Express), making an additional three million book titles and thousands of academic journals available within days of a request.

Faculty, staff, and students needing research materials not owned by the Henderson Library can request interlibrary loan materials online. The Library absorbs all costs. An initiative of the University System of Georgia ensures that materials owned by other system libraries can be obtained within four days on average. Requests obtained from libraries outside the University System average about ten days.

The Library is responsible for a large collection of publications from U.S. government agencies and Georgia government agencies. The federal 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 serves as one of the largest general purpose computer labs on campus, with approximately 300 microcomputers available for student use. These computers provide access to many standard software applications in 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 five departments:

- Access Services
- Collection and Resource Services
- Information Services
- Special Collections
- 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), 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.

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 (second floor) to assist users with these collections and to answer general questions about the Library. Student assistants are available at the first floor Help Desk to assist users with the resources and software available on the many networked microcomputers. 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.

Special Collections is 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 (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.

Systems is responsible for installing and maintaining the computers and software in the Library. This function includes more than 300 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.

See the "About the Library" section of the Library web page for service hours, calendar information, detailed information about services, further contact information, and further 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.

The Bell Honors Program (BHP) All full-time, regular faculty who have been members of the Georgia Southern faculty for at least two years are annually invited to submit proposals for teaching courses in the Bell Honors Program curriculum. The Orell Bernard Bell and Sue Louise Floyd Bell Honors Program offers a special approach to general undergraduate education to a select group of gifted students with exceptionally strong preparation for collegiate study. New students are chosen annually from among the entering freshman class as Bell Honors Program Scholars; each receives a renewable tuition scholarship from the Georgia Southern Foundation. For further information on the program, contact the director, Dr. Martha L. Abell, at 681-5773, in Cottage #215 on Forest Drive, P.O. Box 8036, or email <martha@gasou.edu>.

The **Georgia Southern University Honors Program (UHP)** encourages superior students to explore a course of study designed for greater depth. The program creates a learning environment of small classes enriched by inventive, interdisciplinary instruction and extracurricular experiences that connect classroom learning with the larger world. It also

happens at a campus that prides itself on a tradition of teaching as its paramount priority. Honors program classes will be smaller than regular courses and taught by some of Georgia Southern's best classroom teachers in seminar style.

The Core Curriculum Honors Program for freshmen and sophomores requires a minimum of 12 semester hours of course work and seminars, usually including at least one three-hour honors course per semester and at least 25 hours of community service each semester. The College Honors Program for juniors and seniors includes at least nine semester hours of course work and seminars plus a well-defined capstone experience (thesis, performance, project, or exhibit). Graduates are recognized for their achievement by an Honors seal on their diplomas and notation on their University transcripts.

General criteria for admission to the Core Curriculum Honors Program include a minimum score of 1200 on the SAT, or 27 on the ACT, and a high school academic or college grade point average of 3.5. Exceptions may be made for students who demonstrate special abilities, talents, or achievements. Admission to the College Honors Program requires an application and an approved course of study for the junior and senior years as well as a university GPA of 3.5.

New students admitted to the University Core Curriculum Honors Program receive a \$500 scholarship, renewable annually through the sophomore year, in addition to any other aid for which they may qualify (such as the HOPE Grant). Students admitted to the College Honors Program for the junior and senior years also receive a \$500 renewable annual scholarship in addition to any other aid for which they may qualify. Members of the Honors Program will also benefit from these special opportunities: a seal on the diploma signifying completion of the University Honors Program; priority assignment to an Honors Residence Hall; eligibility to apply for scholarships for study abroad; a book loan program which covers most core Honors courses; an Honors Alcove in the Russell Union; and an Honors Center for study and relaxation.

For additional information about the Honors Program contact the Honors Program Office at 871-1465, or visit the web site at <www.firstyear.gasou.edu/uhp>.

The **Center for International Studies** is responsible for international academic programs and services, including international students and study abroad programs.

Two degree programs are offered through the Center: the Bachelor of Arts in International Studies and the Bachelor of Science in International Trade. Both degrees are designed to provide students with an interdisciplinary background for careers with international businesses and agencies in the U.S. and abroad. An internship or study abroad program overseas is required for these degrees. Minors in International Studies, Irish Studies, and Latin American Studies along with undergraduate concentrations in Asian Studies, European Studies, and Latin American Studies are 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 students have the option of earning the certificate jointly conferred with the University of Munich in Germany. The official certificate is awarded by the student's home institution and is indicated on the transcript.

The **Georgia Southern University Model United Nations Program** selects students each year to participate in a delegation that will travel 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 and cooperation. Members of the delegation also help plan and conduct several Model UN conferences during the course of the year, including two high school conferences, two middle school conferences, and an advisors' workshop.

Studies Abroad and Exchange Programs are offered in a variety of disciplines and provide many opportunities for students to obtain transcultural experiences. There are over 200 summer and other semester programs offered throughout the world. Georgia Southern currently participates in exchange programs in Denmark, Germany, Mexico, and South Korea. These programs allow students to pursue semester or year-long studies in major courses and language classes and experience the culture of the host country.

International Student Programs and Services provides advisement and processes documents to help the approximately 300 international students and scholars at Georgia Southern maintain their status with the Immigration and Naturalization Service (INS). 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. Some of these programs are the International Club for students, weekly International Coffee Hours, the Student Mentor Program, and International Week.

The *English Language Program* is designed for non-native speakers of English who have some English background, but do not meet University proficiency requirements. 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 the above six programs or services, contact Dr. Nancy W. Shumaker, Director of the Center for International Studies, at 681-0332, or visit the office in the Forest Drive Building, Room #1313.

The *Institute of Arthropodology and Parasitology (IAP)* is an internationally renowned, principally research-oriented organization under the directorate of Dr. James H. Oliver, Jr., Callaway Professor of Biology. Affiliated students, staff, and faculty hold concurrent appointments in the departments of Biology, Geology and Geography, History, or Psychology. Research is funded by numerous organizations including the National Institutes of Health, the Centers for Disease Control, and Georgia Southern University. Hundreds of publications authored by IAP researchers have appeared in various scientific journals. Current research includes investigation of biting midges, horseflies, mosquitoes, fleas, lice, and other medically important arthropods and parasitic worms. Special emphasis is focused on ticks with separate projects addressing the physiology, biology, or identification of various species, especially those known to transmit the Lyme disease bacterium or other pathogens to man. The U.S. National Tick Collection, the largest and most important tick collection in the world, as well as its associated curators and literature collection, is an integral part of IAP. The collection can be visited on Wednesdays between 1:30 p.m. and 2:30 p.m., or as arranged by the director.

107.06 Centers and Institutes

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 an appendage 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 service 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 August 14, 2001

Centers and Institutes

Brunswick Center Coastal Georgia Community College

Dr. Henry E. Barber, Director

Administration Building

3700 Altama Avenue

Brunswick, GA 31520-3644

(912) 264-7227

<hbarber@cgcc.edu>

<gsaix2.cc.gasou.edu/contedu/

offcampuscenters.html#Brunswick%20Center>

Bureau of Business Research and Economic Development

Dr. Phyllis Isley, Director
P.O. Box 8153-01
Statesboro, GA 30460-8153-01
(912) 681-0872•FAX: (912) 681-5581
<pisley@gasou.edu>

Bureau of Public Affairs

Dr. Karen McCurdy, Director
P.O. Box 8101
Statesboro, GA 30460-8101
(912) 681-0066•FAX: (912) 681-5348
<kmccurdy@gasou.edu>

Center for Africana Studies

Dr. Saba Jallow, Director
P.O. Box 8049
Statesboro, GA 30460-8049
(912) 681-5387•FAX: (912) 871-1596
<sjallow@gasou.edu>
<www2.gasou.edu/Africana/>

Center for Biostatistics

Dr. Karl Peace, Director and Georgia
Cancer Coalition Distinguished Cancer Scientist
P.O. Box 8148-01
Statesboro, GA 30460-8148-01
(912) 486-7905•FAX: (912) 486-7908
<kepeace@gasou.edu>
<www2.gasou.edu/chps_deans_office/Biostatistics.htm>

Center for Economic Education

Dr. Darrell Parker, Director and William A. Freeman
Distinguished Professor of Free Enterprise
P.O. Box 8151
Statesboro, GA 30460-8151
(912) 681-0347•FAX: (912) 871-1835
<parkerd@gasou.edu>
<www2.gasou.edu/econed/>

Center for Educational Leadership and Service

Dr. Michael D. Richardson, Director
P.O. Box 8131
Statesboro, GA 30460-8131
(912) 681-5079•FAX: (912) 486-7104
<mdrich@gasou.edu>
<www2.gasou.edu/eltr/edl/Center/CenterForEducational
Leadership3.htm>

Center for Entrepreneurial Studies

Dr. Richard Stapleton, Professor
P.O. Box 8154
Statesboro, GA 30460-8154
(912) 681-5799•FAX: (912) 871-1523
<rjstapl@gasou.edu>

Center for Excellence in Banking

Dr. William Wells, Director
P.O. Box 8151
Statesboro, GA 30460-8151
(912) 681-5432•FAX: (912) 871-1835
<wwells@gasou.edu>

Center for Excellence in Teaching

Dr. Kent Rittschof, Interim Director
448 Georgia Avenue
P.O. Box 8143
Statesboro, GA 30460-8143

(912) 681-0049•FAX: (912) 681-0099
<www2.gasou.edu/cet/>

Center for Global Business

Dr. Ronald E. Shiffler, Director
P.O. Box 8140
Statesboro, GA 30460-8140
(912) 681-5605•FAX: (912) 486-7825
<cgb@gasou.edu>
<www2.gasou.edu/cgb>

Center for International Studies

Dr. Nancy W. Shumaker, Director
P.O. Box 8106
Statesboro, GA 30460-8106
(912) 681-0332•FAX: (912) 681-0824
<shumaker@gasou.edu>
<www2.gasou.edu/International_Studies/>

Center for Irish Studies

Dr. Frederick K. Sanders, Director
P.O. Box 8023
Statesboro, GA 30460-8023
(912) 681-5899•FAX: (912) 681-0653
<fsanders@gasou.edu>
<www2.gasou.edu/litphi/irishp.html>

Center for Latino Outreach and Research

Dr. Debra Sabia, Director
P.O. Box 8101
Statesboro, GA 30460-8101
(912) 681-5725•FAX: (912) 681-5348
<dsabia@gasou.edu>

Center for Management Development

Dr. Ben Thompson, Director
P.O. Box 8141
Statesboro, GA 30460-8141
(912) 681-0193•FAX: (912) 681-0105
<benjyt@gasou.edu>

Center for Printability/Runability

Dr. Don Armel, Professor
P.O. Box 8046
Statesboro, GA 30460-8046
(912) 681-5167•FAX: (912) 871-1455
<donarmel@gasou.edu>
<www2.gasou.edu/printmgt/CPhtml>

Center for Retailing Studies

Dr. William H. Bolen, Business Alumni
Professor and Director
P.O. Box 8154
Statesboro, GA 30460-8154
(912) 681-5336•FAX: (912) 871-1523
<wbolen@gasou.edu>

Center for Rural Health and Research

Dr. Stuart Tedders, Acting Director
P.O. Box 8148
Statesboro, GA 30460-8148
(912) 681-0260•FAX: (912) 486-7553
<stedders@gasou.edu>
<www2.gasou.edu/crhr/>

Center for Social Gerontology

Dr. Kyong Hee Chee, Director
P.O. Box 8051

Statesboro, GA 30460-8051
 (912) 486-7076•FAX: (912) 681-0703
 <chee@gasou.edu>

Center for the Study of International Schooling

Dr. Grigory Dmitriyev, Director
 P.O. Box 8144
 Statesboro, GA 30460-8144
 (912) 681-5545•FAX: (912) 681-5382
 <gregodmi@gasou.edu>

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

Mr. Steven Hein, Director
 P.O. Box 8058
 Statesboro, GA 30460-8058
 (912) 681-0831•FAX: (912) 871-1779
 <shein@gasou.edu>
 <www.bio.gasou.edu/wildlife/>

Coastal Area Teacher Education Service (CATES)

Ms. Mary Egger, Administrative Specialist
 P.O. Box 8137
 Statesboro, GA 30460-8137
 (912) 681-5200
 <megger@gasou.edu>
 <www2.gasou.edu/oser/cates.htm>

Coastal Georgia Center

Ms. Patricia F. Saseen, Director
 305 Fahm Street
 Savannah, GA 31401
 (912) 651-2005•FAX: (912) 644-7901
 <www2.gasou.edu/coastalgeorgiacenter/>

Coastal Rivers Water Planning and Policy Center

Dr. Ben Thompson, Director
 P.O. Box 8153-02
 Statesboro, GA 30460-8153-02
 (912) 486-7979•FAX: (912) 486-7208
 <benthompson@coastalrivers.org>
 <www.coastalrivers.org>

Dublin Center

Dr. Catherine Woody, Director
 1900 Bellevue Road
 Dublin, GA 31021
 (478) 275-6750•FAX: (478) 275-6748
 <cwoody@gasou.edu>
 <www2.gasou.edu/contedu/dubincenter.html>

Family Life Center

Dr. Jerri Kropp, Director
 P.O. Box 8021
 Statesboro, GA 30460-8021
 (912) 681-5537•FAX: (912) 486-7087
 <jkropp@gasou.edu>
 <www2.gasou.edu/flc/>

Georgia Center for Educational Renewal

Dr. Lucindia Chance, Dean, College of Education
 P.O. Box 8013
 Statesboro, GA 30460-8013
 (912) 681-5649•FAX: (912) 681-5093
 <lchance@gasou.edu>

Georgia Southern Botanical Garden

Ms. Susan Brogdon, Director
 P.O. Box 8039

Statesboro, GA 30460-8039
 (912) 871-1149•FAX: (912) 871-1777

Georgia Southern Museum

Dr. Brent Tharp, Director
 P.O. Box 8061
 Statesboro, GA 30460-8061
 (912) 681-5444•FAX: (912) 681-0729
 <btharp@gasou.edu>
 <www2.gasou.edu/musenews/>

Institute of Arthropodology and Parasitology

Dr. James H. Oliver, Jr., Director
 P.O. Box 8056
 Statesboro, GA 30460-8056
 (912) 681-5564•FAX: (912) 681-0559
 <joliver@gasou.edu>
 <www.bio.gasou.edu/iap/>

The Liberty Center

Ms. Gisella Grant, Director
 Fort Stewart
 P.O. Box 586
 Army Education Center, Bldg 130
 Hinesville, GA 31310-0586
 (912) 767-8331
 <gsaix2.cc.gasou.edu/contedu/
 officampuscenters.html#Liberty%20Center>

Nessmith-Lane Center for Continuing Education

Dr. Kathleen Burke, Dean
 P.O. Box 8124
 Statesboro, GA 30460-8124
 (912) 681-5555•FAX: (912) 681-0306
 <kburke@gasou.edu>
 <www2.gasou.edu/contedu/facility.htm>

Performing Arts Center

Ms. Dagmar Bardo, Director
 P.O. Box 8159
 Statesboro, GA 30460-8159
 (912) 681-0830•FAX: (912) 871-1480
 <dbardo@gasou.edu>
 <www2.gasou.edu/contedu/performingartcenter.html>

Small Business Development Center

Ms. Lori Durden, Director
 P.O. Box 8156
 Statesboro, GA 30460-8156
 (912) 681-5194•FAX: (912) 681-0648
 <l_durden@gasou.edu>
 <www2.gasou.edu/coba/centers/sbdc/>

Southeast Center for Assistive Technology

Dr. Mohammad Davoud, Director
 P.O. Box 8045
 Statesboro, GA 30460-8045
 (912) 681-5005•FAX: (912) 871-1455
 <m_davoud@gasou.edu>

Southern Center for Logistics and Intermodal Transportation

Dr. Karl Manrodt, Director
 P.O. Box 8152
 Statesboro, GA 30460-8152
 (912) 681-0588•FAX: (912) 681-0710
 <kmanrodt@gasou.edu>
 <www2.gasou.edu/coba/centers/lit/index.html>

107.07 Administrative Units

The **Office of the Registrar** has the primary responsibility for maintaining the academic records of students and making them available to all other University officers. Upon the recommendation of the Academic Standards Committee, the office processes the readmission of students. 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. 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.

Division of Continuing Education and Public Service The mission of the Division of Continuing Education and Public Service is to meet the lifelong learning needs of southeast Georgia. The Division provides a variety of programs designed to improve skills of the region's workforce, to enhance societal and cultural understanding, to facilitate healthy lifestyles and constructive use of leisure time, and to address the personal development and enrichment needs of the region's citizens.

Within the Division of Continuing Education and Public Service are the following:

- Nessmith-Lane facility and Continuing Education
- Performing Arts Center facility and staff
- Georgia Southern Botanical Garden
- Georgia Southern Museum
- Center for Wildlife Education and Lamar Q Ball, Jr., Raptor Center
- Distance Learning Center

In addition, the Division oversees the Coastal Georgia Center in Savannah and Georgia Southern's work at regional outreach centers in Brunswick, Dublin, and Hinesville (Liberty Center).

The Nessmith-Lane Continuing Education Building on the campus of Georgia Southern University provides a leading-edge environment for lifelong learning and cultural enrichment. It is designed especially for training and development programs for adults, for hosting conferences and providing distance education, and for presenting the performing arts. The original 28,000 square foot facility, formerly called the Southern Center, was built in 1981 and has been renovated to include 11,600 square feet of meeting space, a 376-seat auditorium, and nine meeting rooms (12 if rooms are subdivided). In addition to this newly renovated space, the new construction just completed in 2001 adds 105,000 square feet, and includes an 850-seat Performing Arts facility, 600-seat multi-purpose room, other meeting rooms, office space, and a full kitchen. The Nessmith-Lane Building, with its training support systems and audiovisual and telecommunication equipment, provides an excellent environment for training programs, conferences, workshops, seminars, symposia, and business meetings, as well as related functions and entertainment. The Performing Arts facility—one of the largest of its kind in southeast Georgia—offers an 850-seat performance theater for world-class cultural programming. It provides much-needed space for large-scale performances and events of interest to both the University and citizens in the region.

The Continuing Education unit and its program development staff work closely with the colleges and the University to provide programs designed for professionals in the areas served by the Colleges of Health and Human Sciences, Liberal Arts and Social Sciences, Information Technology, Business Administration, Education, and Science and Technology. Continuing Education also works with businesses, non-profit organizations, institutions, and government agencies to address the needs and problems of southeast Georgia. Professional development programs sponsored by Continuing Education offer individuals the opportunity to enhance existing personal, professional, and leadership skills.

Continuing Education program development staff assist organizations, businesses, and the campus community with program

development tasks including needs assessment, program planning, program administration and coordination, fiscal management, marketing, and program evaluation. A full range of meeting planning and conference services is available, as well as in-house contract training programs for businesses, industries, non-profit organizations, and other agencies.

All Continuing Education programs and activities are offered in accordance with the programmatic and fiscal requirements of the Commission on Colleges, Southern Association of Colleges and Schools (SACS), and the University System of Georgia. Continuing Education is responsible for keeping records pertaining to the University's non-credit programs of instruction. Permanent records of Continuing Education Units (CEUs) earned by participants are maintained by the University Registrar.

Information Technology Services is comprised of the following:

- Computer Center—houses institutional mini and mainframe computers;
- Network Services—manages the campus network;
- Client and Technical Support—provides consulting services, software distribution, and Help Center support;
- Information Systems—offers software development and support for major administrative systems;
- College of Information Technology Support—offers technical support to College of IT faculty and staff;
- Computer Facilities Support—supports designated open and departmental student computer labs;
- Telecommunications—administers the voice communications environment on campus and acts as a liaison with the external provider; and
- Webmaster—maintains level 1 and 2 University web pages, administers standards for web design and development, and provides assistance to departmental pagemasters.

Email accounts are available to faculty, staff, and students. Faculty email accounts may be obtained by filling out an email request form, which is available online at <www.gasou.edu/its/services/html>. Although many informational resources, such as library catalogs and databases, are available without a personal computer account, assigned accounts are necessary to use email, statistical software, other special purpose software, and to validate services for off-campus users.

WebCT is the online course management software that allows faculty to give students course notes, quizzes and tests, conduct interactive meetings and chats, and deliver a host of other classroom-related activities.

Many popular software packages are available free of charge or at a discount from Client and Technical Support. Contact the Help Center for information or assistance. See <www.gasou.edu/its/services.html> for information on available software and support status.

Workstations on the campus network, GSnet, have access to local computing resources, PeachNet (the statewide network of the University System of Georgia), and the Internet.

108 Faculty Governance

108.01 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.

108.02 *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 April 24, 2003. 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.

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 ten working days following each meeting. Any member of the University community is welcome to attend Senate meetings as an observer.

SECTION 3. Faculty Senate meetings shall be conducted according to *Robert's Rules of Order* and in accordance with the most recent Senate Protocol.

SECTION 4. 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 (SEC) 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 for one term. In cases where the institutional representative has been elected to office in the Southern 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 Southern Conference. Such an extension shall normally be limited to no more than two years;
- f. nominate one faculty member to serve as the 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 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*;
- o. adjust term limits of committee members and senators as necessary to ensure appropriate continuity and apportionment; and
- p. shall 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 ten 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; and
- 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.

SECTION 8. The Senate Secretary and the Senate Librarian shall be senators elected by the Senate at its final meeting of the spring semester. The Chair of the Senate Executive Committee shall be elected at the final meeting of the fall semester preceding the beginning of his or her term. These officers shall fill one-year terms beginning with the first Senate meeting 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. Both standing and ad hoc committees shall be chaired by senators. Standing committee chairs shall be elected by the voting members of the committee while 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 ten working days of such meetings for inclusion in the Librarian's Report. The chairs of the standing committees shall also submit, within ten 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 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, Section 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 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, and the SGA President or SGA Vice President of Academic Affairs. The Chair shall be a senator elected by the voting members of the committee.

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, Section 3* and *14*.

SECTION 13. Voting membership of the Graduate Committee shall be composed of senators 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 Dean of Graduate Studies, and a graduate student elected by the Graduate Student Organization. Senate and faculty representatives must hold graduate faculty status, full or associate. The Chair shall be a senator elected by the voting members of the committee.

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 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 Chair shall be a senator elected by the voting members of the committee.

SECTION 17. 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 Librarian, the Senate Executive Committee, and the Senate as described in *Article IV, Section 3*; and
- 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.

SECTION 18. 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 senator.

SECTION 19. 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 20. 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. The committee shall be chaired by the senator.

SECTION 21. 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 22. 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. The committee shall be chaired by the senator.

SECTION 23. 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 24. 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. The committee shall be chaired by the senator.

SECTION 25. 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 26. 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. The Chair shall be a senator elected by the voting members of the committee.

SECTION 27. 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 28. 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 Association, respectively. The committee shall be chaired by the senator.

AD HOC COMMITTEES

SECTION 29. 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 30. 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 31. 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 32. 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 33. 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 ten percent 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 ten 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* were amended and updated to reflect the addition of the College of Information Technology.

Approved by Faculty Senate Action, April 24, 2003.

109 Planning at Georgia Southern

In support of the values and beliefs of the institution, institutional planning seeks to facilitate and coordinate the development of ideas and programs, provide a process to determine institutional priorities that are mission centered, focus the energies and resources of the institution toward the accomplishment of goals, and document the status of those endeavors. The administration is convinced that if positive change is to continue it will be because of the collective attitudes and efforts of the entire institution. Although schedules and forms exist, planning is not intended to be one of specifics, reports, and directives, but rather a management style, centered on people, processes, and the integration of those on-going activities toward the accomplishment of the stated mission of Georgia Southern University.

109.01 Attributes of the Planning Process

Planning must facilitate the ongoing management of this institution. The process must provide the focus and structure necessary to encompass the entire spectrum of management from strategic planning, to operational planning, annual budget building, and monitoring and evaluation. The process must recognize and accommodate both external and internal environmental forces.

- Emphasis is on a management process, not a written plan. Schedules and documentation exist, but planning is considered to be more of a management mentality rather than a paper product.
- There is a deliberate consideration of the campus culture in the decision-making process.
- The strategic process is designed to respond to issues both current and future in a timely fashion, to be pragmatic and flexible. It does not exist as an entity unto itself.
- Other major institutional management activities are accommodated and integrated: enrollment management, assessment of institutional effectiveness and master plan that articulate institutional objectives regarding academic programming, composition of the student body, acquisition and utilization of facilities, and implementation of technology in learning and administration.
- The planning process itself is regularly evaluated for effectiveness and need of revision.

109.02 Planning Process

Institutional planning at Georgia Southern involves relationships between goals, plans, programs, budgets, and evaluation on a continuous basis.

Several basic assumptions and principles form the basis of this process:

- The success of a planning process depends on the active support of the President and the vice presidents, who must demonstrate support for the planning process by working with and within that process.
- The budget cycle at Georgia Southern is presently based on a University System of Georgia 12-month fiscal year. Key steps in the planning process must be designed to coincide with a system calendar. Development time for specific plans, programs, and budgets, however, is not limited to 12 months.
- The ability to generate worthwhile projects and activities will always exceed the ability to fund them; therefore, selection and development of priorities are integral parts of planning.
- Rational decisions concerning choices between alternative projects cannot be made without clearly defined institutional goals. Universal agreement on actual priorities is not as important as a clear understanding of what the priorities are.
- Establishing institutional priorities is ultimately the responsibility of the President, who should, however, seek input from other sectors of the campus. The responsibility for implementing the priorities rests with administrators, the faculty, the staff, and the entire campus community.
- A successful planning process ensures that budget allocations are responsive to plans and programs and that departments and colleges are accountable for the implementation of plans.
- The Board of Regents requires that a number of reports and documents, such as the annual report, be submitted on specific calendar dates. The planning process must recognize, take advantage of, and be coordinated with these requirements in order to be most useful.
- The Southern Association of Colleges and Schools (SACS) serves as the general institutional accrediting agency. SACS has a ten-year cycle

of accreditation involving a quality enhancement plan which is validated by a visiting committee. The methodology involves the assessment of institutional effectiveness. Procedures to evaluate the planning process should take this methodology into account.

109.03 Institutional Planning Groups

Planning at Georgia Southern is integrated into usual campus structures and the decision process. The intent is a public, widely known process of total University planning, based on data, having explicit objectives and utilizing rational strategies. The process is structured and iterative while at the same time flexible and continuous. Written documentation of the structure and scheme of planning serves primarily as a benchmark and reference point for the process. The essence of planning at Georgia Southern is encompassed in the cumulative management activities of individuals and groups and is further described by the roles and responsibilities of the following individuals and groups:

The *Strategic Planning Council (SPC)* is charged with facilitating the strategic planning process by serving as advisor and articulator. The principal thrust of the SPC shall be to engage in collective strategic deliberation concerning the institution, generally for the benefit of the institution and specifically to advise the President. The SPC shall solicit and gather information, identify and evaluate strategic issues, recommend and reexamine priorities, and devise and review alternatives all within the scope of the strategic planning process. Specific responsibilities shall include the following:

- function as a two-way conduit for information, relating the general campus community to the strategic planning process, especially addressing the Faculty Senate through its elected representative to the SPC.
- upon request of the President, collect information, clarify and articulate strategic issues, consider alternatives, and suggest strategies for dealing with those issues.
- through its own initiative, identify and provide advice to the President on strategic issues.
- review and revise the University's Mission Statement as necessary, but not less than once every five years.
- The President and each vice president will regularly brief the SPC regarding their respective current programs and planned programs. The SPC may request briefings from other campus representatives as considered necessary.

Membership and Activities

- Two faculty members shall be elected by and from the faculty at large.
- The Faculty Senate shall elect a representative to serve on the SPC, provided, however, that the Faculty Senate may have two representatives to the SPC in attendance in alternating years.
- Three faculty members shall be nominated by the Provost and appointed by the President.
- Two staff members from Business and Finance, two staff members from Student Affairs and Enrollment Management, and one staff member from Academic Affairs shall be nominated by their respective vice presidents and appointed by the President.
- One staff person from among those units reporting directly to the President's Office or from Development shall be appointed by the President.
- Each member shall serve for three years. A member may be reappointed or reelected. The member succeeding the representative of the Faculty Senate shall begin his/her term when the preceding representative's term is one year from expiration. It is acknowledged that the Faculty Senate will have two representatives in attendance in alternating years.

- The chair of the SPC shall be elected annually by the council from among its members who are faculty other than representatives of the Faculty Senate. The Provost will review the teaching and administrative load of the chair for possible adjustments.
- A representative from Institutional Research shall attend the meetings as staff support to the council, and that office shall provide administrative support to the council.
- The SPC will publish its minutes to the University.
- The member representing the Faculty Senate regularly shall inform that body of the SPC's activities.
- The term of each member will expire at the end of the academic year as follows:

2002	Appointed Faculty #1 Faculty Senate #1 Student Affairs and Enrollment Management Staff #1 President's Staff
2003	Elected Faculty #2 Appointed Faculty #2 Business & Finance Staff #2 Student Affairs and Enrollment Management Staff #2
2004	Elected Faculty #1 Appointed Faculty #3 Business & Finance Staff #1 Academic Affairs Staff

[Cycle repeats every three years]

President It is essential to the concept of planning at Georgia Southern that the President not only be an active participant, but also be recognized as the champion of the planning process. The President provides the vision and leadership that symbolizes the institution, coordinates strategic planning, informs the campus community of strategic plans, seeks the advice of the Strategic Planning Council and the Faculty Senate, and serves as chief advocate for Georgia Southern's strategic plan in the external environment.

All Administrators Georgia Southern University's policy is that planning is an integral part of each administrator's job. Each vice president, dean, director, and department chair is responsible for the development, documentation, implementation, and measurement of the plans necessary to achieve the mission and objectives of their area of responsibility.

Each administrator is responsible for planning the work activities of the unit and for making certain that all affected employees understand and are committed to those plans. Communication of plans must also extend to all those departments that are affected by the plans or must provide support for their implementation. Documentation is an essential element of plan preparation. Each vice president is responsible for making certain that appropriate planning work has taken place in each college or department within his/her division.

The **Office of Institutional Research (OIR)**, a staff unit reporting to the Vice President for Student Affairs and Enrollment Management, offers a broad array of executive and management decision support services across all units of the University and to selected external bodies. Its primary functions are to: facilitate the collection, analysis, and interpretation of data and the presentation of information; gather and analyze environmental information for the institution; provide staff support to facilitate the formulation and implementation of strategic and tactical planning for the institution; prepare and publish internal and external reports on the institution's performance and the environment in which it functions; perform and create ad hoc studies and reports as requested; and coordinate the assessment efforts that support institutional effectiveness.

The Office of Institutional Research incorporates the traditional duties of institutional research and reporting in its structure. The office

collaborates with other agencies on campus to produce both information and analysis. The office includes a research function that is used in identifying and establishing institutional direction, policy, objectives, and procedures. The OIR supports the administrative and research needs of the institution's planning bodies, providing services such as record-keeping, longitudinal and comparative studies, environmental scanning, and development of decision models.

The Office of Institutional Research is responsible for coordinating the assessment of institutional effectiveness. This function includes design and implementation of appropriate methods of measuring the features and processes that establish the identity and individuality of Georgia Southern University. The office provides support and coordination for institutional accreditation.

The **Office of Marketing and Communications** reports to the President and is responsible for services that enhance the University's image, brand-building, market position, media and public relations, and potential for recruiting and fund raising. The office encompasses the University's primary communications services: media relations and news services, design and production of all major institutional publications, photo and video production, advertising, the institutional logo and identity program, and oversight of the University web site. The office works closely with other departments, including athletics media and marketing, to ensure consistency in the standards and quality of external communications.

The **President's Cabinet** comprises the following:

- President
- Provost and Vice President for Academic Affairs/CIO
- Vice President for Business and Finance
- Vice President for University Advancement
- Vice President for Student Affairs and Enrollment Management

The purpose of this group is operational decision making to include the current operational budget once established.

In addition to these groups, the **Faculty Senate**, while not directly responsible for planning activities, is an important advisory and decision-making group interacting with the various planning bodies. The Faculty Senate is the representative and legislative agency of the faculty and is advisory to the President. As the forum of faculty governance, it advises the President and promotes input from faculty for academic and support planning. Several standing committees exist within the Senate's structure.

109.04 Other Advisory Groups

The **Personnel Advisory Council (PAC)** meets monthly to give staff members a chance to present issues or concerns to the President or director of Human Resources. PAC membership is based on the best possible representation of staff by vice presidential area, college, division, geographic location, race, gender, and job classification. Representation reflects a balance of both the number and type of classified staff.

The **University Wellness Council** is an advisory body that represents and serves as a coordinating body for all aspects of campus health promotion and wellness at the institutional level. The mission of the University Wellness Council is to advise the President on ways to promote wellness for all Georgia Southern faculty, staff, and students by supporting the integration of wellness into the culture and curricula of the University. The role of the Council in relation to faculty and staff include the following:

- identify wellness resources on campus,
- coordinate all aspects of campus health promotion and wellness at the institutional level,
- recommend actions that promote quality wellness programming,
- maintain a web page (<www2.gasou.edu/wellness>) containing

information about and activities of the University Wellness Council, and

- offer wellness-related programs.

Faculty and staff are encouraged to visit the web site for more information.

University Athletics Committee Purpose: The responsibilities of the Athletics Committee include the following: (a) ensure continuing oversight of all athletic programs in four major areas: academics, health/medical, financial operations, and gender equity; (b) provide a written report to the Senate on all infractions of NCAA rules and regulations which are reported to the NCAA; (c) recommend policy and procedures for all aspects of intercollegiate athletics; (d) address other specific questions in this area that may be requested by the Senate Executive Committee; (e) report to the Librarian, the Senate Executive Committee, and the Senate as described in Article IV, Section 3 of the Faculty Senate *Bylaws*; (f) report to the President of the University regarding any significant issues, and (g) meet once each semester and as needed with the President of the University (responsibility of the chair of the Athletics Committee).

Membership: Voting membership of the Athletics Committee will be composed of the Athletics director, Vice President for Business and Finance, one faculty senator, one faculty member elected by and representing each college and the Library, one undergraduate and one graduate student appointed by the Student Government Association, NCAA faculty member institutional representative, and the director of University Housing. The chair and the president of Southern Boosters are non-voting members. The President appoints the chair based on a recommendation from the Athletics Committee. Terms are two years, beginning and ending on August 1st.

The University's **Campus Life Enrichment Committee (CLEC)** serves to implement policy and procedures for bringing to the campus programs of a cultural nature as well as lectures, both general and academic, on a campus-wide basis and for individual departments, divisions, and colleges. The Committee manages all of the budget allocated for these activities as well as coordinates all contracts, facilities, scheduling, and promotion for these activities. Any significant issues are reported to the President of the University.

110 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.

111 Fund Raising

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 a privately endowed 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 administrative concurrence, should the project be presented to the vice president for the area within which the project is located and the Vice President for University Advancement.

Once institutional approval is obtained, the project coordinator may proceed with plan implementation. No solicitations may be made by any member of the faculty or staff without the approval of the Vice President for University Advancement.

Any proposal involving a program within Academic Affairs (including scholarships for academic programs) will be coordinated in advance with the appropriate dean. If there is any question about which academic area to pursue in a proposal, the Provost/VPAA will provide guidance on that issue. All written proposals involving a program within Academic Affairs will have a signature page and will include a signature for the dean(s) and Provost/VPAA as appropriate.

112 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 one of the University attorneys. Agreements that obligate the University must be signed by the President or his/her designee. After review, the appropriate attorney will obtain the correct signature.

113 Children in the Workplace

It is the policy of the University to prohibit children in the workplace. Examples include pre-school children brought to the office for considerable portions of the workday and school-age children who regularly spend after-hours and school holidays at a parent's work location. Supervisors at the unit level are responsible for enforcing this policy.

The Division of Human Resources maintains information on "Our Time," an after-school program offered by Statesboro-Bulloch County Parks and Recreation. In addition, employees have the option of enrolling in a Dependent Care Flexible Spending Account for eligible day care expenses; November is the open enrollment period for this program. For information about these programs, call Susan Lovett at 681-0854. (1998)

114 Pets in University Buildings

To protect the interest and safety of Georgia Southern employees and students, it is the policy of the University not to allow pets in any University building which includes but is not limited to administrative buildings, classroom buildings, residence halls, and restaurants. For purposes of this policy, pets are defined as any animals, domestic or wild, in the company of a student, faculty or staff member, guest, or visitor to the University. This policy does not apply to seeing-eye dogs. (1997)

Section 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 institution¹. 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 learning². 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 campus³.

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 § 318, Disruptive Behavior, in this Handbook.)*

203 Professional Standards

(The following code of professional standards was adopted by the Faculty Senate on 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

1. 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.
2. 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.
3. They are obligated, in general, to present the preannounced subject matter of their courses, and they should rarely inject irrelevant material.
4. 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.

5. Faculty should place high priority in allotting time to students.
6. 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.
7. 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.
8. 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

1. Faculty members have a duty to defend academic freedom whenever and from whatever source threats against it arise.
2. 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.
3. 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.
4. 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

1. As citizens, faculty members have the rights and responsibilities common to all citizens.
2. 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.
3. 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 the 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.

205 Faculty Evaluation

205.01 Criteria for All Types of Faculty Evaluation

The criteria described below, along with the Faculty Attributes in *Section 204*, apply to all types of faculty evaluation described in *Section 205.04* of this *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 Faculty 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.

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 Non-tenured Faculty

Under the policies of the Board of Regents, the maximum probationary period for a newly employed faculty member is seven years. At the end of the sixth year, a decision is made as to whether the seventh year contract will be a terminal one or will lead to a promotion in the case of instructors or tenure in the case of other ranks. A probationary faculty member is evaluated each year. Following the evaluation in the first year, the faculty member is notified by February 1 whether a contract will be offered for the following year. The notification date during the second year is November 1. In subsequent years, the faculty member will be notified by August 1 concerning the next year.

Faculty contracts in the University System of Georgia cannot exceed one year. An evaluation of the work of every non-tenured 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 this *Handbook* indicates the general criteria used in faculty evaluations.

In addition to the annual review of a non-tenured 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. 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 will be described to faculty by the department chair and provided in a written set of departmental procedures (*Board of Regents Policy Manual, § 803.07*).

205.03 Faculty Evaluation Guidelines

(The following guidelines for faculty evaluations were approved by the Faculty Senate on 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, § 803.07*).

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:

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

205.04 Types of Evaluations

- A. An annual evaluation of the work of every faculty member is made for the primary purpose of aiding in improvement. It also serves as the basis for determining merit salary increases and reappointment of probationary faculty.
- B. Special evaluations are made for the following specific decisions:
 - promotion
 - tenure
 - required annual continuation of probationary faculty (each year of the probationary period)
 - pre-tenure review
 - post-tenure review

205.05 Schedule for Completion of Evaluations

Evaluations vary greatly in the time required for completion. Consequently, this schedule specifies the date when each must be completed.

- A. Annual Evaluations
 1. Salary determinations: April
 2. Continuation of probationary faculty: just prior to the date of notification that a contract for the next year will or will not be offered. These official dates fall in early February for first year faculty, early November for the second year, and early August for subsequent years.
- B. Special Evaluations
 1. Promotion: December
 2. Tenure: April preceding the year in which tenure would be recommended to the Board of Regents.

For example, a faculty member in his/her sixth year as assistant professor would be considered for tenure in the spring of that sixth year so he/she may be informed by August 1 whether or not a recommendation for tenure will be sent to the Regents in the winter of the seventh year. An exception is the case in which tenure is recommended after fewer than the maximum allowable years of service. Then the evaluation must be completed by December so that a recommendation may be sent to the Regents in February.

3. Pre-tenure review of probationary faculty: March of third probationary year.
4. Post-tenure review: January.

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, § 803.08A*). At Georgia Southern, these four are combined as the three criteria of teaching, scholarship, and service (see § 205.01 of this *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, § 309*).

B. Faculty input and initiative

1. Each faculty member is encouraged to provide any information he or she wishes to assist in the evaluation.
2. Either the faculty member or department chair may initiate an evaluation for promotion, but in either case the faculty member should provide 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 or 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 should be to provide information for the faculty member's professional development and to let him or her know any recommendations made and their basis. 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 will be carried out primarily in the department. The chair will direct the evaluation and provide summaries and recommendations to the dean.

E. Departmental determination of procedures

1. Each department shall determine and describe in writing its procedures for evaluation. A copy shall be submitted to the dean for approval.
2. 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, § 803.07*). Completed rating forms are kept on file in the department chair's office and are the property of the University.
3. The special evaluations (for promotion, tenure, continuation of probationary faculty, 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 conducts written student ratings of instruction 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. Twenty-three common items are supplemented with items selected by individual units and approved at the college level along with two open-ended questions. 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. During the implementation of the current instrument, every faculty member is rated in every course each term.

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. Due attention will be given in the report to special qualities of excellence in the performance of teaching and other responsibilities.

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, § 803.1401*).

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 Affairs Handbook, § 2.07 and § 4.1402*).

208 Promotion Guidelines

Georgia Southern recommends faculty to the Board of Regents for promotion based upon Regents policies (§ 803.08). 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 recommendation to the Board of Regents 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 normally 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. According to the Board of Regents, a promotion is considered early if the individual has served less than the number of years in rank at Georgia Southern as listed below:

To Assistant Professor	3 years
To Associate Professor	4 years
To Professor	5 years

Early promotions are rare, requiring clearly outstanding performance in all three areas of evaluation.

At Georgia Southern, promotion to the rank of associate professor is typically not considered until the sixth year of service at the rank of assistant professor, four of which have been at Georgia Southern; promotion to the rank of professor is typically not considered until the seventh year of service at the rank of associate professor, five of which have been at Georgia Southern.

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.

Departmental promotion committees shall consist of three or more tenured full or associate professors. In instances where departments do not have enough tenured associate and full professors to serve, the existing associate and full professors shall work with the dean of the college to establish an appropriate committee. Promotion committees at the college level shall comprise tenured full or associate professors. Membership should rotate so that no individual serves more than two consecutive years on such a committee. When this membership rotation is not possible, changes to this policy at the departmental and college levels must be submitted to the Provost annually by the dean.

209 Tenure Guidelines

The institution recommends faculty for tenure in accordance with *Section 803.09, 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 recommendation to the Board of Regents at the President's level. Tenure at Georgia Southern University may be awarded after six years of full-time service at the institution at the rank of assistant professor or higher (five years for persons who have previously earned tenure at another institution). 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 instructor may be awarded tenure after six years, provided that the individual has served at least three years at the rank of assistant professor at the institution.

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:

1. Persons who have previously earned tenure at a regionally accredited institution may be granted up to three years of probationary credit.
2. 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.
3. Persons who are promoted to assistant professor may be granted probationary credit for up to three years of service as an instructor at Georgia Southern.

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 are as specified below:

1. Persons initially appointed at the rank of assistant professor have a maximum of seven years to earn tenure. Individuals are not required to include probationary credit in the calculation of this maximum.
2. Persons who initially serve at the rank of instructor for one or two years have a maximum of eight or nine years, respectively, to earn tenure, including any probationary credit awarded for service as an instructor.
3. Persons who serve between three and seven years at the rank of instructor have a maximum of ten years to earn tenure, including any probationary credit awarded for service as an instructor.

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 below and will be independent of administrative performance.

Departmental tenure committees shall consist of three or more tenured full or associate professors and shall seek input from all tenured faculty in the department. In instances where departments do not have enough tenured associate and full professors to serve, the existing tenured associate and full professors 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 associate and full professors. Membership should rotate so that no individual serves more than two consecutive years on such a committee. When this membership rotation is not possible, changes to this policy at the departmental and college levels must be submitted to the Provost annually by the dean.

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

1. teaching;
2. service (institution or profession);
3. scholarship;
4. needs of the institution;
5. ability of the professor to function within the Georgia Southern academic community; and
6. 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 to renew or not to renew a non-tenured faculty member shall be furnished in writing according to the following schedule:

1. at least three months before the date of termination of an initial one-year contract;
2. at least six months before the date of termination of a second one-year contract;
3. at least nine months before the date of termination of a contract after two or more years of service in the institution.

This schedule of notification does not apply to faculty holding temporary or part-time positions.

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

Sample Tenure Timetable

The following sample tenure timetable illustrates the probationary period of a new assistant professor hired in August 2003 who receives positive annual evaluations and who is continued from year to year throughout the probationary period:

Date	Year	Action
2003-04	1	Annual Evaluation
2004-05	2	Annual Evaluation
2005-06	3	Annual Evaluation and Pre-tenure Review
2006-07	4	Annual Evaluation
2007-08	5	Annual Evaluation
Aug. 2008-Feb. 2009	6	Tenure Review completed at the institutional level
Jan. 2009		Tenure Recommendation submitted to Board of Regents if review is positive
Feb. 2009-Aug. 2009		Nonrenewal letter if review is negative
Aug. 1, 2009		Tenure effective if approved
2009-10	7	Last year of employment if tenure is not approved

Exceptions will be extremely rare. In such cases, the individual must be outstanding in all areas of evaluation, and there must be a compelling

reason to award tenure early. Faculty considering an early tenure application should notify their unit head by May 1 preceding the fall semester in which they will apply for tenure and shall seek the unit head's consultation on their candidacy.

210 Renewal/Nonrenewal of Faculty

210.01 Renewal/Nonrenewal of Probationary Faculty

Department chairs will seek the advice of the tenured faculty on decisions of renewal or nonrenewal of probationary 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 each notice of intention to renew. Each notice of intention not to renew must be discussed first by the department chair and dean and then by the dean and Provost before written notice is delivered to the faculty member.

210.02 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:

1. 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;
2. professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship;
3. 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;
4. conviction or admission of guilt in a court proceeding of any criminal drug offense;
5. 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;
6. false swearing with respect to official documents filed with the institution;
7. disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity;
8. 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, § 803.1101B*).

211 Policy on Pre-tenure Review

In addition to the annual review of nontenured 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 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, and the dean will report the results of the review to the Provost. 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 Center for Excellence in Teaching, 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 apprises the line officer one level above the unit of the results of the pre-tenure review conference and provides that officer and the Provost 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. Pre-tenure reviews should be completed by March 15. Subsequent annual reviews should assess continued achievement and provide feedback regarding acceptable progress toward tenure and/or promotion.

212 Policy on Post-tenure Review

I. Introduction

"At the University's core is excellent instruction, strengthened by research and service." Consistent with this statement from the Georgia Southern University Mission (July 9, 1996) is the obligation of the University to evaluate all tenured and nontenured faculty. The University evaluates and reviews faculty through annual evaluations for merit pay and/or special evaluations for promotion and/or tenure. Post-tenure review, the systematic, periodic, cumulative review of all tenured faculty, is an extension of the evaluation system already 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:

1. to recognize and reward tenured faculty who have made and continue to make significant contributions to the mission of their departments, colleges, and the University;
2. 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
3. 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 mission 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 and at five-year intervals 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 this *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

Review of the tenured members of the corps of instruction will take place at least once every five years. Review will be initiated five years after the most recent promotion or personnel action as defined below and continue 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 his/her return. Tenured faculty whose primary responsibilities are in administration 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 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: (1) an up-to-date curriculum vitae and copies of the annual performance review for the five years under consideration; (2) measures of effectiveness in teaching, scholarship, and service (including but not limited to a combination of written student ratings of instruction and peer evaluations); (3) a self-evaluation narrative of accomplishments for the period under review and projected goals for the next five-year period; and (4) 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 nonteaching 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. The Dean of Graduate Studies will receive copies of the reports for full graduate faculty, because post-tenure review will replace the periodic review formerly required for continuing full graduate faculty status. 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.

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 803.09J2*, 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

Opportunity Grants The Provost will sponsor up to three professional development opportunity grants each year for outstanding tenured faculty who undergo five-year reviews. These will be in the form of a \$2,500 stipend, or appropriate released time, travel funds, or equipment which will allow the faculty member to pursue continuing education opportunities of his or her choice. Recipients will be selected from among the applicants by a University-wide committee designated by the Provost. In addition, positive post-tenure review will be a selection criterion for the granting of research and study leave under Regents policy.

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 803.09*.

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 this *Handbook*).

213 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 or as tenure track may be converted to the other type only with approval by the Chancellor. 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.

Notice of intention to renew or 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 Awards for Excellence

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 a summer contract 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 noncompensated assistance to the community and region, as well as in the academic arena.

215 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 is remunerated at the rate of three percent of the previous academic year's contract salary per semester credit hour. Since summer is considered the first semester of the fiscal year in our System, the University exercises fiscal caution when making summer allocations, because summer school expenditures are charged against the new fiscal year's budget. 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 year's nine-month contract 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; stipends from the Faculty Development, Research, and Service Committees; and monetary awards related to Awards for Excellence in Research, Teaching, and Service. All such payments must be processed through the University's payroll system and, therefore, must be listed on the summer employment form that the department chair submits to the dean. Since department chairs, deans, and the Academic Affairs 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 summer payroll schedule for faculty follows the various sessions within summer semester. For each of the short terms, one check is issued at the end of the term. Checks for each of the through terms are issued at midterm and at the end of the term. Three checks are issued for three-month non-teaching assignments.

Summer Employment Form Departments and colleges use the summer employment form to initiate summer school payments for regular, full-time faculty. A completed form includes payroll information such as the teaching load, non-teaching assignments, chart field streams, percent of effort, EFT, and salary. Each form is signed by the department chair, dean, and Provost and then forwarded to the budget and payroll offices for processing. Since teaching loads are not finalized until late registration for summer semester has occurred, copies of the signed forms are distributed after the semester has begun. The Provost's Office furnishes file copies to faculty, department chairs, and deans. Departments and colleges use a personnel action form to report summer employment for temporary and part-time faculty.

Pay Changes When changes in course load or other factors necessitate changes in summer salary, the department initiates a revised summer employment form and forwards it through the channels described above. If the change is submitted after the payroll office deadline for salary information, the change may not be reflected in the first paycheck received after the change.

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

216 Professional Expectations

216.01 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 Office of the Provost will announce an appropriate percentage of faculty for each college and the Library and will request that units adhere to those limits in submitting the line of march.

216.02 Employment of Relatives

The basic criteria for the appointment and promotion of faculty in the several institutions of the University System are appropriate qualifications and performance as set forth in the policies of the Board of Regents. Relationship by family or marriage constitutes neither an advantage nor a disadvantage provided the individual meets and fulfills the appropriate University System appointment and promotion standards as set forth in the policies.

No individual shall be employed in a department or unit which will result in the existence of a subordinate-superior relationship between such

individual and any relative of such individual through any line of authority. As used herein, "line of authority" shall mean authority extending vertically through one or more organizational levels of supervision or management. This standard does not apply to the temporary or part-time employment of children under age 25, nor to any individual employed as of February 14, 1990, at any institution where a relative of such individual then holds a superior position at least one level of supervision removed from such individual in any line of authority. Exceptions may be approved by the Board of Regents upon recommendation of the Chancellor as being clearly in the best interest of the institution and the University System. For the purpose of this policy, relatives are defined as husbands and wives, parents and children, brothers, sisters, and any in-laws of any of the foregoing (*Board of Regents Policy Manual, § 802.03*).

216.03 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 interest 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, § 802.1601*).

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 additional compensation during the contract year (*Board of Regents Policy Manual, § 802.1602*).

Georgia Southern University has adopted the following procedures for implementing these Board of Regents policies, effective July 1, 1993:

- The dean (director) or department chair, if specified by the dean, shall review for approval all faculty consulting/outside activities in advance.
- 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.
- Each college or unit will develop a method of recording prior approval for faculty consulting/outside 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 interest in the area of faculty consulting/outside activities will be resolved by the dean and the Provost.
- For non-faculty, approval for outside activities as described in *Section 802.1601D* shall be the responsibility of the appropriate vice president or his/her designee.

Consulting Fees

Non-teaching Consulting Services External funds deposited for approved non-teaching consulting services provided by Georgia Southern University faculty members shall be received by the Georgia Southern University Research and Service Foundation, Inc. Proposals for these services, including a detailed budget agreement, shall have been reviewed and approved by the appropriate academic college dean and the dean (or designee) responsible for the Office of Research Services and Sponsored Programs. Such funds are subject to a Research and Service Foundation fee of 22 percent of total project costs to cover administrative costs. The remainder shall be distributed according to the approved budget of the consulting agreement, with excess funds to revert to the Research and Service Foundation. All funds shall be distributed within ninety days of the conclusion of the termination date of the consulting agreement.

Training/Workshops/Non-Credit Teaching Proposals for conducting training/workshops/non-credit teaching functions under this policy, including a detailed budget agreement, shall have been approved by the appropriate academic college dean and the dean of Continuing Education and Public Service. Funds for such activities are subject to continuing education service fees/revenue sharing. Schedules for final distribution of funds shall be determined by procedures established by the dean of Continuing Education and Public Service. Exceptions to the policy must be approved by the appropriate dean(s) and the Provost.

216.04 Consensual Relationships With Students

Purpose and Rationale

The educational mission of Georgia Southern University is enhanced by professionalism in relationships that foster an atmosphere of mutual trust and respect between academic professionals and students. Amorous, intimate, or sexual relationships between academic professionals (meaning, for purposes of this policy, all who teach at the University—faculty members, continuing education instructors, and graduate assistants with teaching, advising, or tutorial responsibilities—and all other members of the University community who have positions of academic authority or decision making over students) and students, even if consensual, diminish this trust and respect and can have the potential for serious consequences, interfering with and compromising the University's mission and exposing the University to civil liability under state and federal law. The ethical principles of most professional academic organizations, including the American Association of University Professors¹, recognize that professional members of an academic community must avoid situations in which academic authority is exercised over persons with whom the professional has an amorous, intimate, or sexual relationship. Such relations, when combined with a University professional's responsibility in his or her academic and/or evaluative role, are considered a conflict of interest and place in question the voluntary nature of the choices made by the student. All University academic professionals should understand that there are substantial risks in even an apparently consenting amorous, intimate, or sexual relationship where a power differential exists between the parties. Additionally, even if conflict of interest issues are resolved, sexual harassment allegations may arise out of the relationship's effect on the student, or even out of its effects on third parties, due to perceptions of discrimination in academic decision making. By virtue of their greater power and responsibility, academic professionals bear a special burden of accountability in these circumstances.

Policy

Where academic professionals exercise academic authority, and/or decision making with regard to students' participation in a University course, program or activity, it is the policy of Georgia Southern University to prohibit consensual amorous, intimate, and sexual relationships. If a relationship between an academic professional and a student develops, Georgia Southern University requires that the involved academic professional promptly report the existence of such relationship to his or her immediate supervisor so that suitable arrangements can be made by the University to remedy the possible conflict of interest. Failure to abide by the notification requirement of this policy constitutes grounds for disciplinary action against the University academic professional.

End Note

¹Consensual Relations Between Faculty and Students. (1995) *AAUP Policy Documents & Reports*, p. 174.

216.05 Political Activities

As responsible and interested citizens in a democratic society, employees of the University System are encouraged to fulfill their civic obligations and otherwise engage in the normal political processes of society. Nevertheless, it is inappropriate for System personnel to manage or enter political campaigns while on duty to perform services for the System or to hold elective political office at the state or federal level while employed by the System. Therefore, the following policies governing political activities are hereby adopted:

- A. Employees may not manage or take an active part in a political campaign which interferes with the performance of duties or services for which he or she receives compensation from the System.
- B. Employees may not hold elective political office at the state or federal level.
- C. A candidate for or holder of an elective political office at the state or federal level may not be employed or hold a faculty, staff, or other position at an institution of the System, with or without compensation.
- D. Employees seeking elective political office at the state or federal level must first request a leave of absence without pay beginning prior to qualification as a candidate in a primary or general election and ending after the general or final election. If elected to state or federal office, such person must resign prior to assuming office.
- E. Employees may seek and hold elective office at other than the state or federal level, or appointive office, when such candidacy for or holding of the office does not conflict or interfere with the employee's duties and responsibilities to the institution or the System (*Board of Regents Policy Manual*, § 802.1603).

216.06 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.

216.07 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.

The University has converted its academic calendar from the quarter system to the semester system. Under the semester system, faculty teach one fewer course per year than under the quarter system, but students need one additional course per year to graduate on time. The institution is challenged to absorb the additional workload created by the calendar

change. Therefore, units must continue to be at least as productive (on the basis of student credit hour generation) as they have been in the past in order to make academic programs available to students.

216.08 Extra Compensation Policy

I. Conditions and Definition of Extra Compensation

The term extra compensation shall be used to describe salary payments above and beyond normal base compensation to faculty and staff who are exempt employees under the *Fair Labor Standards Act* and who provide certain instructional, research, and service activities to the University above and beyond their normal employment duties. Payment of extra compensation at Georgia Southern University shall be appropriate only when all three of the following conditions exist:

- A. The work is carried in addition to a normal full load.
- B. No qualified person is available to carry the work as part of his or her normal load.
- C. The additional duties are not so heavy as to interfere with the performance of regular duties.

(*Board of Regents Policy Manual*, § 803.1404, adds the following condition for research, Saturday classes, and off-campus continuing education: the work produces sufficient income to be self-supporting.)

II. Eligibility for Extra Compensation

Extra compensation shall be available to all eligible employees, as defined above, but only for services rendered other than the individual employee's normal employment duties and that occur outside normal working hours. For purposes of this policy, "normal working hours" for fiscal year (12-month) employees is defined as 8:00 a.m. to 5:00 p.m., Monday through Friday of each week. For academic year (9-month) faculty employees, "normal working hours" for purposes of this policy is defined as all times required, including evening class assignments, student contact hours, and committee assignments, to perform regular instructional, research, and service duties for each academic term from the date of course registration through the examination schedule. Extra compensation shall not be available to an employee in the following circumstances:

- when there exists an actual or apparent conflict of interest;
- when the function performed for extra compensation is for the University and is essentially the same function for which the employee is employed full time;
- when the employee has budgetary control over the account from which extra compensation is to be paid;
- when on sick leave; or
- when the employee is a financial contributor to the account(s) from which the extra compensation is to be paid.

In cases where employees control accounts from which their extra compensation is to be paid, the salary supplement policy should be used to avoid conflicts of interest. In situations where use of the salary supplement policy is not practical, the appropriate vice president must make all assignments and authorize all payments for employees who control accounts from which extra compensation is to be paid.

Extra compensation is available for the following activities only if all of the preceding conditions, including paragraphs I(A), I(B), and I(C) of this policy, are satisfied:

- A. Teaching credit and non-credit courses
 1. Extra compensation is available to employees for teaching non-credit courses outside their home department and/or budget unit only if the courses to be taught go beyond an employee's normal employment duties and only if the courses meet outside normal working hours.
 2. Extra compensation for teaching credit courses in excess of the normal teaching load is available only in exceptional circumstances to academic year faculty employees and fiscal

year employees. See *Board of Regents Academic Affairs Handbook, Section 4.14.07*. Generally, enrollment demand for credit courses in excess of normal teaching loads shall be accommodated through released time or overload to faculty employees. Extra compensation for teaching credit courses is available to fiscal year employees only if they hold faculty rank and only after all possible arrangements of released time and/or overload among the corps of instruction have been exhausted. The department chair requesting extra compensation must verify that other such arrangements are not feasible. Chancellor's approval is required in advance for extra compensation for teaching credit courses.

B. Research

1. Extra compensation for research activities is available to faculty and staff but only when the employee performs a limited, but specialized, function or task collateral to the main purpose of the research, such as serving as a research subject, collecting data, drawing blood, calibrating equipment, and designing data analysis software. Additionally, the research activity must be unrelated to the employee's normal employment duties, be outside the employee's home department or budget unit, must be conducted outside normal working hours, and must be approved by the Provost and Vice President for Academic Affairs.
2. Principal investigators and those named in grant proposals are not eligible for extra compensation for research under this policy.

C. Service activities, including consultancy activities

1. Extra compensation is available to employees performing service activities and programs unless the clientele to be served by the activity or program is the same clientele as that which the faculty or staff member was employed to serve.
2. Extra compensation is available to employees performing service activities and programs that directly serve the University or that serve entities or agencies external to the University. Consultancy services addressing the technical and professional needs of communities, groups, agencies, businesses, and other entities outside the University are specifically considered to be service activities under this policy.

III. Amount of Extra Compensation

- a. Although each department or budget unit may determine the rate of extra compensation to be paid for a particular activity, the amount and rate of compensation paid to the employee for extra compensation shall be in line with the rate of compensation paid for the performance of the individual's normal duties. Extra compensation for teaching credit course(s) shall be consistent with existing policies regarding the payment for teaching a course.
- b. The maximum total amount of extra compensation paid to an employee during any one fiscal year (July 1 to June 30) shall not exceed 33 1/3 percent of that employee's full time equivalent (1.0 EFT) salary for that fiscal year. Exceptions to this provision can be made by the vice president to whom the employee reports in his or her normal capacity.
- c. The project or activity budget [see part IV below] submitted with each application for extra compensation shall include sufficient funds for the employer's portion of the employee benefits associated with the extra earnings.

IV. Application Procedures for Extra Compensation

The payment of extra compensation to an employee requires approval from the vice president responsible for administering the budget unit

seeking to pay extra compensation (approves project and the project budget in the context of the University's policy), from the vice president responsible for administering the unit that employs the individual on a regular basis (approves use of the employee in the context of the policy), and from the Vice President for Business and Finance or his/her designee (approves the availability of funds and reviews for compliance with policy and for adequacy of supporting documentation). In cases where a unit needs to respond to potential clients in a timely manner, the originating unit, prior to the performance of the duties, should submit the project/activity budget by FAX to the appropriate vice presidents or their designees who will confer quickly and communicate their action within 48 hours.

All requests for approval shall include the following:

1. personnel action form
2. extra compensation certification
3. project/activity budget
4. a draft of any written agreement on fees and services (to be reviewed by one of the University's attorneys)

The personnel action form and/or budget must include a description of the duties to be performed, the number of hours required to perform the assignment, the amount and rate of extra compensation requested, and the source of funds used to pay the extra compensation and related employee benefits.

216.09 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*).

216.10 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 paragraphs 1 - 3.

217 Personnel Policies

217.01 Appointments/Forms

New faculty appointment forms are processed by the department chair, dean, and Provost. The following information is required by the

Board of Regents before any action is taken on the appointment recommendations: a fully completed Regents appointment form, the State Security Questionnaire, and official transcripts of all college work. No contract may be issued without the execution of the Loyalty Oath. (The Loyalty Oath must be completed as required by the laws of the State of Georgia. See *Board of Regents Policy Manual, § 802.04B*.) New faculty members must visit the Division of Human Resources to complete forms relating to benefits, payroll deductions, and employment records. Georgia Southern is an Equal Opportunity/Affirmative Action Employer.

217.02 Fringe Benefits

The University is required to withhold federal and state income taxes from the salary of each employee. The deductions are based on the information given on the employee's withholding exemption certificate.

Social Security All employees are required to participate in old age and survivors insurance under the *Federal Social Security Act*. The University is required to withhold in accordance with the current rates and to match this sum which is paid to the government as a payroll tax.

Teachers Retirement System of Georgia Additional retirement benefits are provided by the Teachers Retirement System of Georgia. Currently, five percent of the faculty member's gross pay is withheld and forwarded to the Retirement System for deposit in the member's account. The System presently matches this amount with 9.24 percent. The faculty member's contribution is with pre-tax dollars for federal and state taxes. The Teachers Retirement System has a ten year vesting period.

Regents Retirement Plan As an alternative to the Teachers Retirement System, eligible faculty members and key administrators may choose to participate in the Regents Retirement Plan. Five percent of the faculty member's gross pay is withheld and forwarded to the member's choice of four national companies, TIAA-CREF, VALIC, Fidelity, or American Century. The System presently matches this amount with 10.02 percent. All contributions are immediately vested, portable, and paid with pre-tax dollars for federal and state taxes.

All faculty and staff members employed one-half time or more in regular status are eligible to participate in the following group insurance programs.

Employee Health Benefits Plan The University offers three health benefits plan options, an Indemnity plan, a Preferred Provider Organization (PPO), and a Health Maintenance Organization (HMO). In each plan, the University pays 75 percent of the premium and the employee pays the balance. For specific plan details, contact the Division of Human Resources, Benefits, located in the Rosenwald Building, at 681-0854.

Dental Plan A comprehensive dental plan for faculty, staff, and eligible dependents is available in which the employee pays the entire premium. After the deductible, the dental plan pays 80 percent of covered expenses up to \$1,000 annually.

Group Life Insurance The University provides \$25,000 free basic life to faculty and staff with an option to purchase additional supplemental life in the amount of either one, two, or three times the employee's annual salary.

Tax Sheltered Annuity Thirteen insurance companies offer tax sheltered annuities under the provisions of *Section 403(b)* of the *Federal Internal Revenue Code*. Additional information is available in the Human Resources Office.

Deferred Compensation Plan Two companies, TIAA-CREF and VALIC, offer a Deferred Compensation Plan, also known as a 457 plan, pursuant to *Section 457* of the *Federal Internal Revenue Code*. Under a 457 plan, all regular employees may make contributions on a pre-tax basis. Additional information is available in the Division of Human Resources.

217.03 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 ten 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.

Sick Leave Without Pay Employees unable to return to work after exhausting all accumulated sick leave and accrued vacation leave may be granted sick leave without pay for a period not to exceed one year. Such approved sick leave shall allow employees the right to continue 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.

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.

217.04 Flexible Spending Accounts

Flexible Spending Accounts tax shelter money that can be used to pay for eligible unreimbursed medical or dependent care expenses. Under a spending account arrangement, employees make contributions to the account from each paycheck—before payroll taxes are computed—and are then reimbursed for eligible expenses from the Flexible Spending Account upon presentation of claims for payment to Human Resources.

217.05 Workers Compensation Insurance

All employees of the University are covered by Workers Compensation Insurance that provides coverage for all medical expenses resulting from a job-related injury.

217.06 Tuition Remission and Reimbursement Policy

Faculty and staff may seek tuition remission for courses taken at Georgia Southern and tuition reimbursement for those taken at other regionally-accredited, degree-granting institutions. Participants in the tuition remission/reimbursement program must meet all admissions requirements and must obtain supervisor's approval at least 30 days prior to the employee registration period. The policy allows for a maximum of three courses per term; participants must complete their courses with grades of "C" or better and maintain adjusted grade point averages of 2.0 or better to continue in the program. Participants who withdraw from courses or who do not complete courses with a "C" or better may not take additional courses for a period of six months.

Under tuition remission, tuition and certain fees are waived for employees taking courses at any University System of Georgia institution. Under tuition reimbursement, the institution reimburses employees for tuition and certain fees paid to other institutions that were not covered by grants or scholarships; the University Registrar must certify that the courses taken are not available at Georgia Southern.

The tuition remission/reimbursement policy applies to full-time employees eligible for benefits who have been employed at Georgia Southern for at least six months. This benefit is offered on a space-available, funds-available basis. The supervisor must verify that attendance at classes will not adversely affect departmental services or activities.

Faculty participants must maintain their workload to the satisfaction of the supervisor; this policy does not allow for released time for coursework. Required approvals for faculty include the department chair or director, dean, and Provost. The complete tuition remission/reimbursement policy, along with Form TR-01 required for participation, is available on the Division of Human Resources Training and Development home page at <www2.gasou.edu/human_resources/>.

217.07 Leaves of Absence and Vacations

The President of the University may, with the approval of the Chancellor and the Board of Regents, grant leaves of absence, with or without pay, to members of the faculty and administrative staff.

Leave with pay shall be granted only for the purpose of promoting scholarly work and encouraging professional development. No leave will ordinarily be granted until a person has been the employee of the University for a period of three years. The maximum amount of pay is normally one-third of the previous year's salary. (During paid leave of less than 50 percent of the base academic year salary, no retirement contribution is withheld if the faculty member is a participant in TRS, nor does the time on leave count toward creditable service.) Leaves of absence without pay of up to one year may be granted with justification endorsed by the department chair, dean, and Provost and approved by the President. Strong justification is required for a second year of leave.

Professional personnel under fiscal year contracts are given annual vacations with pay for 21 working days during each 12 months of employment. In addition, the President designates and announces official holidays. Faculty members employed under the academic year contract neither earn nor receive annual leave.

217.08 Family Leave

Policy

- A. Any faculty or staff member who has been employed on a half-time basis or greater for at least 12 months is eligible upon request to be granted family leave. Family leave allows employees to take up to 12 weeks of unpaid leave during a 12-month period. While family leave is unpaid leave, an employee who is eligible and receives approval from his/her supervisor may utilize accumulated sick and/or annual leave that the employee would otherwise be eligible to use under existing sick and annual leave policies. Whether family leave is paid or unpaid, it is limited to 12 weeks in any 12-month period.
- B. Eligible employees can use family leave for the following reasons:
 - birth of a child to the employee;
 - placement of a child with the employee for adoption;
 - care for the employee's child, spouse, parent, or spouse's parent who has a serious health condition; or
 - diagnosis of a serious health condition that prevents the employee from performing the functions of the job.
- C. Conditions or restrictions applicable to Family Leave are as follows:
 - the 12-month period during which the 12 weeks of family leave may be taken begins on the first day the family leave is taken;

- the right to take family leave for the birth or placement of an adopted child will expire six months after the date the child was born or placed in the employee's home;
- if both parents are employed by the University, they may not take family leave at the same time;
- family leave may not be taken intermittently for the birth or placement of a child unless the employee and employee's immediate supervisor agree. Leave may be taken intermittently in the case of family or personal illness;
- if both husband and wife are employed by the University and are entitled to family leave, their combined family leave will be limited to 12 work weeks during a 12-month period for either the birth or adoption of a child or care of a sick parent; and
- "serious health condition" means an illness, injury, impairment, or physical or mental condition requiring in-patient care in a hospital, hospice or residential health care facility, or continuing treatment by a health care provider. An employee who applies for leave due to personal or family serious health conditions must submit a statement of his/her condition certified by his/her physician. An employee who requests family leave due to his/her personal health should ask his/her physician to include a statement that the employee is unable to perform his/her job. Immediate supervisors have the option, based on the health conditions involved, to require employees on family leave to periodically recertify the necessity for leave on a reasonable basis.

Procedures

- D. Employees must submit requests for family leave on the Family Leave Request Form to their immediate supervisors with supporting health condition certificates from their physicians.
 - Faculty and staff are asked to provide as much advance notice as possible in requesting family leave so that adjustments can be made to handle workloads.
 - After supervisors approve requests for family leave, they should submit them with supporting certificates attached through approved channels to the Division of Human Resources.
 - If a request for family leave is denied, the supervisor should provide the employee with a notice of the denial as soon as possible. The notice should be in writing and include the reasons for the denial.
 - When a request for family leave is denied, the employee has the right to appeal the denial through the University's grievance procedures.
 - The University reserves the right to designate an employee's leave as leave under the *Family and Medical Leave Act*.

Employment Rights

- E. When employees return from family leave, they are entitled to their former positions or to equivalent positions with equal benefits, pay, and other terms of employment. Employees on family leave are entitled to continue participation in the University's group benefit programs. The University will continue to pay its share of the benefits during the family leave. Employees will arrange through the Employee Benefits section in Human Resources to pay their share of the cost for group benefits during family leave.

217.09 Research and Study Leave

Under Regents policy, Georgia Southern grants leave with pay for research and study using criteria announced by the Faculty Development Committee in advance of each funding cycle. A limited number of year-long leaves at half salary or semester leaves at full salary are available.

Award recipients must be employed at Georgia Southern University for the academic year following their educational leave. Recipients must also submit a report of their activity and be prepared to share their experience with their units.

217.10 Retirement

All faculty and staff 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 Georgia Teachers Retirement System or the Regents Retirement Plan. A faculty member may elect to retire at any time after reaching age 60 with at least ten years of creditable service or after completion of 30 years of service regardless of age.

The University System does not guarantee a retirement allowance to any retiring employee with fewer than ten 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 Division.

Temporary and/or part-time employees who are not eligible for Georgia Teachers Retirement or the Regents Retirement Plan must participate in the Georgia Defined Contribution Plan (GDGP). The contribution rate is seven and a half percent of gross salary—refundable to the member in lump sum upon termination of employment.

217.11 Emeritus Status

Any retiring tenured professor, associate professor, or assistant professor, or any Board-approved non-tenure track faculty of equivalent rank, or any retiring Board-approved administrative officer who at the time of his or her retirement had ten years or more service in the University System may be awarded the title “emeritus.” The title may be conferred upon the recommendation of the President of the institution (*Board of Regents Policy Manual, § 803.16*).

217.12 Resignations

Faculty and staff members employed under written contract for the fiscal year or academic year of two semesters 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.

217.13 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. Those in the second contract year will be notified six months before the end of the contract period. Nontenured faculty in their subsequent years receive written notification at least nine months before the date of termination of the contract whether an employment contract for the succeeding year will be offered them.

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 § 210.02 of this *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 said 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, § 803.11*).

217.14 State Security Questionnaire

As required by state law, employees must complete a state security questionnaire that inquires about any prior criminal convictions and pending criminal charges. Persons who have been convicted of a felony or a crime involving moral turpitude are not eligible for employment by the University System of Georgia.

218 Travel

A person wishing to travel should be familiar with the following forms available from the departmental secretary:

- Travel Request
- Travel Statement
- Sales Tax Exemption Form HMTAXI

218.01 General

Each employee required to travel in the performance of official duties and entitled to reimbursement for expenses incurred shall have prior authorization from the department head or other designated official for the performance of travel. Approval may be in the form of a standing authorization in the case of individuals required to travel on a regular or continuous basis, a specific authorization in the case of those individuals who are required to make occasional trips, or a specific authorization for all out-of-state trips. Specific authorization shall be in such form as to indicate itinerary, estimate of the cost of travel, mode of transportation, and the general purpose of travel. A copy shall be attached to the travel expense report. Travel to points just beyond the state border necessary for the accomplishment of in-state business shall not be construed as out-of-state travel for the purpose of these regulations. It is believed that these travel practices will protect the best interest of the employee and the University System.

In the case of out-of-state travel, it is necessary to obtain prior approval from the appropriate dean, director, or other unit head's office, and fiscal review by the University Business Office. Out-of-state travel by a dean or director must also be approved by the appropriate vice president's office. Out-of-state travel by a vice president must be approved by the President. Travel outside of the continental United States must be approved first by the appropriate vice president and then by the President's Office. No out-of-state travel is to take place and no claim for reimbursement will be processed without proper authorization as outlined above. This approval shall be obtained through the filing of a “Request for Authority to Travel on Official University Business” form.

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 immediate supervisor approving the reimbursement request. It is also the supervisor's responsibility to ensure that place(s) and time(s) of departure and arrival are indicated on the “Travel Expense Statement” form.

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.

218.02 University Travel Regulations

The following University Travel Regulations refer to specific areas of the reimbursement policy. For additional information, refer to the web page at www2.gasou.edu/Controller/travel.html.

SUBSISTENCE

Reimbursement claims for subsistence (meals and lodging) are to be reported on Travel Expense Statements by date, location, and actual amount for each meal and lodging claimed. An individual taking annual 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 30-mile radius (or within the county) of a person's home office or residence is not allowed. Out-of-state travel expenses for meals and lodging in some cases may exceed the noted limits for travel within the state, but they should be reasonable and any unusual amounts should be justified.

Meals Reimbursement will be made for actual costs of meals within certain limits. Expenses for three meals at a rate of not more than \$28 per

day, including tax and tips, is allowed. Charges for three meals in excess of \$28 per day must be explained on the Travel Expense Statement. Reimbursement of claims for fewer than three meals per day should be evaluated for reasonability in terms of the daily limit. Under normal circumstances, it is expected that dinner should cost more than lunch, and lunch more than breakfast. Reimbursement for tips will be allowed according to the Attorney General's Opinion 70-28 dated March 6, 1970; tips should be included in the price of each meal. For more detailed instructions, refer to <www2.gasou.edu/Controller/meals.html>.

Lodging Employees who travel more than 30 miles (and outside the county) of 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. To accomplish this, employees should:

- make reservations in advance, whenever practical;
- utilize minimum rate accommodations;
- avoid the "deluxe" hotels and motels; and
- obtain corporate/government rates, whenever possible.

For additional information, refer to <www2.gasou.edu/Controller/lodging.html>.

TRANSPORTATION

Vehicles and Common Carriers Use of common carrier or private aircraft will be left to the discretion of the unit head responsible for authorizing travel. A traveler will be authorized to choose between a personal vehicle, a common carrier, or private aircraft only after a careful analysis of the distance, timeliness, and overall cost factors of a trip have been considered. Reimbursement for the most economical mode of transportation, consistent with the purpose of the travel, will be authorized.

Transportation outside the state will be by common carrier unless specific authorization is received prior to the trip for the use of a personally owned vehicle. If authorization is received for the use of a personally owned vehicle, reimbursement may not exceed the common carrier rate between the two points traveled. Furthermore, meals and lodging en route may not be claimed for reimbursement during the days in which the traveler would not be en route if travel was by common carrier. For additional instructions, refer to <www2.gasou.edu/Controller/transport.html>.

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 or copy of a check showing payment. 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, telegraph, 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.

Reimbursement for stationery, supplies, stenographic or duplicating 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.

The following expenses are not reimbursable unless specific legal authority has been established: laundry, valet services, theater, entertainment, and/or alcoholic beverages.

Responsibility for appropriate audit, approval, and reimbursement of Travel Expense Statements shall be vested in the appropriate officials of the University. The University is encouraged to process travel statements in an expeditious manner. Claims should be paid at least semi-monthly and more frequently if practicable. Forms for travel reimbursement shall be the standard form approved for use in units of the University System. Any deviations from this form are to be approved by the Senior Vice Chancellor for Capital and Treasurer.

218.03 General Business Concerns

Georgia Southern University is funded by the State of Georgia and has very stringent laws and rules governing expenditures of monies. Competitive bidding is mandated for purchases of \$500 or more, and items of a personal nature, such as coffee pots, greeting cards, Christmas decorations, are not allowed.

The *Materials Management Policies and Procedures Manual*, located in each departmental office, explains in detail proper procedures to follow to ensure getting the goods or services required without exposing faculty to personal liability. This manual should be consulted prior to making petty cash purchases or obligating any funds expecting University payment. Forward questions to the respective department chairs or to the Materials Management Office.

Cutting through the Red Tape is published by Human Resources, Office of Staff Development Training. A tool for secretaries, the manual serves as a reference and provides guidance concerning the completion of paperwork required to transact general business. All departments receive a single copy with permission to duplicate the manual, as necessary, for their own needs. For information about this publication, contact the Office of Staff Development and Training.

219 Grievance Procedures

219.01 Alternative Dispute Resolution

Conflict is a normal aspect of university life, arising over many issues: competition for a limited resource; 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 the lowest level—between two persons. A situation that escalates to the point of filing a formal grievance involves many more people on campus and in the courts and becomes far more costly in time, relationships, and money.

As a form of alternative dispute resolution, Georgia Southern offers mediation and asks that faculty and staff consider this means of resolving conflicts. 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 under three circumstances: (1) two parties cannot work together because of a dispute; (2) work performance is negatively influenced by a dispute; 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.

For additional information on the University's mediation process, see the web page <www2.gasou.edu/Presidents_Office/mediation.html>.

219.02 Faculty Grievance Procedures

FACULTY GRIEVANCE COMMITTEE

The Faculty Grievance Committee is established by the *Statutes (Article IV, § 4)*, but it is not a standing committee of the Faculty Senate. Its purposes are to conduct inquiries into faculty grievances and to make recommendations. It is not to create policy.

A. GRIEVANCE COMMITTEE PURPOSE

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 Provost its recommendations.
2. With the exception of the circumstances mentioned in item 3, a grievance may be filed for any reason.
3. Grievances involving nonrenewal of contracts or denial of tenure or promotion shall be appropriate for the consideration of the Grievance Committee only if the aggrieved faculty member alleges discrimination on the basis of sex, race, religion, national origin, disability, age, sexual orientation, veteran status, or other non-academic criteria such as harassment, retaliation, illegal discrimination, or denial of academic freedom.

B. COMPOSITION OF FACULTY GRIEVANCE COMMITTEE

1. Any 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 regular or alternate membership on the committee is eligible for election.
2. The Faculty Grievance Committee shall consist of nine regular members, with the colleges and the Library represented in the following proportions: two members each from Liberal Arts and Social Sciences, Allen E. Paulson College of Science and Technology, and Education; one member each from Business Administration, Health and Professional Studies, and the Library. It shall also include 15 alternate members in the following proportions: three members each from Liberal Arts and Social Sciences, Allen E. Paulson College of Science and Technology, and Education; two members each from Business Administration, Health and Professional Studies, and the Library. Academic department chairs or other individuals who are one-third or more on administrative time are not eligible for election to the Faculty Grievance Committee.
3. The term of regular membership shall be two years, and the term of an alternate 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, but no later than the first Monday in May. Between August 1 and the first Monday in May of an academic year, should a vacancy arise among the regular members, an alternate member from the same unit (the college or the Library) shall fill it. Should a vacancy arise among the alternate members, it shall remain unfilled until the next regular election.
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 committee shall select a chair from among its membership.
7. The committee 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. INFORMAL PROCEDURES

1. An aggrieved faculty member shall first seek redress in consultation with his or her department chair. 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. If earlier efforts to obtain redress have been unsuccessful, prior to considering the complaint, the Provost/Vice President for Academic Affairs will meet together 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 whether to take the complaint to the Faculty Grievance Committee or whether to have it acted on by the Provost/Vice President for Academic Affairs.

3. If the faculty member does not desire to have the complaint reviewed by the Faculty Grievance Committee, then the Provost/Vice President for Academic Affairs will act on it. Also, if the Faculty Grievance Committee does not find the grievance to be appropriate for its inquiry (as described in D8 below), then the complaint shall be returned to the Provost/Vice President for Academic Affairs for action. Such action will typically include a discussion between the vice president and the complainant in an attempt to resolve the issue. Other processes that may be used by the Provost/Vice President for Academic Affairs include a trained mediator and/or an ad hoc administrative review committee.

If the faculty member 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 (1) make a written request for a hearing within four weeks of meeting with the Provost/Vice President for Academic Affairs and the chair of the Faculty Grievance Committee, and (2) present to the chair a signed and notarized written statement of complaint which includes the following information:

- name of complainant
- name of person(s) against whom the complaint is made
- conduct complained of and explanation of the complaint
- redress sought

D. OPERATION OF THE FACULTY GRIEVANCE COMMITTEE

1. All information presented during proceedings and discussions will be confidential, within the constraints provided by *Open Records* legislation.
2. All plenary sessions of the Faculty Grievance Committee concerning a grievance shall be recorded on audiotape. When the taping begins, the committee chair will identify all who attend that session. These tapes are for use of the Faculty Grievance Committee only, within the constraints provided by *Open Records* legislation.

3. On receipt of the request for a hearing, the Faculty Grievance chair will summon a plenary session of the nine regular members of the committee at the earliest convenient time in a letter stating the nature of the grievance.
4. Any regular member of the committee with a conflict of interest shall not serve on the committee for that grievance. Committee members will contact the chair immediately if they perceive a conflict; the chair will notify the appropriate alternate(s), who will then attend the plenary session. This shall be done prior to the convening of the plenary session. These alternate(s) and the remaining regular committee members will form the nine-member full committee for that case.

If the 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 plenary session.

Conflicts of interest include the following:

- a. A complainant or respondent is in a committee member's department.
 - b. Someone brings a grievance against a committee member's 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 mitigate against a committee member's impartiality.
5. Any regular member of the committee who finds it necessary to be excused from considering a grievance for another reason will contact the chair immediately; the chair will notify the appropriate alternate(s), who will then attend the plenary session. This shall be done prior to the convening of the plenary session. The alternate(s) will continue to serve in the place of (a) regular member(s) for that case only.
- If the chair finds it necessary to be excused from considering a grievance for another reason, with committee approval, he or she will appoint a replacement to serve for that case only. This shall be done prior to the convening of the plenary session.
6. If a committee member brings a grievance, he or she shall resign from the committee for the remainder of his or her term.
 7. When the plenary session is convened, the aggrieved faculty member will appear in person to present the grievance. All nine members of the full committee (D4) must attend this session.
- All committee members' notes about this plenary session, any other plenary session, any meeting of the investigative panel, or any interview related to an investigation shall remain confidential. They are the property of the individual committee member, within the constraints provided by *Open Records* legislation.
8. After presenting the grievance and answering such questions as the committee members think appropriate, the aggrieved faculty member shall retire, and the committee shall vote to determine whether the grievance is a matter appropriate to its further inquiry. A minimum of five affirmative votes is necessary for further inquiry into the grievance.

A written summary of the decision of the committee will be supplied to all interested parties and the Provost/Vice President of Academic Affairs.

9. 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 administrative files. Such permission shall be given in writing.

10. If the committee determines that its intervention is warranted, the chair shall appoint a three-member investigative panel from among the membership of the committee to assume responsibility for the case.
11. The aggrieved faculty member may exercise preemptory challenges of up to two members 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.
12. When duly constituted, subsequent to challenges, the panel shall select one of its members to serve as chair.
13. 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 should only one of them conduct an interview.

The chair of the Faculty Grievance Committee shall serve as a resource person for the panel. The panel shall have access to administrators involved in the grievance. 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.

14. Under normal circumstances, the panel shall complete its work within three months of the plenary session. It shall report to a plenary session of the full committee (D4) the results of its inquiries. The presence of seven members shall constitute a quorum.

Upon reading the panel's report and hearing the panel's recommendation, the full committee will vote to

- a. accept the panel's recommendation, or
- b. reject it in favor of a different recommendation, or
- c. request additional information.

Either action (a) or (b) requires a minimum of five affirmative votes of the full committee (D4). If neither (a) nor (b) receives five affirmative votes, the full committee will request additional information. Only members present may vote. No proxy votes are accepted.

15. 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 Provost/Vice President for Academic Affairs.
16. The two chairs shall prepare for the aggrieved faculty member a letter indicating only the committee's recommendation. The letter will not include reasons or other 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 there is a reason to involve the entire committee. The chair of the committee shall send a copy to the Provost/Vice President for Academic Affairs.
17. If dissatisfied with the recommendation of the Faculty Grievance Committee or with the subsequent action of the Provost/Vice President for Academic Affairs, who is authorized by the President to render the final institutional decision on the grievance, the aggrieved faculty member may appeal that decision to the Board of Regents pursuant to *Section VIII* of the

Bylaws of the Board of Regents of the University System of Georgia.

The Georgia Southern University Faculty Grievance Procedures were approved by the Faculty Senate on May 24, 1995, and amended June 30, 1999.

219.03 Procedures For Administrative Review at the Vice Presidential Level

In the event that a charge against a faculty member or classified employee is made involving violations of institutional or Board of Regents policy that could result in sanctions against that employee by the institution, the appropriate vice president will review the nature of the charge and may initiate the following administrative review procedures to resolve the complaint or address the charge. The vice president may personally conduct an investigation into the complaint or charge; the vice president may request a mediator to assist in resolving the complaint; or, the vice president may establish an ad hoc committee to investigate the charge or complaint. Any of these procedures allow review and resolution at the vice presidential level. The complainant has the option to appeal the decision of the vice president to the President through an administrative decision.

An Ad hoc Administrative Review Committee may be implemented based on the mutual agreement of the complainant and the vice president when a complaint is charged against an employee within the vice president's area. Complaints involving protected rights (discrimination), including sexual harassment, as well as other actions of employees that warrant an administrative review in order to determine facts on which to base an administrative sanction may be appropriate for committee review. This process assures a procedure and process for protected rights complaints and supersedes the Sexual Harassment Complaint Procedures and Protected Rights Issues Complaint Procedures for Faculty and Classified personnel that are currently in distribution.

1. When there is an identified complainant, the complainant will be provided with the procedures for pursuing a complaint and will be afforded the opportunity to submit a notarized statement (affidavit) with the vice president or designee. In the statement, the complainant should provide substantial detail of the alleged default in academic integrity of a faculty member or the failure of any employee to conduct that employee's job duties in an appropriate manner. In the event that the complainant does not wish to pursue the matter with a formal complaint, the vice president or designee will discuss (with the complainant) alternatives for dealing with the complainant's concerns. The steps taken to respond to the charge will be carried out in a timely manner in the interest of the complainant and the person charged with violating policy, while adhering to procedural due process. The vice president and the parties involved will discuss and establish the timetable associated with completion of the review. The vice president may proceed with an administrative review without an identified complainant if there is substantial information that supports the need for review.
2. The vice president or designee will meet with the named employee and the appropriate supervisor(s). A copy of the sworn statement or a description of the default will be provided to the alleged offender with directions for responding. Immediately following the meeting, the designee will send a memorandum that will detail the specific actions and requirements or conditions that the charged employee must meet. This memorandum usually includes the date by which a notarized response must be provided to the designee and specific conditions relating to future contact with the complainant or other individuals.
3. Upon receiving the charged employee's notarized response to the charge, the vice president, in consultation with the named

employee's supervisors, may implement some corrective action immediately. Should further review or investigation be warranted, the vice president may charge an Ad hoc Administrative Review Committee (ARC) whose membership will be constituted from the ranks of employees within the vice presidential area or as determined by the vice president. The ARC will be charged by the vice president to determine whether a violation of the identified policy has occurred. The committee will be provided with needed assistance to execute its charge, including responses to procedural questions. The following materials will be provided to the ARC as appropriate; information defining the condition, Regents policies relating to employment including faculty tenure, description of procedural due process, and materials pertinent to the complaint, including the signed affidavits of the complainant and the named employee. Should the vice president reach an agreement by the parties to participate in mediation at this point, resolution is attempted.

4. The ARC shall review the materials, interview any persons, or secure any materials relating to the complaint that are deemed necessary by the ARC. The ARC will provide a written finding to the vice president and include summary minutes of individual meetings held during the review process.
5. Upon receipt of the ARC's finding, and after initial review with the designee, the vice president will either accept the finding of the ARC or request additional information. The vice president, or designee, and supervisor(s) will meet to discuss the findings of the ARC and determine the proper action required.
6. Immediately following the meeting described in item 5, the vice president and/or designee will meet with the alleged offender and communicate the finding of the ARC and the action deemed necessary by the administrators.

A written memorandum by the vice president or designee will be delivered to the alleged offender describing the actions/sanctions to be taken by the administration. The alleged offender's status with the institution will be detailed, including the right to appeal the actions taken.

7. The vice president, or designee, will communicate to the complainant the finding of the ARC and the general description of any sanctions directed toward the alleged offender.
8. These records will be archived by the vice president's office for five years.

Note: charges of scholarly misconduct will be investigated using procedures specifically developed for such charges. (See § 404 in this Handbook.)

220 Procedure for Appeals

Appeals of post-tenure reviews or recommendations concerning promotion or tenure must first be carried out in accordance with college procedures, which may culminate in an appeal to the dean. Colleges should structure their timetables to allow for appeals to be acted upon in advance of the due date of the college recommendation to the Provost. Recommendations made at the college level or beyond may be appealed to the Provost within 14 calendar days of notification of the decision.

221 Recruitment of Faculty

Recruiting of faculty at Georgia Southern is considered the responsibility of all faculty members. Search procedures have been developed and are to be used whenever a search is conducted. These procedures (dated 2001) are available in the Office of the Provost, in the offices of the deans and department chairs, and on the Academic Affairs web page at <www2.gasou.edu/acadaff/>.

Section 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 301 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 the several institutions in the System, 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 institution in the System 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 academic authorities in the System 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 Center for Excellence in Teaching

The Center for Excellence in Teaching (CET) is available to provide assistance and resources in support of the teacher-scholar. The Center provides instructional development opportunities through workshops, teaching circles, consultancies, and the faculty technology development laboratory. Communication and exchanges of ideas among faculty are facilitated through a newsletter, faculty facilitated workshops, faculty retreats, emails, and a listserv. The CET also houses a library containing books on pedagogy and methods as well as manuals on a wide range of instructional technologies and online course development.

The CET has a wide range of instructional materials and development resources available, including a video editing area, three multimedia centers, scanners and a poster plotter, digital cameras, video cameras, conference recording facilities, VCR recording and editing facilities, and color printers for developing transparencies or handouts. Also available for short-term loan for conference presentations are laptops and projectors. The CET provides workshops on the use of all of the available equipment. Additional information about the CET, available resources, and workshop registration may be found on the CET web site at www2.gasou.edu/cet.

302.01 The University Mentor Program: A Center for Excellence in Teaching Program

The University Mentor Program is a faculty development opportunity designed to assist new Georgia Southern faculty to achieve excellence primarily in teaching, but also in scholarship and service. University mentors work one-on-one with new faculty to help them reach their full potential through collaborative involvement in a network of successful senior faculty members.

Approximately 40 senior faculty serve as mentors and assist new faculty in the development of course syllabi, teaching evaluations, tenure, and promotion. Mentors volunteer their time and expertise to provide tailored, confidential assistance in the development of a new faculty member's professional career, both in and out of the classroom. Mentors do not participate in the evaluation of new faculty.

Unlike some other mentoring programs, Georgia Southern mentors are not appointed or assigned, but are chosen by the new faculty member from a list on the New Faculty Mentor web site, www2.gasou.edu/cet. This web site includes the name, title, email address, phone number, short

biography, and photograph of each mentor. New faculty are encouraged to participate.

302.02 CET Lab and Workshops

The mission of the Center's Faculty Technology Development Lab is to assist Georgia Southern faculty in using emerging instructional tools to enhance the learning experience. The Center's lab offers demonstrations and hands-on workshops on the application of a variety of instructional technology tools including personal productivity software (word-processing, spreadsheet, database), email and online mailing lists, web page design/development techniques, presentation software, use of WebCT and other software tools, and uses of peripheral hardware (digital cameras, scanners, Scantrons). Most of these sessions are held in the Center's lab consisting of networked personal computers (16 PCs and four Macintoshes) and a high-resolution projection system.

The Center's demonstrations are short (60-90 minute) sessions, showcasing new software or hardware products or the application of them to instruction. Usually there are no prerequisites for these sessions. Workshops are two-hour hands-on interactive sessions where participants produce a product using a particular software tool or tools. Participants are led step-by-step through the procedure. Prerequisite workshop sessions may be required.

In conjunction with Information Technology Services, the Center also provides workshop sessions focused on accessing the BANNER data warehouse for student advisement and for accessing student and course records. Details on CET offerings and on registering via the web can be found at www2.gasou.edu/cet/registra.html.

302.03 WebCT and Online Course Development

Faculty training for the online course management software (WebCT) is located at the CET. The CET is the training center for faculty who want to learn to use online course technologies whether for courses that are offered completely online or for courses that are offered face-to-face. Learning online course technology for whatever purpose requires the faculty to learn various software packages to manage an online classroom. As faculty become familiar with the tools, they will need to understand how to use the tools to blend technology and pedagogy. The CET provides the perfect forum to foster the growing population and culture of online learners.

The CET has hosted three faculty retreats and numerous mini-retreats to assist faculty with their course development. Retreats usually last for four or five days from 9 a.m. until late afternoon. The retreats are offered to faculty as a way to provide them with a quiet space and block of time in which they can focus on improving their online or face-to-face teaching methods and materials. Technical and pedagogical experts are always available to assist them as needed during the retreats. Over 60 faculty have taken advantage of the retreats.

303 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 when possible 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 who are in their freshman and sophomore years is generally provided by a combination of professional advisors and professors in advisement centers. Juniors and seniors are normally advised by faculty members in their major areas— except in the College of Education, which provides faculty mentors to majors, but continues advisement through the College of Education Advisement Center. Undeclared students, majors in General Studies, transients, non-degree students, post-secondary options students, and post-baccalaureate students are advised in the Academic Advisement Center. Majors in International Studies and International Trade are advised in the Center for International Studies.

The director of Advisement, Retention, and First Year Experience serves as coordinator for the campus advisement program and is responsible for providing information to advisors, coordinating all advisement activities, providing programs to improve the quality of advisement, and representing the concerns of advisors. The director also chairs the Academic Advisement Council within Academic Affairs.

304 Protecting Student Information

Faculty have access to student information used for grading, advisement, 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*.

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 consists of name, address, telephone number, email address, date and place of birth, major, participation in activities, weights and heights of athletic team members, dates of attendance, degrees and awards received, and the most recent educational institution attended. This information is considered public information and can be released to those requesting such information unless the student has specifically requested that information in this category be restricted. The Registrar maintains records of students who have requested that their directory information be restricted.

Any student has the right to inspect and review his/her educational record, meaning any record maintained by or for Georgia Southern University that contains information directly related to the student. 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:

- Georgia Southern personnel, where such persons have a legitimate educational interest and demonstrate a need to know to the official

responsible for the record;

- officials of other schools where the student seeks to enroll;
- representatives of federal and state agencies authorized by law to have access to education records;
- appropriate persons in connection with a student's application for or receipt of financial aid;
- state and local officials to whom information may be released pursuant to certain state juvenile justice statutes;
- organizations conducting studies for educational institutions or agencies;
- accrediting organizations;
- parents of a dependent student, as determined by the *Internal Revenue Code, 26 U.S.C. § 152*;
- necessary persons in emergency situations to protect health and safety; or
- persons designated in valid subpoenas or court orders.

Since posting of grades by student names and/or by student 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.

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. 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 custodian of public records located in the Office of Legal Affairs. If the *Open Records Act* is not referenced and the faculty or staff member is uncertain about responding, he or she should refer the requester to the custodian of public records.

305 Students With Disabilities

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

- No accommodations should be provided until a student presents a valid accommodation letter.
- Test proctoring services are provided for faculty who cannot provide them.
- In rare cases, classes may be moved to accessible buildings.

Additional information on the SDRC is available on the Georgia Southern home page, the SDRC web site, and the *Policy Manual*.

306 Resources for Instruction

As a "teaching first" institution, Georgia Southern provides many resources for faculty. The following list is updated annually by the Provost's Office.

- **Advanced Learning Technologies**
<<http://alt.usg.edu/>>
- **MERLOT**
<<http://alt.usg.edu/support/merlot/index.html>>
- **SCOUT**
<<http://alt.usg.edu/scout/index.html>>
- **eCore™**
<<http://www.alt.usg.edu/projects/ecore/index.html>>
- **Teaching and Learning with Advanced Technologies**
<<http://alt.usg.edu/tlat/index.html>>
- **Awards for Excellence in Instruction**
Dr. Kent Rittschof <gskar@gasou.edu>
- **Awards for Excellence in Research/Creative Scholarly Activity**
Ms. Julie Cole
- **Awards for Excellence in Service**
Dr. Diana Cone <dcone@gasou.edu>
- **Center for Excellence in Teaching [and CET Newsletter]**
Dr. Kent Rittschof <gskar@gasou.edu>
- **Conflict Resolution Initiative [Mediation]**
Mr. Kenneth Manwaring <klmanwar@gasou.edu>
- **Connecting Teachers and Technology Initiative**
Ms. Pamela Peaster <ppeaster@gasou.edu>
- **Distance Learning Workshops**
Ms. Pamela Peaster <ppeaster@gasou.edu>
- **Educational Leave**
Dr. Kent Rittschof <gskar@gasou.edu>
- **Faculty and Instructional Technology Listserv**
Mr. Steven Bonham <sbonham@gasou.edu>
- **Faculty Development in Georgia (FDIG) Program**
Dr. Robert Haney <rhaney@gasou.edu>
- **Faculty Technology Development Laboratory**
Mr. Steven Bonham <sbonham@gasou.edu>
- **Governor's Teaching Fellows Program**
Dr. Robert Haney <rhaney@gasou.edu>
- **Grants for Development of Instruction**
Dr. Kent Rittschof <gskar@gasou.edu>
- **Henderson Library Training Opportunities**
Ms. Jocelyn Poole <jpoole@gasou.edu>
- **New Faculty Orientation**
Dr. Kent Rittschof <gskar@gasou.edu>
- **Student Disability Resource Center**
Mr. Wayne Akins <cwakers@gasou.edu>
- **Teaching Circles, Center for Excellence in Teaching**
<www2.gasou.edu/cet/>
- **Teaching Portfolio Project**
Center for Excellence in Teaching
<www2.gasou.edu/cet/>
- **Training and Development Office**
Division of Human Resources
Mr. Kenneth Manwaring <klmanwar@gasou.edu>
- **Tuition Remission and Reimbursement**
Dr. Robert Haney <rhaney@gasou.edu>
- **University Mentor Program**
Dr. June Alberto <jalberto@gasou.edu>

- **University System of Georgia Awards for Teaching Excellence**
Dr. Dorothy Zinsmeister <dorothy.zinsmeister@usg.edu>
- **University System of Georgia Conference on Teaching and Learning**
Dr. Dorothy Zinsmeister <dorothy.zinsmeister@usg.edu>
- **WebCT Faculty Support**
Mr. Raleigh Way <rway@gasou.edu>

307 Academic Work

The Board of Regents will allow reimbursement of tuition for a full-time employee's development activities or courses that have been authorized in advance by his or her institution and are clearly related to the employee's job or career in the University System of Georgia. With prior authorization, full-time employees may register for up to three academic credit courses per term (see Tuition Remission and Reimbursement Policy in § 217.06 of this *Handbook*).

308 Class Rolls and Grade Books

Faculty may obtain their class rolls from the faculty web information system (WINGS). New faculty who need access to this web system should contact the Office of the Registrar at 871-1497.

Faculty are not authorized to transfer students to other classes or otherwise adjust schedules, but they may make recommendations for such adjustments to the chair of their department. To receive credit for a course, a student must register officially for the course through 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 class list, but are not attending the class. If a student never attended or stopped attending prior to the last day to drop without academic penalty, the faculty member should not assign a grade. If a student has never attended the class, the student should be verified as not attending on the Attendance Verification form in WINGS. 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, an "F" grade should be assigned. If grades are being submitted via WINGS and a discrepancy still exists, click on email about grades at the bottom right of the grades page 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' 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.

309 Attendance

Regular and punctual attendance is expected of students in all classes and is counted from the first class meeting each semester. Individual faculty may set specific policies concerning class attendance in their own classes, but they should clearly state the policies in writing, making clear what constitutes excessive absences (see § 310 of this *Handbook*). Departments may establish policies on class attendance providing there is unanimous agreement among the faculty of that department. The student is responsible for all material presented in class and for all announcements and assignments.

The University's administrative offices do not issue excuses to students for class absences. When students are absent due to illness, representing the University in athletic events or other activities, or special situations, instructors may be informed of reasons for absences, but these are not excuses.

Because of federal financial aid requirements, faculty must verify attendance of students registered in each class. Faculty should do the attendance verification through faculty WINGS. Faculty may refer to the following web site for complete instructions on submitting the attendance verification: <www2.gasou.edu/registrar/regadmin/attend_verify.html>.

310 Religious Holidays

The University permits students, faculty, and staff to observe those holidays set aside by their chosen religion. Faculty should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. Students who wish to be absent must 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.

311 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, on June 2, 1982, the Faculty Senate approved a statement strongly suggesting that a written description of course policies be prepared by each instructor and distributed very early in the semester to the class.

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; an explanation of test procedures; a statement of grading standards, procedures and relative weights given to various assignments and tests; a statement of attendance policy; and an indication of the time frame when assignments are due if specific dates are not given.

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 cannot be substituted for a final exam. Graduating seniors cannot be exempted from finals."

University policy also requires that examinations must be held as scheduled *unless authorized by the department or school chair 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.

313 Grading System

According to the *University Catalog*, Georgia Southern's philosophy of grading is as follows:

- The "A" may be interpreted to mean that the instructor recognized exceptional capacities and exceptional performance.
- The "B" signifies that the student has, for any combination of reasons, demonstrated a significantly more effective command of the material than is generally expected in the course.
- The "C" is the instructor's certification that the student has demonstrated the required mastery of the material.
- The "D" is given when a student's grasp of the course is minimal.
- The "F" indicates failure to master the essentials and the necessity for repeating before credit may be allowed.

The following uniform grading system is in effect for the institutions of the University System of Georgia:

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)
WM	=	Withdrew military	(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:

- 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 (see Incompletes, § 314).
- 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.
- WM** This grade indicates that the student was called for active duty and withdrew from all classes.
- S** This symbol indicates that 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.
- 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. Proposals for using this symbol for academic course work must be submitted to the Chancellor for approval.
- 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.
- K** This symbol indicates that a student was given credit for the course by examination (e.g., CLEP, AP, Proficiency).

Undergraduate students must maintain a 2.0 total institution grade point average to be considered in good academic standing. When a student repeats a course, the last grade is the official grade and is computed in the total institution grade point average, but all hours attempted are counted in

computing the Regents' grade point average. The total institution grade point average is used to determine academic standing and graduation.

Graduate students must maintain a "B" (3.0) average in both the subject matter field and in the total program. No grade below "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.

314 Incompletes

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." When an instructor records an "I" grade on a grade roll, the instructor must note the non-academic reason for which the "I" is being assigned.

315 Grade Reporting

At the end of the semester, a full report showing courses taken and grades earned is made available to each enrolled student through the WINGS (Web Interactive Network for Georgia Southern) student information system. Students may request copies of their grades from the Office of the Registrar. All final grades must be entered on WINGS no later than 48 hours after the final exam is given.

316 Academic Honesty

316.01 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. The Georgia Southern University Honor Code states: "*I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others.*" The resolution calls for a discussion of the Honor Code in Georgia Southern 1210, University Orientation I, classes.

316.02 Academic Dishonesty

The University Judicial Board is charged with the responsibility for hearing cases involving alleged violations of academic dishonesty unless the accused student waives his or her right to a hearing. The University Judicial Board is composed of four students and three faculty members plus a non-voting chair designated by the Vice President for Student Affairs and Enrollment Management. A copy of the *Constitution* and *Bylaws* of the University Judicial Board may be found in the *Student Conduct Code*.

Academic dishonesty (cheating) strikes at the heart of the educational process. Without honesty, the learning process becomes a travesty since emphasis is placed on grades rather than the learning that grades are supposed to represent. Any situation involving academic dishonesty is of major concern to the University.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. The grade certifies both knowledge and a standard of academic integrity. Therefore, it is basic that the instructor retains the right to set the minimum "academic" penalty for academic dishonesty in a course.

Second, cheating is not just a matter between an instructor and a student in a specific course. While it is the right and duty of the instructor

to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct entitling them to receive a degree. Incidents of academic dishonesty, especially when they recur and become patterns of dishonest behavior, require that the University be in a position to use more severe disciplinary measures than those available to the professor, including separation of the student from the University. It is therefore imperative that individual instances of academic dishonesty, accompanied by details concerning penalties, become a part of the student's disciplinary record.

Third, students accused of academic dishonesty have the right to have their cases heard in a fair and impartial manner with all the safeguards available within the normal disciplinary processes.

Finally, it must be recognized that since the vast majority of grades are based on a combination of how much the student has learned as demonstrated by testing procedures plus how well a student compares with other students in the class, the non-cheating students have a direct and crucial interest in preventing their colleagues from fraudulently obtaining grades—grades that might affect the non-cheating student's standing.

It is obvious that the above concerns are not mutually exclusive, but rather are inclusive. The following procedures are designed to adjudicate situations involving academic dishonesty, recognizing the interest of each of the parties involved.

First Offense — Guilty Plea

These procedures may be used under the following circumstances only:

- The instructor involved desires to adjudicate the violation personally.
- The instructor has ascertained from the Office of Judicial Affairs that this is a first offense for the student involved.
- The student pleads guilty in writing to the charge and requests that the instructor adjudicate the case.

(If any of the above circumstances do not pertain, the alleged violation must be adjudicated under the guidelines described in "First Offense—Not Guilty Plea or Guilty Plea Not Adjudicated by Instructor.")

- A. A copy of all material involved in the violation, the written plea of guilty, and a brief statement by the instructor concerning the facts of the case MUST be sent immediately to the Office of Judicial Affairs for inclusion in the student's disciplinary record.
- B. Procedures
 1. When the instructor has decided that a case for academic dishonesty can be made, he/she should first discover from the Office of Judicial Affairs whether the matter is a first offense. If it is a second offense, it should be turned over to the Office of Judicial Affairs immediately.
 2. If a first offense, the instructor should talk with the student involved about the alleged violation. If the student pleads guilty in writing, and the instructor desires to adjudicate the case, he or she may do so under the following guidelines:
 - a. The student will receive a minimum of zero for the work involved. A higher penalty of "F" for the course may be entered at the discretion of the instructor.
 - b. A copy of all material involved in the violation, the written plea of guilty, and a brief statement by the instructor concerning the facts of the case MUST be sent immediately to the Office of Judicial Affairs for inclusion in the student's disciplinary record.

- c. The University Judicial Officer will place the student on Disciplinary Probation for a minimum of one semester.
3. If a student pleads "not guilty" or the instructor chooses not to adjudicate, the alleged violation will be forwarded to the Office of Judicial Affairs for adjudication under the guidelines outlined below.

First Offense —Not Guilty Plea or Guilty Plea Not Adjudicated by Instructor

- A. When the instructor has decided that a case for academic dishonesty can be made, he or she should consult with the University Judicial Officer.
- B. If the instructor and the University Judicial Officer agree that the evidence is sufficient to warrant a charge, the University Judicial Officer will bring the charge, and the case will be heard by the tribunal chosen by the accused student.
- C. Upon a finding or plea of guilty, the following penalty will be imposed:
1. If the instructor has published a minimum academic penalty for cheating in the course or in a written syllabus or other document distributed to members of the class, this minimum penalty will be followed. In the absence of a published minimum penalty, the student will receive a minimum of zero for the work involved. A higher penalty of "F" for the course may be entered at the discretion of the hearing body; plus,
 2. For a first offense, a minimum penalty of "Disciplinary Probation" for one semester will be imposed. At the discretion of the hearing body, a higher penalty, including suspension or expulsion may be imposed.

Repeat Offenses of Academic Dishonesty

- A. When the instructor has decided that a case for academic dishonesty can be made, he or she should consult with the University Judicial Officer.
- B. If the instructor and the University Judicial Officer agree that the evidence is sufficient to warrant a charge, the University Judicial Officer will bring the charge, and the case will be heard by the tribunal chosen by the accused student.
- C. Upon a finding of guilty, the following minimum penalties will normally apply:
- a minimum of "F" in the course; and
 - suspension from the University for a minimum of one semester.

Not in Violation Finding

When the University Judicial Board or a Hearing Officer finds a student not in violation of academic dishonesty, the work in question (assignment, paper, test) will be forwarded to the department chair. It is the responsibility of the department chair to ensure that the work is then evaluated by a faculty member (or a group of faculty) other than the individual who brought the charge(s) and, if necessary, that a final grade for the course be submitted to the Registrar.

Due Process

When a student is charged with a violation of the *Student Conduct Code*, the student shall be accorded due process as outlined in the *Student Conduct Code*.

Regulations

Cheating includes:

1. submitting material that is not one's own as part of one's course performance, such as copying from another student's exam or allowing a student to copy from one's exam; or
2. using information or devices that are not allowed by the faculty, such as using formulas/data from a home computer program or using unauthorized materials for a take-home exam; or

3. obtaining and using unauthorized material, such as a copy of an examination before it is given; or
4. fabricating information, such as the data for a lab report; or
5. violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or
6. collaborating with others on assignments without the faculty's consent; or
7. cooperating with or helping another student to cheat; or
8. other forms of dishonest behavior, such as having another person take an examination in your place, altering exam answers and requesting the exam be regraded, or communicating with any person during an exam other than the exam proctor or faculty.

Plagiarism includes:

1. directly quoting the words of others without using quotation marks or indented format to identify them; or
2. using sources of information (published or unpublished) without identifying them; or
3. paraphrasing materials or ideas of others without identifying the sources; or
4. unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated; when the ideas of another are incorporated in the paper, they must be appropriately acknowledged. If students are unsure about the proper use of materials, they should ask the faculty for clarification.

Students are warned that failure to cite borrowed material is a form of cheating. A writer's facts, ideas, and phraseology should be regarded as his or her property. Any person who uses a writer's ideas or phraseology without giving due credit is guilty of plagiarism.

Information may be put into a paper without a footnote or some kind of documentation only if it falls into the category of general or common knowledge. One may assume that information is general or common knowledge if it meets all of these conditions:

- It may be found in writings of several authors on the subject.
- It is written entirely in the words of the student.
- It is not paraphrased from any particular source. (Example of general or common knowledge: Ernest Hemingway was born in Oak Park, Illinois.)

Generally, if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given.

Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his or her own words, a footnote or parenthetical reference must be included to give credit to the author responsible for the idea. Methods of documentation vary, and it is possible to cite in the text itself rather than in a footnote. The point is that the student should give the credit in a manner specified by the instructor or the department.

The student is entirely responsible for knowing and following the principles of paraphrasing. The student should never retain a sentence pattern and substitute synonyms for the original words. He or she should never retain the original words and alter the sentence pattern. In other words, paraphrasing means alteration of sentence pattern and changing the words.

Any direct quotation should be footnoted (or documented in an acceptable fashion). Even when students use only one unusual or key word

from a passage, that word should be quoted. If a brief phrase that is common or somewhat common is used as it occurs in a source, the words should be in quotation marks. The source of every quotation should be given in a footnote or in the prescribed manner.

317 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 in 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.

Stages Two through Four must be completed during the term immediately following the term in which the grade was assigned unless an extension is authorized by the Provost. At the completion of each stage of the appeal, the student is to be notified of the decision in writing.

PROCEDURES

Stage One An appeal must be initiated within 14 working days after the first day of class of the term which immediately follows the term 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 shall 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 also may request from the instructor materials deemed relevant. In an attempt to resolve the grade appeal, the dean may interview the student, instructor, 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 Provost will examine the appeal and other pertinent materials submitted by the student. The Provost will meet with the instructor and also may request materials deemed relevant. In an attempt to resolve the grade appeal, the Provost may interview the student, instructor, 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.

318 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 on any campus of the University System 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. (*July 1, 1983*)

319 Student Travel Policy

Students may be reimbursed for travel expenditures from state funds under three situations: (1) a student who is a Georgia Southern employee (including graduate assistants) may be reimbursed for travel expenses associated with job duties; (2) Georgia Southern students who are not employees may be reimbursed for travel expenses incurred while providing a service to the institution, such as presenting research papers or attending professional conferences as a representative of the institution; or (3) student activities funds may be used to reimburse travel costs incurred by a student or group of students when representing the institution or a recognized institutional student organization funded or approved by the Georgia Southern University Student Activities Committee.

Student Employees

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

Per Diem Travel for Non-employed Georgia Southern Students

In situations where non-employed students travel for the benefit of the institution and/or to participate in activities in support of the institutional mission, they may be reimbursed on a per diem basis for travel costs incurred as part of their participation in such activities. 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 completion of Request for Georgia Southern Student to Travel on Official University Business form and submission of the form to the University Accounts Payable Office ten days prior to the trip. Travel is reimbursed based on Georgia Southern's Travel Regulations, and reimbursement is requested by completion and submission of the Georgia Southern Travel Expense Statement to the University Accounts Payable Office.

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 University and where the travel is not related to the student's employment duties, student activities funds may be used to promote participation in programs that promote the mission of the institution rather than fulfillment of the individual student's degree requirements.

Travel approval is obtained from the appropriate Student Activities budget manager. Travel is reimbursed based on Georgia Southern's Travel Regulations, and reimbursement is requested by completing the Georgia

Southern Travel Expense Statement and submitting it to the University Accounts Payable Office.

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Section 400 SCHOLARSHIP

401 Office of Research Services and Sponsored Programs

The Office of Research Services and Sponsored Programs (ORSSP) assists faculty and staff in securing external funding to support research, instruction, training, and public service. The office maintains current information on funding agencies and regularly disseminates to faculty and staff information concerning grant opportunities, deadlines, and guidelines. Additionally, the office acts as the liaison between the faculty and funding agencies, assists the faculty in complying with all agency and University regulations (including those associated with animal welfare, the protection of human subjects, and other research compliance issues), promotes faculty development through grant development and proposal writing workshops and presentations, and provides administrative support for the Georgia Southern University Research and Service Foundation, Inc.

The office offers a full range of services to assist faculty in developing research and grant proposals and to understand and meet the terms and conditions of grant and contract awards: identifying appropriate funding sources; conceptualizing projects, designing programs, structuring proposal narratives, and developing budgets; preparing institutional capability statements; coordinating the internal approval process through which University support for proposed projects is formally committed; obtaining compliance and assurance forms and signatures; transmitting proposals to funding agencies (often using electronic protocols that are increasingly mandated by federal and state agencies); and, if appropriate, negotiating award agreements or revising non-funded proposals for resubmission.

A number of internal support programs and opportunities for faculty also are coordinated by ORSSP—including Grants for Research, Awards for Research/Scholarly Excellence, funding for publications in peer-reviewed media, and participation in several grant development and research administration listservs and associations.

The office also provides electronic access to research and grant development resources through its continually expanding web site. Faculty and staff can access grant announcements and download University and agency guidelines, forms, policies, and procedures through the ORSSP home page at <www2.gasou.edu/research/>. Ongoing enhancements to the web site enable University personnel to use their own PCs to search funding databases and automatically receive announcements of grant opportunities that are directly related to their expertise/interest profiles. Finally, the web site provides immediate access to “Facts-n-Figures for Grant & Contract Proposal Development” (an ORSSP brochure) and most of the University’s grant/research-related policies and forms (e.g., Internal Approval of Proposals for Externally Sponsored Grants and Contracts, Intellectual Property, Scientific or Scholarly Misconduct Allegations, Animal Welfare, Protection of Human Subjects, and Conflict of Interest).

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, § 603*.) As required by the Board of Regents, Georgia Southern has developed its own policy shown below.

402.02 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 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. 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 shall reside with the University. Copyrightable

works created by an employee in the course of his/her employment are considered to be works made for hire under copyright law, with ownership vested in the employer. However, any income from such 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; University-owned/leased office, lab, or studio space or equipment; computer equipment; 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 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 Provost is responsible for the administration of the principles and policies set forth in this document, through the Office of Research Services and Sponsored Programs (ORSSP) 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 Provost 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 ORSSP. University personnel shall also cooperate with the ORSSP 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 confidential in a contract, grant, or the like; 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 ORSSP 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 ORSSP. Such Intellectual Property which is administered by the ORSSP shall be treated as "University-assigned effort" (II.B) Intellectual Property and shall require the Originator to assign to the University his/her share of the ownership rights in such Intellectual Property, but 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 below.

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 Faculty Development, Research, and Service Committees.

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).

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	Georgia Southern Research & Service Foundation**	Faculty Development, Research, & Service Committees**
SPONSOR SUPPORTED	70%	5%	5%	10%	10%
UNIVERSITY ASSIGNED	50%	15%	10%	10%	15%
UNIVERSITY ASSISTED	70%	5%	5%	10%	10%
INDIVIDUAL EFFORT	100%	-	-	-	-
OTHER	To be determined on a case-by-case basis.				

* 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."

** For sponsor-supported efforts, University-assigned efforts, and University-assisted efforts, the University Intellectual Property Policy may recommend a lower percentage of the net revenue be distributed to the Georgia Southern Research and Service Foundation and the Faculty Development, Research, and Service Committees 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 Provost, 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 thereunder.

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 thereunder.

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 action of the Faculty Senate, June 2, 1998.

403 University-sponsored Faculty Grants

The Faculty Development, Research, and Service Committees review proposals for faculty and award funds provided by the University that enable faculty to fulfill their teaching, research, and service roles. Categories of funding include grants for the development of instruction, professional travel grants, summer instructional projects, grants in support of research, summer research stipends, and faculty service grants. Application forms and additional information are available in the Office of the Provost, P.O. Box 8022, 681-5258.

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 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-third 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, and the President. 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 conduct an Investigation as outlined herein. The Complainant and the Respondent 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 appropriate advisors, 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. 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 appropriate advisor(s), 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 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 which is subject to appeal to the Board of Regents under *Section VIII* of the Board of Regents *Bylaws*.

If termination is the recommended sanction, a tenured faculty member or nontenured 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 *Section VIII* of the Board of Regents *Bylaws*.

Approved by action of the Faculty Senate, June 2, 1998.

(The Scholarly Misconduct Policy for Federal Research Agencies is available at <www2.gasou.edu/Presidents_Office/scholarly_misconduct.htm>.)

405 Research and Service Foundation, Inc.

The Georgia Southern University Research and Service Foundation, Inc., is a nonprofit, 501 (c)(3) organization that assists, 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, § 1905*). 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 and service activities at Georgia Southern University.

Through memoranda of understanding with the University, the Foundation 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. Grants to Georgia Southern University are reviewed and transferred, if appropriate, to the Georgia Southern University Research and Service Foundation. The Foundation also provides capital resources needed to purchase/lease research equipment and facilities that support the University's research component. The activities of the Foundation are conducted by its board of directors, all of whom currently are administrative and/or faculty employees of the University.

Section 500 SERVICES AND PROGRAMS

501 Computing Resources

501.01 Computers for Faculty Use

All Georgia Southern faculty have access to a computer whether on their desktop or in one of several computer labs located across campus. Most of the faculty use desktop computers that operate in a Windows environment and are connected to the Internet. Faculty may choose (within the confines of the budget) either a PC or Apple computer. Each department at Georgia Southern is expected to have procedures for distributing computer resources. Generally, newer and more powerful computers are reserved for faculty who require high-end computers for their research, while older, less powerful computers are provided to faculty with more limited computing requirements. All technology purchases must be approved by Information Technology Services.

Georgia Southern University has several general and special purpose computer labs that house approximately 1,400 computers and are available for faculty and student use. The largest "general purpose" labs are located in the Henderson Library, the Newton Building, and the College of Business Administration. Many departments maintain their own computer labs with their own policies regarding hours of use and general availability.

University computers available for faculty and students have antivirus software, Internet access, and an office suite. The University supports the Microsoft Office suite. Faculty may also request a Georgia Southern computer account that provides access to one of the University's servers and enables users to access email and personal web pages. A Computer Account Request Form is available through Information Technology Services' web site at <www.gasou.edu/its/services/html>.

All users of computers attached to or communicating with the Georgia Southern University network are governed by the Georgia Southern University Computer Use Policy and the Information Technology Security Standards and Guidelines. These policies spell out the requirements and expectations for users of the campus network. Faculty must familiarize themselves with these documents and adhere to the standards set forth.

Please keep in mind the following policy on electronic and voice mail, affirmed by the President's Cabinet in September 2002, that applies to email signatures and the content of email and voice mail: "All official email correspondences and voice mail greetings of University faculty and staff should be consistent with standard practices for business communication and should not contain information extraneous to the mission and goals of the University."

501.02 Computer Use Policy

I. Purpose

The following Computer Use Policy has been developed as a complement to relevant laws and policies to define acceptable and unacceptable computer use practices, to promote an understanding of responsible usage of University computing resources, and to protect and conserve those computing resources. The policy is not intended to be exhaustive, and Georgia Southern University reserves the right to limit, restrict, or extend computing privileges and access to its computing resources.

II. Policy Statement

In support of its mission of teaching, scholarship, and service, Georgia Southern University provides access to computing resources for students, faculty, staff, and other authorized users within institutional priorities and financial capabilities. The computing resources of Georgia Southern University, including facilities, hardware, software, networks, and computer 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. Georgia Southern University requires all persons authorized to use its computing resources to do so responsibly and in compliance with all 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 computing resources must act responsibly to maintain the integrity and security of these resources. Each user of a University computing resource is ultimately responsible for the use of that computing resource and for the use of his or her computer account. Persons misusing the University's computing resources in violation of federal and state laws, Board of Regents and University policies, or this policy are subject to disciplinary actions by the University and/or forfeiture of their computer privileges. In the event such misuse of computer resources threatens to compromise the integrity or jeopardize the security of University computer 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 computer resource or the temporary or permanent termination of a computer account, to protect, investigate, and ensure the security and proper use of computer resources.

1. Use of any University computing 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 attempt an unauthorized use, of any of the University's computers or network facilities.
2. No one shall knowingly endanger the security of any University computing resource, nor willfully interfere with authorized computer usage by circumventing or attempting to circumvent normal resource limits, logon procedures, or security regulations. Furthermore, use of all University computing resources shall be subject to all provisions of the Georgia Southern University Information Technology Security Standards and Guidelines, which are incorporated by reference as part of this Computer Use Policy.
3. No technologies shall be connected to the University's computing resources that interfere with authorized usage of those resources. The University reserves the right to restrict the use of any technologies that may endanger the security and/or integrity of its computing resources. See the Information Technology Security Standards and Guidelines.
4. The University's computing resources shall not be used to attempt unauthorized use, or to interfere with another person's legitimate use, of any computer or network facility anywhere. All users shall share computing resources in accordance with policies set for the computers involved, giving priority to more important work and cooperating fully with the other users of the same equipment. Encroaching on or disrupting another person's use of University computers is prohibited. Examples of such acts include but are not limited to: excessive game playing; sending excessive messages either locally or off campus [including but not limited to electronic chain letters]; initiating denial of service attacks; printing excessive copies of documents, files, data, or programs; modifying system facilities, operating systems, or disk partitions; attempting to crash or tie up a University computer; damaging or vandalizing University computing facilities, equipment, software, or computer files; causing an inordinately large number of requests for files; spamming; sniffing; running scans; reconfiguring; or using an inordinately high percentage of bandwidth.

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authorized users only. Georgia Southern University requires all persons authorized to use its computing resources to do so responsibly and in compliance with all 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 computing resources must act responsibly to maintain the integrity and security of these resources. Each user of a University computing resource is ultimately responsible for the use of that computing resource and for the use of his or her computer account. Persons misusing the University's computing resources in violation of federal and state laws, Board of Regents and University policies, or this policy are subject to disciplinary actions by the University and/or forfeiture of their computer privileges. In the event such misuse of computer resources threatens to compromise the integrity or jeopardize the security of University computer 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 computer resource or the temporary or permanent termination of a computer account, to protect, investigate, and ensure the security and proper use of computer resources.

1. Use of any University computing 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 attempt an unauthorized use, of any of the University's computers or network facilities.
2. No one shall knowingly endanger the security of any University computing resource, nor willfully interfere with authorized computer usage by circumventing or attempting to circumvent normal resource limits, logon procedures, or security regulations. Furthermore, use of all University computing resources shall be subject to all provisions of the Georgia Southern University Information Technology Security Standards and Guidelines, which are incorporated by reference as part of this Computer Use Policy.
3. No technologies shall be connected to the University's computing resources that interfere with authorized usage of those resources. The University reserves the right to restrict the use of any technologies that may endanger the security and/or integrity of its computing resources. See the Information Technology Security Standards and Guidelines.
4. The University's computing resources shall not be used to attempt unauthorized use, or to interfere with another person's legitimate use, of any computer or network facility anywhere. All users shall share computing resources in accordance with policies set for the computers involved, giving priority to more important work and cooperating fully with the other users of the same equipment. Encroaching on or disrupting another person's use of University computers is prohibited. Examples of such acts include but are not limited to: excessive game playing; sending excessive messages either locally or off campus [including but not limited to electronic chain letters]; initiating denial of service attacks; printing excessive copies of documents, files, data, or programs; modifying system facilities, operating systems, or disk partitions; attempting to crash or tie up a University computer; damaging or vandalizing University computing facilities, equipment, software, or computer files; causing an inordinately large number of requests for files; spamming; sniffing; running scans; reconfiguring; or using an inordinately high percentage of bandwidth.

5. University computing resources and network facilities 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. All computer usage shall be in full compliance with all provisions of the Campus Advertising, Sales and Solicitation Policy and the web-based Financial Transaction Policy.
6. Passwords to any computing resource shall only be issued to authorized users. Password recipients are responsible for the integrity of their password and shall not distribute it to unauthorized users.
7. Misrepresenting a person's identity or relationship to the University when obtaining or using University computer or network privileges is prohibited.
8. Accessing, reading, altering, or deleting any other person's computer files or electronic mail without specific authorization is prohibited.
9. Copying, installing, distributing, infringing, or otherwise using any software, data files, images, text, or other materials in violation of copyrights, trademarks, service marks patents, other intellectual property rights, contracts, or license agreements is prohibited. All usage of computing resources shall be in compliance with federal and state copyright laws and in full conformance with the Regents Guide to Understanding Copyright and Fair Use.
10. Creating, installing, or knowingly distributing a computer virus, "Trojan horse," or other surreptitiously destructive program on any University computer or network facility, regardless of whether any demonstrable harm results, is prohibited.
11. Only those persons with proper authorization shall modify or reconfigure any University computing resource or network facility.
12. Users of University computing resources shall have no expectation of privacy of materials stored on those resources. The University reserves the right to access any of its computer resources when federal or state laws or University policies may have been violated or where University contractual obligations or University operations may be impeded. Computer users should not place confidential information in computers without protecting it appropriately. The University cannot and will not guarantee the privacy or confidentiality of computer files, electronic mail, or other information stored or transmitted by its computers. All computer usage on Georgia Southern University computing resources and network facilities is subject to the provisions of the Georgia *Open Records Act, O.C.G.A. § 50-18-70 et seq.*
13. Authorized computer users shall take full responsibility for messages that they transmit through the University's computing resources. The University's computing resources shall not be used to transmit any communications prohibited by law, including but not limited to fraudulent, harassing, obscene, or threatening messages.
14. System administrators shall perform their duties fairly, in cooperation with the Georgia Southern community, their administrative supervisors, University policies, and funding sources. System administrators shall respect the privacy of others to the extent allowed by law and shall refer all disciplinary matters to appropriate authorities.

III. Responsible Office

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

IV. Definitions

Computing Resource Computing 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 computing network facilities accessed by anyone from anywhere.

Authorized Use Authorized use of Georgia Southern University computing resources is use of computer resources that is consistent with the education, research, and service mission of the University and consistent with this Computer Use Policy.

Authorized User Authorized users are as follows:

1. current faculty, staff, and students of Georgia Southern University;
2. any person connecting to a public information service housed on a computing resource; and
3. others whose access furthers the mission of the University and whose usage does not interfere with other users' access to computing resources.

Each user of a computing resource must be specifically authorized to use that particular computing resource by the University unit responsible for maintaining and operating the resource.

502 Georgia Southern Printing Services

The Eagle Print Shop, located in the Williams Center (near the Russell Union), serves faculty, staff, and students. Services include copying (regular, color, and class notes), providing FAX service, laminating, and printing (screen printing, Georgia Southern business cards, name badges, banners, and posters). Supplies such as scantrons, blue books, pens, and pencils are also available.

Presentations can be covered and bound in plastic (Cerlox) binding, Coil binding, or machine binding with cloth tape as part of the copying process. Also available is one- or two-color commercial printing on a variety of special order papers in custom weights and sizes, using Pantone Matching System (PMS) ink colors and quality typesetting and composition.

The Eagle Print Shop enables faculty to have inexpensive class notes produced and placed in The University Store next to the corresponding text(s) for students to purchase. The color copier can enlarge or reduce photos and produce color transparencies. The color copier and a special transfer material can produce a one-of-a-kind, inexpensive T-shirt.

503 Physical Plant

Physical Plant is responsible for providing operation and maintenance services for campus facilities to create an environment that enhances teaching, encourages learning, and supports research. The services provided include the following:

- receiving, classifying, and assigning work requests;
- maintaining and repairing structural and mechanical systems;
- providing custodial services for academic and administrative facilities;
- handling landscape design and grounds maintenance services;
- operating and maintaining utility systems;
- administering the energy management program;
- managing the campus recycling program; and

- conducting facilities planning, design, contract administration, and project management for new construction, alteration, renovation, and repair of facilities.

Faculty often rely on Physical Plant for assistance with repairs or maintenance in campus buildings. To request services, faculty complete the electronic Service Request Form on the Physical Plant web page at <http://services.gasou.edu/plant/> and email it to the Service Response Center (SRC). Extra services for special events can be obtained by submitting a maintenance request to the SRC at least one week prior to an event. Daytime emergencies should be reported to the SRC at 681-5270. Night and weekend emergency services are available by contacting the Public Safety dispatcher at 681-5234.

Daily custodial cleaning of offices and classrooms is provided by a night shift, working from 11 p.m. to 7 a.m., Sunday through Thursday. A smaller day shift provides additional services for common areas, restrooms, and emergencies. To facilitate proper cleaning of office furniture, desks should be cleared at least once a week.

The success of the campus recycling program depends upon each faculty and staff member of Georgia Southern. Each office should be equipped with an Eagle Box for the collection of office paper, and periodically faculty should empty the Eagle Box into the appropriate container located near departmental offices (where containers for other materials, such as cans, plastic bottles, and newspapers, are also located). If a faculty member needs an Eagle Box or additional information, he or she should contact the recycling coordinator at 681-0687.

Georgia Southern spends over \$3 million annually for utility services to operate campus facilities. The primary expenditure is for electricity. All faculty can help control these costs by participating in the energy conservation program. When not needed, lighting and other power consuming equipment should be turned off. Likewise, thermostats should be maintained at reasonable, comfortable settings and turned off when not needed. Every dollar saved from utilities is invested in improving the overall condition of campus facilities.

504 Secretarial Assistance

Secretaries and part-time student assistants provide the University with secretarial support. These services are controlled by budgetary considerations and projections that must of necessity be made in advance. Questions and/or problems concerning this matter should be directed to department chairs.

505 Postal Services

Campus Postal Services, a University-owned and -operated postal facility located in the Landrum Center, provides mail pickup, delivery, posting, and boxing services for faculty, staff, and students. Route services are provided for official University mail, while personal mailing services are available through a U.S.P.S. contract station.

Guidelines for Campus Mailouts

Mailings of five or more envelopes should be sorted in P.O. box order from lowest to highest. Mail should have a complete return address (department name and box number), in part to curb misuse of service, and a complete mailing address, including student or department name and box number. Care should be taken not to use phone numbers in place of P.O. box numbers. Anyone planning a large mailing to students or departments should contact Postal Services at 681-5232 for a time line.

506 Telecommunications

The Office of Telecommunications is responsible for all functions relating to Georgia Southern's telephone system: processing requests for voice and data installations; relocating phone lines; training; purchasing all telecommunications equipment (phones, pagers, long distance calling cards, voice mail, and cellular phones and service); reporting phone problems; processing the University's monthly phone bill; and publishing Georgia Southern's Faculty/Staff Directory.

Long Distance Georgia Southern University's long distance is provided and supported by the Georgia Technology Authority (GTA), State of Georgia, through its Telecommunications Division. GTA arranges contracts for long distance service. The University's long distance carrier, Qwest, was chosen for all state agencies through a bidding process supervised by GTA. The use of long distance from campus phones must be limited to official University business only.

Directories Local telephone directories and city directories within the state (upon request) are provided by the Office of Telecommunications.

Voice mail is the approved process for receiving messages both on and off campus. The service benefits Georgia Southern by providing a state-of-the-art method to exchange information, answer messages, and provide prerecorded announcements. The following policy, affirmed by the President's Cabinet in September 2002, applies to email signatures and content of email and voice mail: "All official email correspondences and voice mail greetings of University faculty and staff should be consistent with standard practices for business communication and should not contain information extraneous to the mission and goals of the University."

For more information on administrative policies and procedures regarding telecommunications or for general telephone instructions, refer to the web page at www2.gasou.edu/Telecommunications/home1.html, or call 681-5000.

507 The University Store

Located between Russell Union and Landrum Center, The University Store is the source for textbook and supply needs of Georgia Southern students, faculty, and staff and is the largest supplier of officially licensed Georgia Southern apparel and gift items. The University Store also offers a complete line of greeting cards, magazines, and general books, making it a one-stop shopping hub for the University community. A 10 percent discount is extended to faculty and staff.

Approximately one to two weeks after the beginning of each semester, The University Store sends out textbook requisitions to department chairs for books that will be required for classes the following semester. Requisitions should be returned by the indicated deadlines to ensure prompt processing.

The Store's web site, www.gsustore.com, has a section for faculty. This section includes online textbook requisitions, course lookup to check the availability of the titles ordered, books-in-print to search for information about textbooks, and *facultyonline*. The *facultyonline* segment provides features such as:

- title search by discipline/course, author, title, or ISBN;
- capability to request desk copies directly from publishers;
- nationwide forum to exchange ideas with other faculty in the same discipline;
- link to a virtual library of course materials, such as syllabi and lecture notes;
- capability to browse the top sellers by discipline; and
- links to other higher education resources.

For assistance with office or classroom needs, call 681-5181, or email ustore@gasou.edu.

508 Food Service

The Auxiliary Service Division operates a full range of food service programs including Southern Traditions, an all-you-can-eat lunch and dinner buffet in Landrum. Stone Willy's Pizza; Summit Subs; Asian Creations; Freshens Ice Cream, Yogurt and Smoothies; and C.J.'s BBQ are located in Landrum Court. A food court in Lakeside Café offers breakfast; Cinnamon Street Bakery; Chix; Stone Willy's Pizza; Summit Subs; burgers; salad bar; and Freshens Ice Cream, Yogurt and Smoothies. The Educated Palate in Russell Union is a full-service restaurant that offers an all-you-can-eat breakfast and lunch buffet and features Seattle's Best Coffees.

Chick-Fil-A, located in Russell Union, serves a full menu. The Pickle Barrel, a convenience store, offers prepackaged, microwavable entrees, fresh fruit, soft drinks, juices, and snacks.

The University offers four contract meal plans and Eaglexpress. Eaglexpress is a debit card used in campus restaurants, stores, snack centers, Eagle Printing, Henderson Library, Parking and Transportation, select vending locations, and over 40 off-campus retailers. The contract meal plans and Eaglexpress are available to faculty, staff, and students. Those who want to open an Eaglexpress account may deposit money at the ID Center in Russell Union, the Lakeside Café, the Pickle Barrel, the University Store, or on the web site at www.gsufoodservice.com.

509 Parking

All vehicles parked on campus must have a valid parking permit properly displayed at all times. After new faculty have met with Human Resources to complete their initial paperwork, they should bring the parking authorization form issued by Human Resources to the Parking and Transportation Office. Here, faculty purchase their annual permit and receive a copy of the Campus Parking Map showing all faculty/staff lots, as well as the rules and regulations regarding parking at Georgia Southern. Permits may be purchased through payroll deduction or by a one-time payment for the year. Questions should be directed to Parking and Transportation at 681-0702, or visit the web page at www.aux.gasou.edu/parking/.

510 Programs and Organizations

510.01 African American Caucus

The Caucus is a coalition of faculty and staff committed to the recruitment and retention of African American faculty, administrators, and staff and to the social, cultural, educational, and professional development of each individual. Membership is open to any currently employed faculty or staff member who supports the purpose and goals of the African American Caucus. The mission of this organization is as follows:

1. to promote affirmative action at every level at Georgia Southern and to strive to have a representative number of African Americans in administrative, faculty, and staff positions;
2. to assist the administration in identifying, recruiting, and retaining African Americans to fill administrative, faculty, and staff positions;
3. to cultivate a social and cultural environment that will enhance the retention of African American faculty and staff;
4. to develop a harmonious relationship with the Statesboro and Southeast Georgia communities and to collaborate on various projects; and
5. to develop a mentoring program for African American faculty, staff, and students to assist them in reaching their full potential, both academically and socially.

510.02 American Association of University Professors (AAUP)

Georgia Southern has an active chapter of the AAUP which meets regularly, sponsors forums with local legislators and campus administrators, and arranges other programs of topical interest to faculty. Membership is open to all faculty. For additional information, contact Dr. John Howard Brown (past president) at 681-0896, or email jhbrown@gasou.edu.

510.03 Association of Georgia Southern Women

The Association of Georgia Southern Women is open to any woman affiliated with the University—women faculty and staff, partners of faculty and staff, and part-time, temporary, or full-time women employees of the University. This association provides social opportunities for women and

men, undertakes service to the University community, and supports scholarships for non-traditional female students attending the University. Contact Jodi Caldwell at 681-5541 or via email jodic@gasou.edu for more information.

510.04 GLOBE (Gay, Lesbian, or Bisexual Employees)

All interested faculty and staff are welcome to join this group, which meets occasionally for social and professional fellowship and provides informal support to the student gay and lesbian organization, TRIANGLE. Call Tom Pearsall at 681-5726, or email tompear@gasou.edu for more information.

510.05 Women's Network

The Women's Network is open to all faculty and staff interested in women's issues. The Network was established in 1990 to provide the following:

- support and assistance to women faculty and staff;
- a forum for discussion of issues of particular interest to women faculty and staff;
- opportunities to meet one another;
- advocacy for institutional policies and programs that support women on campus; and
- support of scholarship by and for women through the exchange of ideas and research.

The organization also supports the Women's Network/George and Catherine Peacock Graduate Scholarship. Membership is free. The group maintains an electronic listserv called "womennet" to establish electronic communication among members and to provide up-to-date information on relevant campus events, research, or publications. Subscribers will receive all announcements of meetings and events via email. To subscribe to the list send an email message to lstproc@gsaix2.cc.gasou.edu leaving the subject heading blank. In the body of the message, write *<subscribe womennet yourfirstname yourlastname>*. Do not write anything else in the body of the message and do not include a signature.

511 Cultural Activities

511.01 Campus Life Enrichment Committee

The Campus Life Enrichment Committee (CLEC) offers programs of cultural and academic enrichment to enhance the educational experience of students. CLEC provides three types of programming for the campus: the Performing Art Series, the Campus Lecture Series, and the Departmental Lecture Series. Contact the CLEC office at 681-5301 or visit the web site at <http://conted.gasou.edu/clec.html>.

511.02 Georgia Southern Museum

The Georgia Southern Museum, accredited in 1999 by the American Association of Museums, provides exhibits and programs throughout the year on a variety of topics. Located in the Rosenwald Building on Sweetheart Circle, the museum's collections include fossil skeletons from the era of the dinosaurs, modern whale and dolphin skeletons, and living specimens related to the natural history of coastal Georgia. The museum features annual traveling exhibits from institutions such as the Smithsonian, the Boston Children's Museum, and the Association of Science-Technology Centers. Permanent collections include the Wiss cutlery collection, the Abercrombie Camera Collection, "The First Georgians: Indians of the Southeast," among others. The museum operates two successful school outreach programs: Project SENSE and Science and Math in the Outdoor Classroom. The museum serves the University, the public, and the schools of southeastern Georgia. For more information, visit the web site at www2.gasou.edu/musenews.

511.03 Georgia Southern Botanical Garden

The Georgia Southern Botanical Garden is being developed on an 11-acre site between Fair Road and Georgia Avenue near the southeast end of campus. The entrance is currently on Bland Avenue, just off Georgia Avenue near the end of Lanier Drive. Once the farmstead and home of Dan and Catharine Bland, the Garden's rural ambience evokes the past while providing the backdrop for a growing collection of native plants. Intensely planted beds around Bland Cottage, now serving as a visitor's center, display ornamental plants that are part of the region's heritage, providing color and interest during all seasons. The Garden's mission is to promote knowledge and appreciation of the native plants and animals of the southeastern coastal plain, to connect people to the natural and cultural heritage of the region, and to inspire environmentally responsible behavior. The Garden serves University students and faculty, public schools, civic organizations, and the public. To inquire about tours or programs, call 871-1149, or visit the web site at <http://welcome.gasou.edu/garden/>.

511.04 Gallery 303

Gallery 303, located on the third floor of the Foy Fine Arts Building, presents seven major exhibitions during the academic year featuring art work by faculty, visiting artists, and students. The work ranges from traditional oil paintings to multi-media installations. Typically, the exhibitions appear for a month. Visiting artists attend opening receptions and meet with classes and the community. Exhibitions are free. The Gallery is open from 8 a.m. to 5 p.m., Monday through Friday. Individuals interested in arranging a guided tour of a specific exhibition or wishing to have a yearly calendar should contact the Art Department at 681-5358.

511.05 Music Program

The Department of Music typically presents more than 100 public concerts each academic year. Beginning in the fall with the Faculty Showcase Recital, faculty (the Faculty Recital Series), guest artists, large and small ensembles, and students present recitals throughout the season. Performing ensembles include the Statesboro/Georgia Southern Symphony, the Georgia Southern Chorale, University Singers, Symphonic Wind Ensemble, Concert Band, Opera Theater, Jazz Ensemble, and many studio ensembles, such as the Percussion Ensemble, Clarinet Choir, Saxophone Quintet, and Brass Quintet. Individual students perform in graduation, junior, senior, and graduate solo recitals. With the exception of the Statesboro/Georgia Southern Symphony, all concerts are free and open to the public. For Symphony ticket information, contact the Department of Music. The Concert Calendar for each semester's concert schedule, as well as information regarding all aspects of the music program, is available from the Department of Music's main office at 681-5396, or through the department's web page at www2.gasou.edu/music.

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

The Center for Wildlife Education and the Lamar Q Ball, Jr., Raptor Center was built on University property through a cooperative effort of individuals, corporations, and grant agencies. The \$2.3 million center sits on 15 forested acres across from Public Safety on Forest Drive. The Center features native wildlife with a particular emphasis on the region's birds of prey, reptiles, and amphibians. The Center is open every day except major holidays. Public reptile programs and flighted raptor demonstrations are offered each weekend. Programs are conducted for groups during the week by reservation, but walk-in visitors are always welcome. A \$2 million, Phase II expansion is being designed to add wading birds, waterfowl, and songbirds to the Center's avian collection, as well as an ornithology center, a hydrology pavilion, and aquatic ecology station. The Center stresses the important relationship between wildlife and the quality of life for humans. For further information call 681-0831, or visit the web page at www.bio.gasou.edu/wildlife/.

511.07 Performing Arts Center

The Performing Arts Center is one of the largest and finest performing arts venues located in southeast Georgia and is positioned to become a nationally recognized and exciting performing arts venue among artists, educators, students, audiences, volunteers, and financial sponsors and donors. The Performing Arts Center's season features a Broadway and More Series, Concert Series, Dance Series, Heritage Series, School Matinee Series, Puppetry Festival, and Summer Drama Camp with renowned national and international artists on tour.

The Performing Arts Center is also home to a variety of performances produced and presented by Georgia Southern's Theatre and Performance, Department of Music, Campus Life Enrichment Committee, Center for Irish Studies, the Statesboro/Georgia Southern Symphony, and other community organizations.

The 34,000 square foot, state-of-the-art Performing Arts Center houses an 825-seat theatre which includes an orchestra shell and pit, sound and lighting systems, 49 line fly system, five dressing rooms, wardrobe room, rehearsal hall, and box office.

Mission

The mission of the Performing Arts Center is "to present diverse, quality cultural experiences to the Georgia Southern University and southeast Georgia communities through the performing arts which promote the discovery, appreciation, and enrichment of the performing arts, and nurture personal growth and deepen our understanding of the world. And to supplement, support, and enhance the University's performing arts departments' academic and performance experience through the accessibility to perform and train in a professional, state-of-the-art performing arts center."

511.08 Theatre and Performance

Theatre and Performance is a student organization supporting the theatre program at Georgia Southern. Theatre presents five to seven productions a year. Members of the organization work backstage, in publicity, and typically act in the productions, as well as plan and stage theatre-related activities. The performance/works aspect of the organization stages adaptations of literary works for travel to college performance festivals nationwide. For more information, call James Harbour at 681-0532.

512 Public Safety

The Division of Public Safety is responsible for the safety of people and property on the Georgia Southern University campus. It is responsible for ensuring that all students and employees are safe in their person and belongings, that the property of the University is protected against theft and vandalism, and that all laws of the State of Georgia are enforced. It is also responsible for the control of traffic on campus. These objectives are accomplished by the Department of Police Services, consisting of state-certified police officers who have the same authority as any municipal police department. The Division also includes the Department of Criminal Investigations, responsible for investigating criminal incidents as well as for crime prevention.

The Division of Public Safety is also responsible for the enforcement of code compliance in the areas of hazardous waste management, fire code enforcement, accident investigations, and Employee Right to Know. This objective is accomplished through the Department of Environmental Safety. The department also administers the campus emergency preparedness plan to assure that the University is prepared to deal with disasters on a larger scale. All items and concerns in the area of safety can be directed to this department for appropriate action. Public Safety is located at 3 Forest Drive and is open 24 hours a day, 365 days a year.

513 University Advancement

The Division of University Advancement builds private and public support for the University through fund raising and by involving the

University's graduates in a lifelong relationship with their alma mater through alumni activities and services.

Development is responsible for all fund-raising programs and projects that supplement support for scholarships, academic enhancement, and cultural and educational outreach. Programs include the annual community and alumni loyalty campaigns, corporate proposals, major gifts solicitation, planned giving, scholarship endowments, and special projects. The Development Office is the liaison for the Georgia Southern University Foundation.

The Georgia Southern University Foundation promotes the University, expanding its educational opportunities through acquiring, investing, and administering private funds to be used as a base of supplemental funding. Incorporated in August 1962, the Georgia Southern Foundation is composed of active volunteers from the private sector who serve as the board of trustees. The Foundation provides external advocates for Georgia Southern University with regard to state, local, and regional issues that represent challenges and opportunities for the institution.

The Foundation now offers an MBNA Affinity Master Card to all approved University employees. This card has no annual fee and benefits the Foundation at no expense to the cardholder. All faculty and staff of Georgia Southern are invited to apply. Interested faculty and staff should call 1-877-518-9007 and provide the Priority Code **P65S**.

Alumni Relations programs maintain ties and build support among the University's graduates by keeping them informed and involved with their alma mater through publications, social events on campus and in their communities, membership in the Alumni Association, recognition of outstanding alumni, and special services and privileges. Along with the Office of Alumni Relations, the Association plans year-round events, including Homecoming activities, regional receptions, and alumni Eagle Club meetings. Association members often assist the University in recruiting students, fund raising, and career placement for recent graduates.

514 Intercollegiate Athletics

Intercollegiate athletics provide an opportunity for highly skilled student athletes to compete regionally and nationally in athletics. These activities are conducted under the control of the University Athletic Committee and within the rules and regulations of the National Collegiate Athletic Association and the Southern Conference. Intercollegiate athletics are an integral part of the total college program and, as such, maintain active programs for men in football, baseball, basketball, golf, soccer, and tennis, and for women in basketball, volleyball, swimming, diving, softball, soccer, tennis, indoor and outdoor track and field, and cross country.

Section 600 RESOURCES FOR STUDENTS

601 The First Year Experience

The First Year Experience is a program designed to ensure that new students (beginning students, freshmen, and transfers) are integrated into the Georgia Southern University community and that they make a smooth transition from their high school or previous institution.

The First Year Experience features a one-credit hour course designed to acquaint students with important elements of university life and to help them find answers to concerns and questions. The seminar is required for all new freshmen in the first semester of enrollment, and the credit counts toward graduation. In a small class setting, students make personal contact with a faculty or staff member or an administrator. In many classes, there is also a peer leader who helps them with adjustment to university life. Through the First Year Seminar, the University provides a computer literacy component, library orientation, information on career counseling, time management and study skills, and special sessions on health and safety, diversity, and the University's cultural offerings.

The First Year Experience program works closely with the Summer Orientation Advisement and Registration (SOAR) program and with academic advisors to give first-year students optimal opportunities for success. First Year Seminar classes may be designated for specific majors, student interests, programs (such as Honors), residence life, and athletics. They may also be linked to academic classes in the Core Curriculum.

Faculty and professional staff members with at least a master's degree are encouraged to consider teaching in the First Year Experience Program. For further information, contact the First Year Experience Office at 681-5401.

602 The Academic Success Center

Located in the Academic Success Center Building, the Academic Success Center (ASC) is a full-service learning center that offers support services to students ranging from first semester freshmen seeking to establish a firm foundation for their academic careers, to honors and graduate students involved in an array of more advanced scholarship. Among the programs offered by and envisioned for the ASC are short courses and workshops in time management, study skills, mathematics, writing, reading, fiscal responsibility, standardized test preparation, and computer skills; auxiliary instruction in regularly scheduled out-of-class study and review sessions for selected courses; study group facilitation providing study groups in residence halls, in fraternities and sororities, by discipline, and for non-traditional students; mentoring programs to help new students become acclimated to the university experience; and virtual resources/electronic community building including computer-aided instruction, email groups, online learning resources, and eventually communication with distant learners and commuters. For more information about the ASC, call 681-5371, or check the Center's web page at <http://academics.gasou.edu/success/>.

One component of the ASC is the Tutoring Center. Its mission is to provide a supportive learning environment for Georgia Southern students by offering free tutoring in mathematics, statistics, writing across the curriculum, American government, biology, chemistry, sociology, psychology, anthropology, history, college reading/study skills, physics, and Java. The tutors are recommended by professors in their subject areas. They are certified by Georgia Southern University Tutorial Services and are student members of the National Tutoring Association. The Center has a full-time coordinator and faculty consultants from the ASC who work with tutors in implementing the program. Check for tutoring schedules and other information on the web at <http://academics.gasou.edu/tutorial/>, or call 681-0321.

Another component of the ASC is the Testing Office. The Testing Office provides services to students as well as segments of the surrounding

community. Such examinations as the SAT, PRAXIS, Regents' Test, Institutional SAT (ISAT), Miller Analogies Test (MAT), ACT, Law School Admission Test (LSAT), Pharmacy College Admission Test (PCAT), and placement tests are administered through this office. The Testing Office also assists students by providing a center for Independent Testing for Correspondence Courses taken at other institutions. Persons interested in further information concerning dates, time, cost, eligibility, and sign-up procedures should contact the Testing Office at 681-5415, or stop by the Williams Center, Room 2004. Online information can be accessed at www2.gasou.edu/sta/testing.

603 Student Disability Resource Center

Georgia Southern is committed to providing an equal educational opportunity to all qualified students with disabilities. The Student Disability Resource Center (SDRC) provides services that include assistance with documentation, academic accommodations, priority registration, advocacy with faculty, and support services. These services are provided at no cost and are available for students who request assistance and whose documentation meets Board of Regents standards. Contact the director of the SDRC at 871-1566, or TDD: 681-0666, or at P.O. Box 8037, Hampton Hall.

604 University Writing Center

The University Writing Center (UWC), located in 1119 Forest Drive Building, provides assistance to students who are working on writing projects in any course and at any stage of the writing process. Staffed by faculty members from the Department of Writing and Linguistics and graduate students from the Department of Literature and Philosophy, the Center offers students individualized, one-on-one conferences to discuss their papers and guide them toward effective revisions. The Writing Center addresses many of the "higher order" issues of text production—organization, development, use of evidence and appropriate detail, research strategies—as well as difficulties students may have in grammar, word choice, mechanics, and punctuation. The Writing Center does not proofread papers for students or do the writing for them. Rather, the consultants in the Center teach students strategies for interpreting and understanding their assignments, generating their own content, doing effective research, making their own corrections, and understanding the complex relationship among purpose, audience, and discipline.

The Writing Center is open five days and four evenings a week, and appointments can be made by phone (871-1413) or on a walk-in basis. The Center's web page www2.gasou.edu/writingc/ contains helpful information about writing for faculty as well as students, and consultants are available to give short presentations about the UWC and its services in any class at any time during the semester. For more information, call the Center at 871-1413 or the director, Dr. Michael Pemberton, at 871-1383.

605 Financial Aid

This office provides financial support through loans, grants, work opportunities, and scholarships for eligible students. Financial Aid also offers a comprehensive program of individual counseling to help students develop personal and fiscal responsibility. For further information, contact Financial Aid at 681-5413, email finaid@gasou.edu, FAX 681-0573, or visit the home page at <http://students.gasou.edu/finaid/>.

606 Office of Admissions

The Office of Admissions has primary responsibility for recruiting and admitting eligible undergraduate students. The office reviews and evaluates secondary school transcripts, GED equivalency certificates, Scholastic Aptitude Test (SAT) and/or the American College Testing

Program (ACT) scores to determine the eligibility of prospective freshmen; processes and reviews applicants from other colleges and universities; and evaluates transfer credits. The office is responsible for transient and special student admissions, international students, post-baccalaureate students, and special admissions for mature students. Admissions evaluates credit by examination, including the Advanced Placement Program and College Level Examination Program (CLEP) of the College Entrance Examination Board.

The office is also responsible for graduate student admissions, collecting all necessary documents and test scores to forward to the different program administrators for review and acceptance or denial into the graduate program of choice. For additional information, visit the web page at <<http://admissions.gasou.edu>>.

607 The Division of Student Affairs and Enrollment Management

The Division of Student Affairs and Enrollment Management supports the University's strategic plan by promoting and contributing to a university community centered on student learning and success. The Division is responsible for the out-of-class welfare of the students and provides a richly diverse array of educational experiences to supplement classroom learning. Programs and activities are designed to contribute to the intellectual, emotional, physical, spiritual, and social development of the student. Students are encouraged to be active participants and to be involved in order to stimulate school spirit, strengthen campus life, and enhance the overall quality of their collegiate experience.

Also inherent in the Division's mission is leadership for enrollment management, a process designed to influence students and parents in their choice of a college or a university, to facilitate the transition of students to college or from one college to another, to reduce student attrition and improve retention, and to enhance student outcomes. Successful enrollment management requires collaboration and cooperation among Admissions, Financial Aid, Marketing and Communications, the Registrar, the Business Office, Academic Advisement, University Housing, and faculty. It is a team approach that begins with prospective students, continues throughout the college experience, and extends as students become successful alumni.

The Division offers the following student support programs and services to engage students in campus life and to enhance student character.

607.01 Campus Recreation and Intramurals

The Department of Campus Recreation and Intramurals (CRI) provides growth opportunities and educational experiences which positively affect an individual's mental and physical well-being. Through programs and facilities that are recreational, educational, and sporting in nature, CRI strives to promote and develop healthy lifestyle choices. With a Georgia Southern University identification card, it is easy to become involved and to reap the benefits of participation. No experience is necessary to participate, and CRI employees are available to help participants gain maximum benefits from recreational activities.

CRI produces a pocket calendar each semester that provides program information, such as facility hours, scheduled activities, proposed trips, intramural sports and tournaments, and special events. Pocket calendars are available at the CRI office in the Recreation Activity Center (RAC), CRI facilities, and other locations on or near campus. CRI provides safe, clean, quality, dependable, and enjoyable programs and services. They are as follows:

Aquatics is a program for those who enjoy swimming, diving, or simply relaxing in a pool. CRI currently utilizes one indoor and one outdoor pool.

Club Sports are unique student organizations that receive funding assistance through CRI. Club sports may be organized for instructional,

recreational, and/or competitive purposes, and offer a way of meeting others who share similar recreational interests. Current organized clubs include baseball, cycling, equestrian, fencing, lacrosse, martial arts, judo, ju-jitsu, taekwon-do, tai-chi, power lifting, rugby, soccer, swimming, team handball, ultimate Frisbee, volleyball, and wrestling. Any group of students is welcome to consult with the club sports director about their interests.

Fitness Programs promote and educate participants in the pursuit of a healthier lifestyle through a variety of opportunities, ranging from free weights to circuit training equipment. Group exercise classes allow participants to increase cardio-respiratory fitness, and nutrition workshops provide education on a healthy diet. Fitness levels can be evaluated at periodic Fitness Assessments.

Informal Recreation is a program that allows participants to engage in a variety of unstructured recreational activities, such as basketball, walking, jogging, volleyball, racquetball, etc. There are several locations on and near campus that provide opportunities on a drop-in basis.

Intramural Sports provide participants of all levels with competitive and recreational experiences. Participants compete in men's, women's, and co-rec league settings in a variety of sports including flag football, basketball, indoor/outdoor soccer, ultimate Frisbee, bowling, tennis, volleyball, golf, and others. Some sports, like softball, are offered all year long. In addition to seasonal sports, weekend tournaments and special events are offered periodically.

Outdoor Recreation encourages participants to discover the great outdoors. Southern Adventures provides outdoor rental equipment—tents and sleeping bags—for a nominal fee. Southern Adventures is a resource center for information regarding recreational areas with staff available to assist in planning trips. Weekend adventure trips, such as white-water rafting, canoeing, and others are planned each year. A challenge course offers exciting experiential opportunities that focus on leadership, communication, and problem-solving and interpersonal skills. The climbing wall, for beginning and advanced climbers, is located in the Recreation Activity Center and allows participants to engage in a different type of exercise. Instructional clinics are offered throughout the year.

Participation in the Campus Recreation and Intramurals program is completely voluntary. It is strongly recommended that all participants consult a physician and/or have a physical exam prior to participation. Participants are also urged to secure adequate personal medical coverage.

Satellite facilities provide participants with recreational opportunities in a variety of locations throughout the campus, as listed below.

M.C. Anderson Recreational Park—301 By-Pass and Akins Boulevard

- *Recreation Activity Center (RAC)*: main gym (3 courts), climbing wall, racquetball, auxiliary gym, weight room (circuit, free, and cardio equipment), group exercise room, multipurpose room, elevated track, and administrative offices
- *Multiplex and CRIBB*: multipurpose playing fields (softball, soccer, flag football), restrooms, and intramural office
- *Club Sports Fields*: multipurpose playing fields (primarily used for clubs, e.g., rugby, lacrosse, soccer, and ultimate Frisbee)
- *Club Building*
- *Outdoor Pavilion*

Southern Square—Georgia Avenue and Knight Drive

- *Southern Splash*: outdoor pool
- *Weight Extension*: free weights and circuit training equipment
- *Fitness Extension*: multipurpose activity space (group exercise, dance practice)
- *Oxford Field*: multipurpose playing field, outdoor volleyball and basketball courts

Hanner—Fair Road and Herty Drive

- *Hanner Fieldhouse*: main court, Old Hanner Gym, activity room, fitness rooms, indoor pool, outdoor lighted tennis and racquetball courts
- *Sport Complex*: two softball fields

Marvin Pittman—behind Hendricks Residence Hall

- *Marvin Pittman Gym*: multipurpose space (primarily used for clubs, e.g., fencing, martial arts, wrestling, team handball, volleyball), outdoor tennis and volleyball courts

607.02 Career Services

Career Services assists students in choosing a major and career field that accurately reflect personal values, interests, and abilities. A comprehensive collection of books, periodicals, videotapes, major binders, Internet sites, and employer literature is available for students to research not just career fields and jobs, but employing organizations as well. In addition, students can utilize computerized career guidance and information programs that facilitate the career decision-making process.

Cooperative education enables students to gain relevant professional work experience on a work-study rotational basis. As a result of this balanced educational program, co-op students reap the benefits of applying theories they learn in the classroom, earning money to finance their education while in school, and positioning themselves better for a permanent career search. Career Services also serves as a clearinghouse for internships. Professional Employment helps prepare graduating seniors to mount an effective job search campaign, including résumé preparation, interviewing techniques, and proven job search strategies. Professional staff are available to critique résumés and conduct mock video interviews with students. The department attracts a wide variety of employing organizations to recruit Georgia Southern seniors, through on-campus interviews and résumé referrals. Various career fairs are held throughout the year where students can interact with employers from business, industry, education, government, and health and human services. In addition to its main office in the Williams Center, Career Services has a satellite office in the College of Business Administration building.

607.03 Counseling and Career Development Center

The Counseling and Career Development Center, located between Health Services and the Forest Drive Building, offers services to students in need of assistance with academic, personal-social, or career concerns. In addition, consultation services are available to faculty who are concerned about students demonstrating difficulties in the above areas. The Center's staff include eight professionally trained psychologists and counselors who are committed to helping students meet their personal and educational goals.

The Center offers *personal counseling* in areas such as self-esteem, depression, sexual identity, relationship conflicts, eating disorders, trauma and abuse issues, and family of origin concerns.

Group counseling offers students the opportunity to interact with others who have similar concerns while developing more satisfying relationships with students, faculty, and staff.

Career development helps students determine their aptitudes and interests, assess their career-related values, explore career opportunities, and develop strategies to achieve career goals.

Academic counseling enables students to identify their academic obstacles and to improve in the areas of test anxiety and time management.

The Center's staff also offer workshops designed to educate students, faculty, and staff about stress management, dating violence, acquaintance rape, interpersonal relationships, and communication skills. On request, counseling staff will conduct specific programs for campus groups or classes with two weeks advance notice. Counselors are also available to assist faculty who encounter students in crisis. The number to call during

regular business hours, Monday through Friday, 8 a.m. to 5 p.m., is 681-5541, or after hours, 681-5234.

607.04 Educational Opportunity Programs

The primary goals of the Educational Opportunity Programs (EOP) are to identify disadvantaged young people with the potential to succeed in postsecondary education, to encourage them to continue in and to graduate from secondary school, to enroll them in postsecondary and graduate programs, and to encourage high school and college dropouts to return to school. Three TRIO federal programs, Upward Bound, Educational Talent Search, and The Ronald E. McNair Postbaccalaureate Achievement Program, make up the Office of Educational Opportunity Programs. Upward Bound (1980), Educational Talent Search (1991), and The Ronald E. McNair Achievement Program (1998) have been responsible for placing more than 90 percent of their graduates in postsecondary education programs. More than 40 percent of the former participants have graduated from college, and more than 42 percent are currently enrolled in a postsecondary education program.

Educational Talent Search provides 825 middle school, high school, and out-of-school youth with the support and assistance needed to complete high school and enter a program of postsecondary education.

Eligible participants must:

- reside in Bulloch, Burke, Emanuel, Jenkins, or Screven counties;
- be enrolled in the 6th through 12th grades, or be high school or postsecondary school dropouts;
- be potential first-generation college students, or meet the economic guidelines for low income families;
- possess the potential to be successful at the postsecondary education level; or
- be at least 11 years of age, or be a veteran regardless of age.

Upward Bound provides 85 high school students with the motivation and assistance needed to successfully enroll in and complete higher education programs. Eligible participants must be enrolled in the 10th or 11th grades in Bulloch, Candler, Emanuel, Evans, or Screven county high schools and possess the academic potential necessary for higher education.

The Ronald E. McNair Achievement Program provides 15 talented University juniors and seniors with the support necessary to increase their chances for success in graduate programs leading to doctorate degrees. McNair Scholars are exposed to summer research opportunities, internships, faculty mentors, and fellowships. They also receive assistance with graduate school admissions and attend academic assistance seminars. Eligible participants should possess the interest and the aptitude to pursue doctoral studies.

These three projects are sponsored by grants provided by the U.S. Department of Education and are administered by the Georgia Southern University Division of Student Affairs and Enrollment Management.

Services

- academic, personal, and career counseling
- basic skills classes, tutoring
- cultural enrichment and educational travel
- assistance with college selection and financial aid
- a six-week residential summer program (Upward Bound)
- ACT, GRE, and SAT preparation workshops and fee waivers
- motivational and self-esteem activities
- college courses for graduating high school seniors
- workshops on financial aid, study skills, and personal growth
- literature on postsecondary and graduate programs
- parental involvement activities
- referrals to regional summer math and science programs

- summer research and internships (McNair)
- mentoring and graduate school admissions assistance

For further information, visit the Office of Educational Opportunity Programs in Room 1026 of the Williams Center, call 681-5458, email <edopprrg@gasou.edu>, or visit the home page at <www2.gasou.edu/sta/eop>.

607.05 Greek Life

Greek Life coordinates the activities of the 22 Greek social organizations and provides assistance to individual chapters, members of Greek organizations, and individuals expressing an interest in Greek organizations. In addition, Greek Life coordinates campus-wide activities through the Panhellenic, Interfraternity, and National Pan Hellenic councils.

607.06 Health Services

Georgia Southern University Health Services is a department of Auxiliary Services and the Division of Student Affairs and Enrollment Management. Health Services is also a member of the American College Health Association (ACHA).

Mission

The mission of Health Services is to help Georgia Southern University students achieve the best possible physical and psychological health and to positively impact their long-term health-related behaviors by providing them with high-quality, cost-effective healthcare services, programs, and products.

Location & Hours

Health Services is available to Georgia Southern students for consultation, examination, diagnosis, and treatment of illnesses and injuries. The Health Center is located on Forest Drive near Watson Hall and Lakeside Café. Operating hours are 8 a.m. to 5 p.m., Monday through Friday, during semesters. Students are encouraged to make medical appointments by calling 681-5484.

Eligibility

All Georgia Southern students are eligible to utilize Health Services. Students enrolled in four or more semester hours prepay the health fee at the beginning of each semester. This fee entitles those students to unlimited office visits during the semester for examination and treatment. Students enrolled in less than four semester hours may choose to prepay the health fee to receive the same benefits. A valid Georgia Southern identification card is required to access services at the Health Center.

Services Available to Faculty & Staff

Health Services offers some services for faculty and staff. Flu and pneumonia immunizations are offered in the fall for a nominal fee. Allergy injections are also administered for a small fee each semester. Call 681-5484 for more information. For medical emergencies, call 911 immediately. Faculty, staff, and students who sustain injuries while on the job must seek treatment from a provider on the approved list published by the Division of Human Resources.

Staff

The competent and friendly Health Services staff include two physicians, four nurse practitioners, nursing and clerical staff, a radiologist, a laboratory technologist, a certified respiratory therapy technician, a health educator, and a director. Pharmacy staff are employees of College Pharmacy of Statesboro.

Confidentiality

The relationship between patients and Health Services staff is confidential, and staff strictly adhere to the rule of medical ethics. Students are entitled to privacy within the capacity of the Health Center facility and confidentiality to the extent of the law. Staff consistently receive high ratings for confidentiality on patient satisfaction surveys.

Health Fee & Supplemental Charges

The health fee is \$77 for Fall 2003, \$77 for Spring 2004, and \$37 for Summer 2004. While the health fee allows students unlimited visits

throughout the semester, there are additional costs for items such as prescriptions and immunizations. Payment for these services is due at the time of the visit. Health Services does not file insurance claims, but does provide a detailed invoice for insurance purposes upon request.

Some students may have medical conditions that require a referral to other healthcare providers or specialists for consultation or treatment. All expenses related to the medical services of referred providers are the responsibility of the student.

Health Insurance

Students are encouraged to maintain health insurance coverage. For those who are no longer covered under their parents' policy, a Student Accident and Sickness Insurance Plan is available. Students may purchase the plan to cover themselves as well as their spouse and dependent children. For more information, please contact Student Resources, Inc., on the web at <www.Student-Resources.net>, by email at <info@StudentResources.net>, or by phone at 1-800-237-0903. Health Services provides its services, programs, and products regardless of a student's insurance plan or lack of insurance.

After Hours & Emergency Care

Students who become sick or injured when the Health Center is closed and feel they cannot wait until normal operating hours should seek medical treatment at East Georgia Regional Medical Center Emergency Room, located a short distance from Georgia Southern University on Fair Road in Statesboro. All expenses related to emergency and after hours care are the responsibility of the student. Students are encouraged to carry their health insurance card with them at all times.

Immunizations

The Board of Regents of the University System of Georgia requires all students to provide proof of immunization against measles, mumps, and rubella (MMR) before they are allowed to register for or attend classes. Health Services administers this policy and will gladly help students with the appropriate forms and information.

International students are required to be screened for tuberculosis (TB). Health Services will provide a free TB screening. Forms and additional information about required immunizations may be obtained at Health Services, Admissions, or Graduate Studies. Immunization and Medical History forms may be obtained from the web at <www.aux.gasou.edu/health/>.

In addition to required immunizations, Health Services recommends that all students be immunized against Meningitis, Hepatitis B, Varicella (Chicken Pox), Tetanus-Diphtheria (Td), and Polio and be tested for Tuberculosis (TB). While these immunizations and the TB test may be obtained at the Health Center, students are encouraged to get them before their arrival on campus. For more information about these diseases and their vaccines, visit the web sites of the American College Health Association (<www.acha.org>) or the Centers for Disease Control and Prevention (<www.cdc.gov>).

Health Services is proud to be among the outstanding student services provided by Georgia Southern. Students and parents are encouraged to learn more about these services as well as Patient Rights and Responsibilities by visiting the web site at <www.aux.gasou.edu/health/>.

607.07 The Multicultural Student Center

In keeping with the mission of the University, the Multicultural Student Center promotes cultural awareness, understanding, and a sense of belonging. The Center also fosters educational and developmental opportunities for all students regardless of their ethnic background or national origin. The Center is designed to educate and celebrate the cultural diversity of students, staff, and the community of Georgia Southern through a series of support services, programs, activities, and student organizations. Additionally, the Center promotes academic, cultural, and social responsibility among all students and educates the campus community about issues of multiculturalism, inclusion, and

pluralism. These programs ensure that students are adequately prepared for the diverse communities they will encounter both on and off campus.

The Multicultural Student Center has three main components: Minority Advisement Program (MAP), Multicultural Programs, and the Gay, Lesbian, Bisexual and Transgendered (GLBT) Resource Center. The staff of these programs serve as advocates for underrepresented groups, present programs and workshops in classes, and coordinate a variety of campus celebrations, such as Women's Awareness Month, Cultural Awareness Week, Hispanic Heritage Day, Black Awareness Month, Religious Awareness Week, and National "Coming Out Day."

Minority Advisement Program

The Minority Advisement Program is a peer mentor program designed to assist minority freshmen with their transition from high school to college and to facilitate a successful adjustment to Georgia Southern University. With the assistance of peer leaders (MAP sponsors), MAP provides information and experiences to promote success. Services include personal assistance to obtain all resources available in such areas as academic advisement, financial aid, career counseling, tutoring, and campus orientation. For more information, write the Multicultural Student Center at P.O. Box 8068, call 681-5409, or visit the web page at <www2.gasou.edu/multicultural>.

Gay, Lesbian, Bisexual and Transgendered Resource Center

The GLBT Resource Center provides support, information, and referrals for students through education and programming, works with community agencies, and offers one-on-one conferencing with GLBT students to address their concerns. The office also encourages dialogue in an effort to educate the campus community about GLBT issues.

607.08 Off-campus Housing

Off-campus Housing maintains a list of available housing in the community and coordinates the Community Advisor program through which cooperating apartment complexes employ Georgia Southern students to assist off-campus students with community and personal development. For more information, call 871-1435.

607.09 Office of Judicial Affairs

The judicial process at Georgia Southern is an integral part of the educational mission of the University. Its philosophy is educational as opposed to punitive and is proactive in nature, emphasizing a developmental approach toward discipline allowing for maximum student growth.

The purpose of the University judicial process is two-fold. First, the judicial process guarantees that every student charged with a violation of the *Student Conduct Code* receives a fair and impartial hearing. Hearings are designed to implement essential standards of fairness by meeting appropriate legal requirements. Second, the judicial system has an educational purpose. Ideally, the judicial process should teach students that they are responsible for their actions both on campus and off campus and that there are consequences associated with inappropriate behavior.

Georgia Southern has a responsibility to help students learn the value of their individual rights and to realize the importance of their responsibilities as productive members of the academic community. The office will assist faculty in resolving cases of academic dishonesty. Call 681-0059 for more information.

607.10 Office of Orientation

New students attending Georgia Southern usually have many questions and concerns about issues ranging from faculty expectations and residence hall living to off-campus housing, dining, core curriculum, academics, and activities. These and many other concerns are addressed by the Office of Orientation during SOAR (Southern's Orientation, Advisement, and Registration) sessions prior to the start of classes each semester. Freshmen entering fall semester may attend one of eight two-day orientation sessions with their parents during the summer. Transfer

students entering fall semester may attend one of two one-day orientation sessions during the summer. For other semesters, SOAR occurs just days before classes start. New students are advised by a select group of faculty and academic advisors who then assist students with registration. Students meet key people on campus and have their questions answered by faculty. SOAR leaders are upper-class students who facilitate the SOAR program. Orientation is required for all new students. For more information, call 871-1987, email <orientation@gasou.edu>, or visit the web site at <www.gasou.edu/soar>.

607.11 Student Activities

Through a broad range of programs—from Eagle Entertainment, student programming council, leadership development programs, over 175 individual clubs and organizations, to the Campus Life Enrichment Committee—students are provided an opportunity to pursue interests, develop leadership skills, enrich their social lives, and augment professional competence. For more information on how students can become connected with the University, call the Office of Student Programs at 486-7270.

607.12 Student Media

Georgia Southern's campus media include a student newspaper published three times a week (*The George-Anne*), a general interest "yearbook magazine" (*Southern Reflector*), a semi-annual magazine of the arts (*Miscellany*), and a campus radio station (WVGS/91.9 FM). In addition, two student groups—Photography, Art, Graphics, Electronic Systems (PAGES) and Advertising/Distribution Services (ADS)—provide technical and business support for the print-based student media. Student editors and managers are selected by the Student Media Advisory Board of the Division of Student Affairs and Enrollment Management—a panel that also provides oversight to student media operations. The goal of student media is to provide news and information in a timely manner, to provide entertainment that reflects the institution's diversity, and to provide an open forum for the exchange of views on issues of interest to the University community. For more information, contact the coordinator of Student Media at 681-0069.

607.13 The Department of University Housing

The residence halls at Georgia Southern offer a living and learning environment for about 3,400 students, an increase of nearly 25 percent over last year. Approximately 60 percent of full-time, traditional freshmen live on campus. In Fall 2003, Southern Courtyard, a 480-bed apartment complex, and Southern Pines, which houses 630 students in deluxe suites, opened. Of the 12 residence halls at Georgia Southern, five offer apartment or suite-style arrangements, and the balance are traditional double-occupancy communities. Each is operated by the Department of University Housing.

The residence hall system is organized around living/learning communities (LLCs). They are composed of students who live together in a residence hall and have a common interest or purpose that serves as the focal point of the community. With the help of trained residence hall staff members, students structure programming and community norms to promote their interest or purpose. There are 14 LLCs in Georgia Southern's 12 residential complexes. They fall into four categories: (1) communities exclusively for first-year students; (2) communities with ties to specific academic programs open to all classifications; (3) theme communities open to all classifications; and (4) communities for upper-class and transfer students. The living/learning communities for 2003-04 are as follows.

Living/Learning Communities for First-Year Students

The LLCs for first-year students are the most academically oriented at Georgia Southern. Programs are tailored to assist students with achieving a successful transition from high school to college and encourage quality interaction with faculty. They are listed below from the most to the least structured.

First-Year Interest Groups (FIGs) are clusters of roughly 30 students who share a major or interdisciplinary interest. The FIGs are the most academically intentional of the LLCs at Georgia Southern. Students in FIGs take seven hours of coursework with the same group of people in the fall. Most will take three hours in the spring as well. The FIGs allow residents to develop relationships with other students who share a common interest while they are still taking general education courses. For 2003-04, the FIGs are housed in Watson Pods. Tutoring is available in English and math in nearby Johnson and Winburn halls. The FIGs are 24-hour quiet communities.

Students in each FIG take University Orientation (a required course for all first-year students) and English Composition I (a state requirement for graduation). Both of these courses are taught by faculty with an interest in the FIG, and writing in the Composition course is geared toward the FIG subject matter. In addition to these two classes, students also take one other core course that has a connection to the FIG and fulfills a requirement for graduation. The 2003-04 FIGs are listed below with their corresponding third class.

- *Baseball in American Society*: U.S. History Survey
- *Education*: Introduction to Sociology
- *Environment*: Introduction to Sociology
- *Movies and Mass Media*: Introduction to Anthropology; Principles of Public Speaking (spring)
- *Theater*: Introduction to Theater
- *Travel and Culture*: Introduction to Anthropology

Success-in-U (SIU), Georgia Southern's oldest LLC, is a great option for those students who are interested in reserved classes, but want or need more flexibility in their schedules. Students choose four hours in the fall (University Orientation and one three-hour core course) and three hours in the spring from a group of core courses reserved exclusively for students in SIU. As is the case with the FIGs, participation in reserved classes is required. In addition to traditional resident advisors, SIU boasts academic mentors—high ability live-in staff members who provide on-site tutoring for students in English and math. In order to become more connected with Georgia Southern and Statesboro and to make a positive impact, SIU community members participate in a number of community service projects. SIU is housed in Winburn and is a 24-hour quiet LLC.

First Year Experience (FYE) is intended for students desiring some of the benefits of SIU without as much structure. Reserved courses are optional in FYE and are assigned on a first-come, first-served basis. Just as with SIU, FYE has academic mentors who provide in-house tutoring in English and math. Programming is oriented toward integrating students into the academic and social life of the University. FYE is housed in Johnson Hall. Male and female students live on opposite sides of the building separated by the lobby.

Living/Learning Communities with Ties to Academic Programs (open to all classifications)

Eagle Executives is a LLC designed for students majoring in a business or pre-business field. Working in conjunction with the College of Business Administration, this LLC offers programs in academic support and business-related career services, drawing on the expertise of faculty and local business owners to provide students with concrete examples of how businesses function. Eagle Executives, which is housed in Veazey Hall, offers optional

reserved sections of Introduction to Business Administration and University Orientation for first-year students.

The *Honors* community offers an intensive study environment for students participating in Georgia Southern's two honors programs. It is housed in Southern Pines, one of Georgia Southern's two new residential facilities opened in Fall 2003. There are no reserved classes specifically for students living in the Honors community; however, several honors classes will be taught in the classroom located in the Southern Pines clubhouse. The "Southern Pines Hour," a bi-weekly program series, focuses on discussion and debate of intellectually stimulating issues. Past topics ranged from debates over homosexuality and the appropriate legal status of marijuana to whether the SAT is a meaningful way to gauge ability. Honors is a 24-hour quiet community.

Information Technology (IT) is a residential community for students in Georgia Southern's new College of Information Technology. It is housed in Southern Pines on the same side of campus as the IT building. Programming focuses on internship and career opportunities in this dynamic field. The IT community offers optional sections of Introduction to Information Technology and University Orientation for first-year students, some of which meet in the classroom in the Southern Pines clubhouse.

Math, Engineering, Technology, Science, and Nursing (MESN) offers special support for students majoring in these challenging fields of study. MESN programming consists of in-house study groups, career workshops for students in the specific majors, and other types of academic support services on campus. This community, which is housed in Olliff Hall, offers reserved sections of English Composition and University Orientation for students majoring in nursing. MESN also features a computer lab equipped with software used in engineering programs. It is a 24-hour quiet community.

Living/Learning Communities (open to all classifications)

International Living is a community for students interested in experiencing different cultures and traditions. This LLC focuses programming on the interaction of cultures in politics, religion, history, language, and food. Both first-year and upper-class students are eligible for this community which is located in Sanford Apartments. In units reserved for first-year students, two American students will share an apartment with two international students. International Living offers an optional reserved section of the popular Introduction to International Studies course, as well as a section of University Orientation for first-year students.

Outdoor Adventures is a community for students interested in individual and team outdoor activities. It is housed in Hendricks, adjacent to the new skatepark and near the Raptor Center. Staff in the building work closely with Campus Recreation and Intramurals to organize mountain biking, sea kayaking, climbing and rappelling, and other activities of interest to residents. Outdoor adventures offers an optional reserved section of University Orientation for first-year students.

Substance Free is a community for students serious about maintaining a healthy, substance-free lifestyle. Participants pledge to abstain from using alcohol, tobacco products, and other controlled substances while a member of the community. Programming focuses on healthy eating, exercise, and the promotion of a well-balanced lifestyle. Substance Free is located in Brannen Hall.

Living/Learning Communities for Upper-class and Transfer Students

Club 60 is a community reserved for students who have completed 60 hours or more of college credit. It is located on the third floor of

Watson Commons. Programming focuses on issues facing more experienced college students and features the "Life after Southern" series (programs on conducting job searches, applying to graduate school, repaying student loans, buying a car, etc.).

Eagle Educators is a community intended for sophomore students in the College of Education. It is housed on the second floor of Watson Commons. Programming focuses on contemporary issues in American classrooms and the skills students need as they enter coursework in their majors. Most students will take their seven-hour pre-professional block together in the spring semester.

Eagle Transfers is a community for students who have attended college elsewhere for at least one semester. Programming focuses on making the transition to Georgia Southern and identifying resources that will allow transfer students to be successful. It is located in Southern Pines.

The five *Upper-class* communities, housed in Southern Courtyard, Southern Pines, Kennedy, Stratford, and the first floor of Olliff, focus on major and career development. Programs include speakers from the business and professional world talking about their fields as well as workshops and roundtables on preparing for further schooling.

Faculty and staff who wish to help welcome new students to campus are encouraged to participate in Operation Move-In. At this annual Georgia Southern tradition, faculty and staff answer questions for students and their parents, work registration tables, and some even help move boxes into

student rooms. Operation Move-In 2003 will be held Saturday, August 16th, from 8:30 a.m. until 5:30 p.m.; volunteers work in shifts.

Housing staff members are encouraged to contact faculty and staff to serve as guest speakers for programs in the residence halls. Faculty and staff teaching reserved sections of courses are invited to use hall space for class sessions or special projects. Those interested in faculty involvement opportunities should contact Chris Caplinger, University Housing's Academic Enhancement Coordinator, at 681-5406.

607.14 Volunteer Services

Volunteer Services offers students excellent opportunities for career exploration through hands-on professional level experience while addressing existing social issues and community needs. Volunteer service promotes the concept of service learning, provides networking opportunities, and strengthens résumés. Programs sponsored by the office include: the Student Action Board, Alternative Break Trips, Step-Into-Statesboro, Have-A-Heart Day, Mad Dash for Hours, Hunger & Homelessness Week, Sculpt It for the Hungry, Adopt-A-Grandparent, GS TOP STEP, Holiday Helper Tree, Community Plunge, and Red Cross Blood Drives.

The office provides a unique opportunity to students who are committed to service. Once students register with the Volunteer Services Office, they are eligible to receive a service transcript at graduation after logging a minimum of 200 service hours. To receive proper credit, students need to turn in their volunteer log sheets at the conclusion of each semester. For more information, visit the office in Russell Union, Suite 2022, call 871-1435, email <outreach@gasou.edu>, or visit the web at <www2.gasou.edu/outreach/volunteer>.

Section 700 THE UNIVERSITY SYSTEM OF GEORGIA

701 Overview

The University System of Georgia includes 34 state-operated institutions of higher education located throughout the state. A 16 member constitutional Board of Regents governs the University System which has been in operation since 1932. Appointments of Board members, five from the state-at-large and one from each of the state's 11 Congressional Districts, are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The chair, the vice chair, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System. The System's programs and services are offered through three major components: instruction, public service/continuing education, and research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level and certificates. Instruction is conducted by all institutions. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

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 universities, and two-year colleges. This curriculum requires 110-112 semester credit hours, including

60 hours	essential skills
4-5 hours	institutional options
6 hours	humanities and fine arts
10-11 hours	science, math, and technology
12 hours	social sciences
18 hours	courses related to the program of study

It facilitates the transfer of freshman and sophomore degree credits within the University System.

Public service/continuing education consists primarily of non-degree activities and special types of college-degree-credit courses. Non-degree activities may include short courses, seminars, conferences, lectures, and consultative and advisory services in many areas of interest. Non-degree public service/continuing education is conducted by all institutions. Typical college-degree-credit, public service/continuing education courses are those offered through extension center programs and teacher education consortia.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly defined projects in some cases, non-programmatic activities in other cases. Research is conducted both on and off campus and explores a variety of matters related to the educational objectives of the institutions and to general societal needs.

The policies of the Board of Regents for the government, 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 University System Advisory Council, with 34 committees, engenders continual System-wide dialogue on major academic and administrative matters of all types. It also makes recommendations to the Chancellor for transmittal to the Board of Regents as appropriate regarding academic and administrative aspects of operation of the System.

The Advisory Council consists of the Chancellor, the vice chancellors,

and all presidents as voting members; it includes other officials and staff members of the institutions as nonvoting members. The Advisory Council's 21 academic committees and 13 administrative committees are made up of representatives from the institutions.

Committees dealing with matters of University System-wide application include, typically, at least one member from each institution. State appropriations for the University System are requested by, and are made to, the Board of Regents, and allocations are made by the Board. The largest share of the state appropriations, approximately 52 percent, is allocated by the Board for instruction.

702 Institutions of the University System

Research Universities

GEORGIA INSTITUTE OF TECHNOLOGY	Atlanta 30332
GEORGIA STATE UNIVERSITY	Atlanta 30303
MEDICAL COLLEGE OF GEORGIA	Augusta 30912
THE UNIVERSITY OF GEORGIA	Athens 30602

Regional Universities

GEORGIA SOUTHERN UNIVERSITY	Statesboro 30460
VALDOSTA STATE UNIVERSITY	Valdosta 31698

State Universities & Colleges

ALBANY STATE UNIVERSITY	Albany 31705
ARMSTRONG ATLANTIC STATE UNIVERSITY	Savannah 31419
AUGUSTA STATE UNIVERSITY	Augusta 30904
CLAYTON COLLEGE & STATE UNIVERSITY	Morrow 30260
COLUMBUS STATE UNIVERSITY	Columbus 31907
DALTON STATE COLLEGE	Dalton 30720
FORT VALLEY STATE UNIVERSITY	Fort Valley 31030
GEORGIA COLLEGE & STATE UNIVERSITY	Milledgeville 31061
GEORGIA SOUTHWESTERN STATE UNIVERSITY	Americus 31709
KENNESAW STATE UNIVERSITY	Kennesaw 30144
MACON STATE COLLEGE	Macon 31206
NORTH GEORGIA COLLEGE & STATE UNIVERSITY	Dahlonega 30597
SAVANNAH STATE UNIVERSITY	Savannah 31404
SOUTHERN POLYTECHNIC STATE UNIVERSITY	Marietta 30060
STATE UNIVERSITY OF WEST GEORGIA	Carrollton 30118

Two-year Colleges

ABRAHAM BALDWIN AGRICULTURAL COLLEGE	Tifton 31793
ATLANTA METROPOLITAN COLLEGE	Atlanta 30310
BAINBRIDGE COLLEGE	Bainbridge 31717
COASTAL GEORGIA COMMUNITY COLLEGE	Brunswick 31520
DARTON COLLEGE	Albany 31707
EAST GEORGIA COLLEGE	Swainsboro 30401
FLOYD COLLEGE	Rome 30161
GAINESVILLE COLLEGE	Gainesville 30503
GEORGIA PERIMETER COLLEGE	Decatur 30034
GORDON COLLEGE	Barnesville 30204
MIDDLE GEORGIA COLLEGE	Cochran 31014
SOUTH GEORGIA COLLEGE	Douglas 31533
WAYCROSS COLLEGE	Waycross 31503

703 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 System at any level of its organization which 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 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, [decide to] reduce the operation of, [to] modify, or [to] 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 System to provide the best possible education for its students. The System shall make reasonable efforts to insure that students affected will be allowed to complete their programs, within the limits of budgetary constraints, at the institution or by transfer to another unit in the System.

The determination of the existence and extent of a financial exigency affecting the System, or any institution, or within 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, or non-tenured faculty, or other contract 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, which 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 ninety (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 twenty (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.

Program Modification or Discontinuance in the Event of Financial Exigency

Anything in the 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 System as provided in this *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 805.02* [of the *Board of Regents Policy Manual*] shall apply to any such layoffs or terminations.

(Board of Regents Policy Manual, § 85, approved October 1991)

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GEORGIA
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A UNIT OF THE UNIVERSITY SYSTEM OF GEORGIA
AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION