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2024

## Faculty Handbook

Georgia Southern University

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**GEORGIA  
SOUTHERN  
UNIVERSITY**

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**2023-2024**

**Faculty**

**Handbook**

Office of the Provost and Executive Vice President for Academic Affairs

P.O. Box 8022

Statesboro, Georgia 30460-8022

(912) 478-5258

University web address: <http://www.georgiasouthern.edu>

Provost's Office web address: <https://academics.georgiasouthern.edu/>



## Preface

The *2023-2024 Faculty Handbook* has been revised for your convenience and reference. Throughout this *Handbook*, the term “academic unit head” may generally be read to include school directors and school chairs. For the most current policies pertaining to Georgia Southern University, please visit the University’s Digital Commons at <https://digitalcommons.georgiasouthern.edu/university-policies/>.

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

Georgia Southern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associates, baccalaureate, masters, specialists, and doctorate degrees. Georgia Southern University may also offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Georgia Southern University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC’s website ([www.sacscoc.org](http://www.sacscoc.org)).

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## 100 | Georgia Southern University

### 101 Mission

At Georgia Southern University, our learner-centered culture prepares us to think, lead, teach, and serve. We value collaboration, academic excellence, discovery and innovation, integrity, openness and inclusion, and sustainability. We promote talent and economic development to enhance quality of life through scholarly pursuits, cultural enrichment, student life, and community engagement across distinctive campuses. Our success is measured by the global impact of our students, faculty, staff, and alumni.

*Approved by the Board of Regents, August 8, 2019.*

### 102 Organizational Structure

#### 102.01 Academic Administration

##### President

The president shall be the executive head of the institution and of all its departments and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor. The president shall have jurisdiction over the formulation and organization of bylaws and operating policies of all departments/schools, colleges, divisions, and administrative offices of the University. All administrative officers shall be appointed by the president and shall hold office at the pleasure of the president. The president is an *ex officio* member of the university faculty. (*Statutes*, Article I, § 3; Article II, § 2)

##### Provost and Executive Vice President for Academic Affairs

The provost and executive vice president for academic affairs is the chief academic officer of the University, an administrative member of Faculty Senate, and an *ex officio* member of the university faculty and committees charged with considering matters pertaining to the faculty and the curriculum. The provost and executive vice president for academic affairs holds jurisdiction over academic matters and academic personnel and provides leadership in the development of proper academic goals for the institution and its colleges through college and faculty instrumentalities. In the absence of the president, the provost and executive vice president for academic affairs is the presiding officer of all bodies over which the president normally presides. (*Statutes*, Article III, § 2)

##### 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 university faculty. Deans report to the provost and executive vice president for academic affairs and are responsible for the development and coordination of the programs for their colleges. Deans recommend appointment, reappointment, promotion, tenure, merit increases, and dismissal of faculty. They also prepare annual reports and budgets for their colleges. (*Statutes*, Article II, § 3)

The dean of the University Libraries is an administrative member of Faculty Senate, an *ex officio* member of the university faculty, and has charge of the administration of the University Libraries on all campuses, their materials, and their programs. Professional members of the library's staff hold faculty rank and have representation in the Faculty Senate. With the recommendation of the Libraries Committee, the dean appropriates budgets to departments and is responsible for the proper administration of those and all library allocations. (*Statutes*, Article II, § 4)

The dean of the Jack N. Averitt College of Graduate Studies provides direction and administrative supervision to the Jack N. Averitt College of Graduate Studies. The dean is responsible for providing academic leadership towards graduate teaching; graduate degree-granting functions of the academic colleges; and coordinating graduate

initiatives with internal and external stakeholders to ensure efficient functioning of all aspects of the graduate education enterprise.

The dean of the Honors College provides direction and administrative supervision to the Honors College. The dean is responsible for directing honors recruitment, development, curriculum, research, and experiential learning, as well as additional honors retention activities. The dean serves as the official representative in communicating all business of the Honors College to internal and external stakeholders.

#### Department Chairs

Department chairs, school chairs, and school directors are terms used to describe the heads of units who have direct supervision over faculty. The chair or director is appointed by the president after consultation with the appropriate faculty, dean of the college, and provost and executive vice president for academic affairs. 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; and, after consultation with the faculty of the department/school, the recommendation for appointment, reappointment, promotion, tenure, merit increases, and dismissal of faculty. (*Statutes*, Article VI, § 2)

#### Faculty

The university faculty consist of the corps of instruction, which is defined as all full-time professors, associate professors, assistant professors, instructors, principal lecturers, senior lecturers, lecturers, and teaching personnel with such other titles as may be approved by the Board of Regents. Full-time research personnel and duly certified librarians will be included in the corps of instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the corps of instruction. In addition, the faculty include the president, the provost and executive vice president for academic affairs, the nonacademic vice presidents, academic deans, the dean of the libraries, the dean of the Jack N. Averitt College of Graduate Studies, the dean of the Honors College, associate and/or assistant deans, the registrar, and other full-time administrative officers as the institution may designate as having *ex officio* faculty status. (*Statutes*, Article I, § 3)

It is the responsibility of the faculty in each college to establish entrance requirements for students; prescribe and define courses of study; establish requirements for degrees, endorsements, and certificates offered in the college and recommend for degrees candidates who have fulfilled degree requirements; establish and enforce academic regulations for guidance and advisement of students; and exercise jurisdiction, in general, over all educational matters within the college. (*Statutes*, Article VI, § 1B) The faculty shall be responsible for regulations affecting academic activities, general educational policy, the welfare of the faculty, and other matters as may maintain and promote the best interests of the faculty and the University. The representative and legislative agency of the faculty is the Faculty Senate. (*Statutes*, Article IV, § 1)

### 102.02 Nonacademic Administrative Officers

#### Vice President for Enrollment Management

The vice president for enrollment management, an *ex officio* member of the faculty, is charged with considering matters pertaining to or related to student enrollment, including articulating a student enrollment vision; directing the formulation, implementation, and enhancement of recruitment strategies, enrollment policy, divisional operations, and services; enforcing admission policies; and supervising retention initiatives, except those under the jurisdiction of the provost and executive vice president for academic affairs. (*Statutes*, Article X, § 1)

#### Vice President for Business and Finance

The vice president for business and finance, an *ex officio* member of the faculty, is responsible for the business and financial administration of the University. In particular, the vice president for business and finance has custody and

control of all funds and securities as well as the physical property of the University. Other responsibilities include, but are not limited to, establishing and maintaining uniform and effective procedures of accounting, budgetary control, internal checks and audits, inventory controls, and business practices. (*Statutes*, Article VIII, § 1)

#### Vice President for Student Affairs

The vice president for student affairs, an *ex officio* member of the faculty, is charged with considering matters pertaining to or related to student life and activities. The vice president has jurisdiction over all student programs, except those under the jurisdiction of the provost and executive vice president for academic affairs and has general supervision over all student organizations and meetings. In addition, the vice president for student affairs administers regulations regarding student conduct. (*Statutes*, Article IX, § 1)

#### Vice President for University Advancement

The vice president for university advancement, an *ex officio* member of the faculty, provides leadership in obtaining the resources needed to attain university goals and provides responsible stewardship of funds and other assets entrusted to the Georgia Southern University Foundation. The vice president for university advancement serves as the president of the Georgia Southern University Foundation. (*Statutes*, Article XI, § 1)

### 102.03 Faculty Rank

Georgia Southern University faculty may be either tenure-track/tenured or non-tenure track faculty with ranks as follows:

#### Tenured/Tenure-Track Faculty

- Professor
- Associate Professor
- Assistant Professor

#### Professor

As the most senior level faculty, Professors have strong and continual records of contribution to and leadership in their respective areas of emphasis, which may result in regional, national, or international attention and recognition. Professors are typically characterized as leaders, experts, and/or distinguished colleagues who *make significant contributions to knowledge as a result of their scholarly work, be that the work of scholarship and creative activity, teaching, or professional service*. Professors must hold the terminal degrees appropriate for their disciplines.

#### Associate Professor

While Associate Professors will not have achieved the stature required of a professor, the specialty area(s), expertise, and professional identity of Associate Professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Associate Professors demonstrate consistency and growth in their work and a likelihood of continuing excellence. As the faculty member's roles and contributions grow towards significance, leadership, and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University. Associate Professors must hold the terminal degrees appropriate for their disciplines. Under usual circumstances, candidates must serve at least five years as associate professor before they are eligible for promotion to Professor.

#### Assistant Professor

Assistant Professors serve in the primary entry-level, tenure-track faculty position, establishing their specialty area(s), expertise, and professional identities. Assistant Professors demonstrate their development through the production of scholarly work that reflects continuing expansion in depth, focus, significance, recognition, and

productivity. Assistant Professors must hold the terminal degrees appropriate for their disciplines. Under usual circumstances, candidates must serve at least five years as assistant professor before they are eligible for promotion to Associate Professor.

#### Non-Tenure Track (NTT) Faculty

- Assistant Professor/Associate Professor/Professor
- Instructor
- Lecturer, Senior Lecturer, and Principal Lecturer
- Academic Professional
- Clinical Faculty

#### Non-Tenure Track Assistant Professor/Associate Professor/Professor

Some Georgia Southern University faculty may serve in non-tenure track positions that include professorial rank. They may hold the rank of Assistant Professor, Associate Professor, or Professor. The workload for these individuals in the appropriate performance areas (Teaching, Scholarship and Creative Activity, and Professional Service) is established and documented according to their situational context. In many cases, faculty in these positions may be assigned roles and responsibilities to meet specific needs related to the University, college, and/or departmental missions. Faculty serving in non-tenure track positions with professorial rank must hold the terminal degrees appropriate for their disciplines.

#### Instructor

The instructorship is an entry-level teaching position. Instructors usually do not have the terminal degrees appropriate for their disciplines and do not need a minimum number of years in a lower rank. Candidates should show promise of moving toward excellence in the criteria appropriate to their work assignments.

#### Lecturer, Senior Lecturer, and Principal Lecturer

In most cases, a lecturer's, senior lecturer's, or principal lecturer's primary responsibility is instructional. Therefore, faculty serving in the ranks of Lecturer, Senior Lecturer, and Principal Lecturer are expected to be highly effective teachers. In most cases, their efforts will primarily be devoted to teaching multiple sections of the same or similar undergraduate course, with no expectation for scholarship, though their workload may include service and professional development. Faculty serving in lecturer, senior lecturer, or principal lecturer roles are not required to hold a terminal degree.

#### Academic Professional

The designation Academic Professional may apply to a variety of academic assignments that call for academic background similar to that of a faculty member with professorial rank, but which are distinctly different from professorial positions. Examples include managing instructional laboratories, operating instructional technology support programs, or providing specialized skill acquisition training as support for academic programs. The workload of an Academic Professional is dependent upon situational context. The Academic Professional designation may not be assigned to a position where the teaching and research responsibilities total 50% or more of the total assignment.

#### Clinical Faculty

Clinical faculty at Georgia Southern University include Clinical Instructors, Clinical Assistant Professors, Clinical Associate Professors, and Clinical Professors. Clinical faculty are educator-practitioners in the health and other professions who have a background in their disciplinary area and who practice the discipline in a work setting. The goal of these positions is to enhance the academic and professional development of students in support of the teaching and service missions of the institution. Clinical faculty must meet various discipline specific standards for professional employability that facilitate teaching in a professional setting. Clinical faculty maintain a balance that is

different from that of tenure track faculty regarding their workload model and expectations. Unless otherwise documented, clinical faculty generally spend less time engaged in scholarship and creativity activity and typically focus on contributions in clinical, educational, lab, industry, and/or professional settings; University, college, department committees; and local, regional, and national professional organizations that have a professional, applied focus.

## 200 | Policies—Academic

### 201 Academic Advisement

#### Philosophy

Academic advising is an ongoing process of engagement that is designed to facilitate student success from admission to graduation. Academic advising creates collaborative mentoring relationships between advisor and student, promotes academic excellence, and empowers students to develop and implement sound educational plans that are consistent with their personal values, goals, and career plans.

Georgia Southern accepts the premise that ultimately a student's program of study is their own responsibility. Advising respects the students' freedom of choice and their right to make their own decisions. Advising will guide students to complete their program of study in the most efficient way possible within the bounds of the curriculum. Registration for classes is the student's responsibility. Taking coursework outside of those advised may delay the student's pathway to graduation and/or impact financial aid.

#### Overview of Undergraduate Advisement

Undergraduate Academic Advisement at Georgia Southern University is provided to all degree-seeking undergraduate students by professional advisors. Academic advisors are located on all three Georgia Southern University campuses. Students must schedule meetings with their academic advisors at significant milestones in their academic journey within their major. These milestones include the first semester at GS, the initial semesters as they establish foundational knowledge in their major, any instance when they decide to change their major, and as they approach graduation, among others. During all other semesters, even if advisory meetings are not required, students retain the choice to request advisement if they desire. This flexibility ensures that students can access the tailored support they require at each phase of their college experience.

In addition to primary academic advisors, students may be assigned a secondary advisor. Secondary advisors provide supplemental advisement related to a specialized topic such as the Honors Program, Learning Support, Student Athletes, TRiO, and more. These advisors partner with the student's primary advisor to help the student navigate their path through college.

Questions regarding Undergraduate Academic Advising should be directed to the Office of Advising at [advising@georgiasouthern.edu](mailto:advising@georgiasouthern.edu). Additional information, including advisor locations, can be accessed at <https://academics.georgiasouthern.edu/advising>.

#### 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, they should serve as a Guide assisting students in understanding the nature and purpose of higher education and help them develop self-direction in decision making.

#### Responsibility for Advisement

Advisors are expected to:

- Effectively communicate the degree curriculum, academic policies, and graduation requirements
- Provide students with available academic resources on campus
- Guide and support students in developing clear and attainable educational plans
- Monitor and accurately document student progress toward meeting educational goals



- Respond to questions and concerns in a timely manner (typically within two business days excepting high volume time periods such as, but not limited to, Drop/Add, Registration Week, SOAR)

Students are expected to:

- Check their GS email daily
- Schedule an advisement appointment early using the online scheduling program in MyGeorgiaSouthern
- Come prepared to their appointment ready to honestly discuss their current courses, future plans, concerns, and questions
- Review advising materials and discuss any concerns they may have with their advisor
- Keep a personal record of their degree progress
- Register for classes within a day of your registration time ticket opening

General Education Outcomes: <http://academics.georgiasouthern.edu/student-learning-outcomes/>

Board of Regents Policy: <https://www.usg.edu/policymanual/section3/C344>

Council for the Advancement of Standards in Higher Education: <http://www.cas.edu>

National Academic Advising Association (NACADA): <http://www.nacada.ksu.edu/>

### Graduate Student Advisement

Graduate students are advised by faculty in their disciplinary programs of study.

## 202 Academic Dishonesty

### A. ACADEMIC DISHONESTY REGULATIONS

1. Cheating is (a) the use or attempted use of unauthorized materials, information, or study aids in any academic exercise; or (b) actions taken to gain unfair or undue advantage over others. Examples of cheating include (but are not limited to):

- a) Receiving, providing, and/or using unauthorized assistance or materials on any work required to be submitted for any course to include (but not limited to) online services or social media.
- b) Alteration or insertion of any grade so as to obtain unearned academic credit.
- c) Fabricating information, research, and/or results such as taking, or attempting to take, an examination for another Student, alteration of legitimate research data, alteration or distortion of laboratory experiments, or deliberate distortion of another's work or results.
- d) Collaborating with others on assignments without the faculty's consent.
- e) Impeding the ability of Students to have fair access to materials assigned or suggested by the Faculty Member (e.g., removal or destruction of library or other source materials).
- f) Demonstrating any other forms of dishonest behavior.

2. Classroom Copyright Infringement

- a) Any recording and transmission of classroom lectures and discussions by Students without prior written permission from the class instructor, and without all Students in the class as well as the guest speaker(s) being informed that audio/video recording may occur (it is not a violation if Student has educational accommodations through the Student Accessibility Resource Center).

b) Uploading any recordings of lectures and/or class presentations to publicly accessible web environments.

### 3. Facilitation

a) Cooperating with and/or helping another Student to cheat such as instigating, encouraging, or abetting plagiarism or cheating and/or failing to report a known violation to the Office of the Provost or the Faculty Member of the class.

4. Plagiarism is the offering of the words, ideas, computer data programs, or graphics of others as one's own in any academic exercise. Examples of plagiarism include (but are not limited to):

a) The offering of another's work, whether verbatim or paraphrased, as original material without identifying the source(s) in an academic paper, discussion post, exam, assignment or any other academic work.

b) Directly quoting the words of others without using quotation marks or indented format to identify them.

c) Self-plagiarism: re-submitting work previously submitted without appropriate or accurate citation or credit and/or without explicit approval from the instructor.

d) Use of materials prepared by another person or agency to assist in the completion of coursework. This may include but is not limited to the selling of term papers or other academic materials, as well as the using of online platforms or websites to post/receive answers to coursework/exams.

e) Demonstrating any other forms of dishonest behavior.

## B. ACADEMIC DISHONESTY PROCEDURES

### 1. Reporting

Reports must be submitted to the Office of the Provost or the Faculty Member of the class where the alleged violation occurred within two (2) weeks of return to the student of the grade for the assignment in question. Exceptions to this time limitation will be made only in cases where new information arises which was not known or reasonably could have been known within the two (2) week period described. Reports will be reviewed to determine if there is sufficient basis to support alleged behavior that is in violation of this policy. To report any violation of the Academic Dishonesty Policy, please go to <http://students.georgiasouthern.edu/conduct/>. A report of an alleged violation of the Academic Dishonesty Policy should include:

- a) The type of alleged misconduct;
- b) Name of the Respondent;
- c) Date, time, and place of misconduct;
- d) Name and contact information for any witnesses;
- e) Any evidence available.

### 2. Confidentiality

Where a Complainant requests that his or her identity be withheld or the allegation(s) not be investigated, the Office of the Provost or Faculty Member will inform the requesting party that Georgia Southern University generally cannot guarantee confidentiality. The Office of the Provost or Faculty Member will consider whether or not such request(s) can be honored while still providing a safe and nondiscriminatory environment for the University. Honoring the request may limit Georgia Southern University's ability to respond fully to the incident and may limit Georgia Southern University's ability to discipline the Respondent.

### 3. Retaliation

Anyone who, in good faith, reports what they believe to be Student misconduct, who participates or cooperates in, or who is otherwise associated with any investigation, shall not be subjected to retaliation. Anyone who believes they have been the target of retaliation for reporting, participating or cooperating in, or otherwise being associated with an investigation should immediately contact the Office of Student Conduct. Any person found to have engaged in retaliation in violation of the Code of Student Conduct shall be subject to disciplinary action, pursuant to Georgia Southern University's policy.

### 4. False Complaints

Individuals who intentionally give false statements to a Georgia Southern official, or who submit false complaints or accusations, including during a hearing, shall be subject to disciplinary action pursuant to Georgia Southern University's policy.

## C. MINOR VIOLATION – INFORMAL RESOLUTION

- 1) An Informal Resolution for Academic Dishonesty can occur one of two ways:
  - a) Between the Faculty Member and the Respondent
    - i) In order for the case to be resolved informally with the Faculty member, both the Faculty Member and the Respondent must agree to the sanctions of the Informal Resolution.
    - ii) The Respondent has five (5) Days to decide whether or not to accept the Informal Resolution. The term "Day(s)" for purposes of this section refers to any day when the University is open for business and classes are in session.
    - iii) A Respondent is eligible for an Informal Resolution only if they have no previous findings of responsibility for the violations listed in this chapter.
    - iv) The Faculty Member will provide the Respondent with written notice of a scheduled meeting at least three (3) Days prior to the meeting. The purpose of the meeting will be to review and discuss the Charges before a final decision is reached.
    - v) A third party observer may be present at the request of the Faculty Member or respondent.
    - vi) Documentary evidence and written statements may be relied upon by the Faculty Member, as long as the Respondent is allowed to review and respond to them at the meeting. Respondents may also be allowed to bring relevant witnesses.
    - vii) If the Respondent accepts the sanction, the Faculty Member and Respondent may then resolve the problem in a manner acceptable to both. If the Respondent does not accept the sanction(s) determined by the Faculty Member, the case must then be referred to the Office of Student Conduct within ten (10) Days.
    - viii) Should the Faculty Member conclude there was no violation of the Academic Dishonesty Policy, the case will be closed. The Faculty Member will send all relevant documentation to the Office of Student Conduct.
    - ix) Upon conclusion of the process, the Faculty Member and Respondent should both sign and date the Informal Resolution Form, detailing the specific offense(s) and the sanction(s) assigned. Each

party will retain a copy. The original form, along with all relevant documentation, will be submitted to the Office of the Provost and will become part of the Respondent's permanent file. The Respondent will receive a letter from the Office of the Provost, outlining the agreed upon outcome of the case.

- x) Any Respondent has the option to accept an Informal Resolution. By accepting the Informal Resolution, the Respondent waives their right to a formal hearing and an appeal.
- b) Between the Office of Student Conduct and the Respondent
  - i) Any Respondent with prior findings of responsibility for Academic Dishonesty violations or who is currently on Disciplinary Probation due to a prior Academic Dishonesty violation must be referred to the Office of Student Conduct for adjudication.

#### D. MINOR VIOLATIONS – FORMAL RESOLUTION

1. When a student has no prior findings of responsibility for Academic Dishonesty, but desires a formal resolution, the matter will be considered a Minor Violation. In a Formal Resolution, the Respondent appears before the University Student Conduct Board for adjudication of their case.

2. The Respondent will be notified in writing of the date, time, and location of the hearing. This notice will also include any alleged violations of the Code, and the names of the University Student Conduct Board members who will adjudicate the case.

3. The Respondent will have five (5) Days from Receipt of this notice to challenge any individual scheduled to be a part of the University Student Conduct Board hearing the case. The composition of the University Student Conduct Board may be challenged only on the basis of a conflict of interest or perceived bias. Challenges must be submitted in writing to the Office of Student Conduct, which will render a final decision regarding composition.

4. During the University Student Conduct Board hearing, the Faculty Member and witness(es) (if applicable) will have the opportunity to be present to answer any questions the University Student Conduct Board may have, as well as any questions the Respondent may have. The Faculty Member and witness(s) (if applicable) will also have the opportunity to question the Respondent.

5. The Respondent is entitled to an Advisor who may advise them and assist in drafting questions.

6. The Chief Conduct Officer or designee reserves the right to allow a party to testify in a separate room or from a remote location. If this occurs, the Chief Conduct Officer or designee will ensure proper sequestration in a manner that ensures testimony has not been tainted and the sequestration will not disadvantage any party. If a party is unable to ask questions, the Chief Conduct Officer will work to provide reasonable accommodations to allow the party to ask questions of any person providing testimony.

7. The University Student Conduct Board will determine findings and recommend any authorized sanction or combination of sanctions it deems warranted by the circumstances of the case. Prior conduct history will not be considered until the sanctioning phase of the hearing.

8. A written copy of the University Student Conduct Board's recommendations will be submitted to the Associate Dean/Director of Student Conduct & Community Standards or designee as a recommendation for administrative action. The Associate Dean/Director of Student Conduct & Community Standards or designee will submit a final written decision to the Respondent, Faculty Member, and the Office of the Provost.

9. If the Respondent refuses to cooperate with the Office of Student Conduct or fails to attend the hearing, the hearing will be held in their absence. If the Respondent is found in violation, sanctions will be recommended.

## E. MAJOR VIOLATIONS – FORMAL RESOLUTION

1. Whenever a student has prior findings of Academic Dishonesty and is facing a possible sanction of Disciplinary Suspension or Disciplinary Expulsion, they will be issued a Notice of Investigation. The Office of Student Conduct or designee will contact the Respondent at their Georgia Southern University email address to notify them of:

- a) Preliminary Allegations;
- b) Possible sanctions;
- c) Request for recusal for bias procedure;
- d) The investigator who will be involved;
- e) The link to provide a written response;
- f) The opportunity to schedule a preliminary meeting;

2. The Respondent will have five (5) Days from the receipt of this notice to respond. In this response, the Respondent will have the right to admit or deny the allegations, to set forth a defense with facts, witnesses, and documents (written or electronic) to support that defense, and to challenge the assignment of the investigator assigned to the case. The assignment of the investigator may be challenged only on the basis of a conflict of interest or perceived bias. Challenges should be submitted in writing to the Office of Student Conduct who will render a decision concerning the challenge for recusal. A non-response from the Respondent will be considered a general denial of the allegations and no challenge of the investigator.

3. Based on this response, the investigator will interview the Respondent and any incident witnesses, collect and review documents or other physical or electronic information, and perform other steps as appropriate. The investigator will retain written notes and/or obtain written or recorded statements from each interview. The investigator will also keep a record of any proffered witnesses not interviewed, along with a brief, written explanation.

4. The investigator will summarize all information obtained as part of the investigation process in a preliminary investigative report. This preliminary investigative report will indicate resulting charges (or no charges), facts and evidence in support of those charges, witness statements, and possible sanctions. The report will be submitted to the Respondent via the Student email account.

5. The Respondent will have the opportunity to respond in writing or schedule a meeting within five (5) Days of receipt of this investigative report. The written response should indicate the Respondent's plea to all preliminary Charges and, where applicable, their defense and facts, witnesses, and documents (written or electronic) to support that defense. A non-response from the Respondent will be considered a denial of the Charge(s).

6. The investigator may conduct further investigation determined necessary and warranted by the Respondent's response to the investigative report.

7. The final investigative report will be provided to the University Student Conduct Board and to the Respondent if the case is resolved formally.

8. In a Major Violation Formal Resolution, the Respondent appears before the University Student Conduct Board for adjudication of their case.

9. Upon Receipt of the Formal Resolution notice, the Respondent will have Five (5) Days from the Receipt of this notice to respond. In this response, the Respondent will have the right to challenge any individual scheduled to be a part of the University Student Conduct Board hearing the case. The composition of the University Student Conduct Board may be challenged only based on a conflict of interest or perceived bias. Challenges should be submitted in

writing to the Office of Student Conduct who will render a decision. A non-response from the Respondent will be considered a general denial of the allegations and no challenge of the individuals assigned to the University Student Conduct Board.

10. During the University Student Conduct Board hearing, the Institutional Representative and witness (if applicable) will have the opportunity to be present to answer any questions the University Student Conduct Board may have, as well as any questions the Respondent may have. The Institutional Representative and witness (if applicable) will also have the opportunity to question the Respondent. All questions from the Institutional Representative, witness, and Respondent must be directed in writing to the chair of the University Student Conduct Board. The chair of the University Student Conduct Board will ask the questions as written and will limit questions only if they are unrelated to determining veracity of the Charge leveled against the Respondent. The reason for any question not asked will be read into the record. If the Respondent is unable to ask questions, the Chief Conduct Officer will work to provide reasonable accommodations to allow the Respondent to ask questions of any Witnesses or Institutional Representatives present.

11. The Respondent is entitled to an Advisor who may advise them and assist in drafting questions. The University Student Conduct Board will ask the questions as written and will limit questions only if they are unrelated to determining veracity of the Charge leveled against the Respondent. The reason for any question not asked will be read into the record.

12. The Chief Conduct Officer or designee reserves the right to allow a party to testify in a separate room or from a remote location. If this occurs, the Chief Conduct Officer or designee will ensure proper sequestration in a manner that ensures testimony has not been tainted and the sequestration will not disadvantage any party.

13. The University Student Conduct Board will determine findings and recommend any authorized sanction or combination of sanctions it deems to be warranted by the circumstances of the case. Prior conduct history will not be considered until the sanctioning phase of the hearing.

14. A written copy of the University Student Conduct Board's recommendations will be submitted to the Associate Dean/Director of Student Conduct & Community Standards or designee as a recommendation for administrative action. The Associate Dean/Director of Student Conduct & Community Standards or designee will submit a final written decision to the Respondent, Faculty Member, and the Office of the Provost.

15. If the Respondent refuses to cooperate with the Office of Student Conduct or fails to attend the hearing, the hearing will be held in their absence. If the Respondent is found in violation, sanctions will be recommended.

#### F. ACADEMIC DISHONESTY SANCTIONS

1. The following list of sanctions is intended to show the range of sanctions that may be imposed on a Student, either individually or in combination. This list is not to be regarded as all-inclusive but rather as a sample of sanctions that may be imposed. Other University policies and regulations may impose specific penalties for specific violations, and nothing in this section is intended to limit the imposition of those specific sanctions.

2. Students who fail to complete their sanctions by their determined deadline will receive a Judicial hold on their Student account.

3. Institutional Sanctions:

a) Reduction of a Grade/Academic Sanction- A reduction of a grade would apply to either the course assignment at issue or for the overall course grade (i.e., complete loss of credit for the course).

- b) Disciplinary Warning – An official written reprimand stating that unacceptable behavior has occurred and any further inappropriate behavior or other violations of the Code of Student Conduct may result in more serious actions by the University.
- c) Disciplinary Probation – Disciplinary Probation is a specific period of time for which the Student is not in good disciplinary standing during which further violations of the Code of Student Conduct may result in suspension or expulsion. Violations of Disciplinary Probation generally will result in more serious disciplinary action against the Student, such as suspension or expulsion from the University.
- d) Disciplinary Suspension – A Student placed on Disciplinary Suspension indicates that a Student, by their actions, has forfeited the privilege of attending Georgia Southern University for a specified period of time. Students who reside on campus will have a minimum of 48-hour notice to remove all their belongings out of the Residence Hall after notification that the sanction of Disciplinary Suspension is in effect. All Residence Hall fees and deposits may be forfeited. Students must apply for readmission following Disciplinary Suspension according to the "Guidelines for Readmission Following Disciplinary Suspension" document from the Office of Student Conduct. Conditions for readmission may be specified. Readmission documents may start to be submitted within the last three (3) weeks of the Disciplinary Suspension period. Once all documents have been received, they will be reviewed and a recommendation will be made. The Student may also be added to the University System of Georgia's Student Disciplinary Actions Reporting System.
- e) Disciplinary Expulsion – Expulsion is the most serious sanction that can be imposed on a Georgia Southern University Student. Expulsion is a permanent separation from the University. An expelled Student may not enter any part of the campus without specific authorization from the Office of Student Conduct. Students who reside on campus will have a minimum of 48-hour notice to remove all of their belongings out of the Residence Hall after notification the sanction of expulsion is in effect.
- f) Educational Sanction(s) – An educational sanction may consist of the assignment of specific projects to be performed by a Student, such as writing a research paper on a specific topic, performing community service hours, attending an educational program, and/or writing reaction papers on a specified topic.

#### G. APPEALS

1. All levels of appeal will only be considered for the following reasons:
  - a) To consider new information, sufficient to alter the decision, or other relevant facts not brought out in the original hearing, because such information was not known or knowable to the person appealing during the time of the hearing;
  - b) To allege a procedural error within the hearing process that may have substantially impacted the fairness of the hearing, including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by a conflict of interest or bias by the Title IX Coordinator, Conduct Officer, Investigator(s), decision maker(s); or
  - c) To allege that the finding was inconsistent with the weight of the information.
  
2. A Student found responsible for violating this Policy will have five (5) Days from the Receipt of the official outcome letter to appeal. The appeal must be submitted in writing to the Office of Student Conduct by 5pm on the final day for appeal. The appeal packet will be limited to a review of the record of the University Student Conduct Board, supporting documents, and the Student's written appeal. The Student must explicitly state why they believe an appeal is warranted based on the criteria outlined in paragraph 1.
  
3. All appeal requests and responses in this process are transmitted by electronic mail (which accommodates distance learning Students).

4. Any Student wishing to appeal should submit their appeal in writing to the Office of Student Conduct. The Office of Student Conduct will compile all pertinent information and deliver the appeal packet to the Office of the Provost. The Office of the Provost or designee may:

- a) Affirm the findings and sanctions.
- b) Affirm the finding but issue a new sanction of lesser severity.
- c) Remand the case back to the decision-maker to correct a procedural or factual defect.
- d. Reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand.

5. The Provost or designee will issue a decision within a reasonable period of time. The Provost or designee's decision will serve as the only level of appeal at the institutional level and shall be the final institutional decision.

6. Following the decision of the Provost or designee, a student may apply to the Board of Regents for further review of the decision pursuant to Board of Regents Policy 6.26.

7. Appeals received after the designated deadlines above will not be considered unless the institution or Board of Regents has granted an extension prior to the deadline. If an appeal is not received by the deadline the last decision on the matter will become final.

### 203 Academic Standing Policy

(This policy is located on the Georgia Southern Catalogs page: [Undergraduate Policies and Procedures - Georgia Southern University - Acalog ACMS™](#))

An undergraduate student is considered to be in good academic standing if they have an institutional GPA of 2.0 or higher.

If a student has an institutional GPA less than 2.0, one of the following academic standings will apply:

#### Academic Warning 1 (W1)

A student will be placed on Warning 1 (W1) status at the end of the first semester of enrollment in which their institutional GPA drops below 2.0.

- A student on W1 status will move from W1 when their institutional GPA is 2.0 or higher.
- A student on W1 status will remain on W1 status if they earn a term GPA of 2.25 or higher but the institutional GPA is below 2.0.
- A student who begins the semester on W1 will be placed on Academic Probation 1 (P1) if their term GPA is not 2.25 or higher at the end of the semester and the institutional GPA is below 2.0.

#### Academic Probation 1 (P1)

A student will be placed on Probation 1 (P1) status if they were previously on Warning 1 (W1) status, they have a term GPA below 2.25, and their institutional GPA is below 2.0.

- A student on P1 status will move from P1 when their institutional GPA is 2.0 or higher.
- A student on P1 status will remain on P1 status if they earn a term GPA of 2.25 or higher but the institutional GPA is below 2.0.
- A student who begins the semester on P1 will be placed on Academic Suspension 1 (E1) if their term GPA is not 2.25 or higher at the end of the semester and the institutional GPA is below 2.0.



### Academic Suspension 1 (E1)

Academic Suspension (E1) results when a student who begins the semester on Academic Probation 1 (P1) does not earn either a term GPA of 2.25 or an institutional GPA of 2.0 at the end of the semester.

- A student on E1 status cannot be enrolled at Georgia Southern until they have not been enrolled for one full academic year (fall, spring, and summer in any order).
- Any student suspended from the University may submit an appeal for the fall and/or spring semester to the Academic Standards Committee to be readmitted. If the appeal is denied by the Academic Standards Committee, the student may appeal to the dean of their college.
- If a student's academic standing appeal is approved by either the Academic Standards Committee or the dean of their college, the student will remain enrolled at the University and will be placed on an intermediate (O1) status. A student will be allowed no more than one approved appeal to the Academic Standards Committee or the student's dean.

### Academic Warning 2 (W2)

A student will be placed on Warning 2 (W2) status at the end of the first semester after academic suspension (E1).

- A student on W2 status will move from W2 when their institutional GPA is 2.0 or higher.
- A student on W2 status will remain on W2 status if they earn a term GPA of 2.25 or higher but the institutional GPA is below 2.0.
- A student who begins the semester on W2 will be placed on Academic Probation 2 (P2) if their term GPA is not 2.25 or higher at the end of the semester and the institutional GPA is below 2.0.

### Academic Probation 2 (P2)

A student will be placed on Probation 2 (P2) status if they were previously on Warning 2 (W2) status, they have a term GPA below 2.25, and their institutional GPA is below 2.0.

- A student on P2 status will move from P2 when their institutional GPA is 2.0 or higher.
- A student on P2 status will remain on P2 status if they earn a term GPA of 2.25 or higher but the institutional GPA is below 2.0.
- A student who begins the semester on P2 will be placed on Academic Suspension 2 (E2) if their term GPA is not 2.25 or higher at the end of the semester and the institutional GPA is below 2.0.

### Academic Suspension 2 (E2)

Academic Suspension 2 (E2) results when a student who begins the semester on Academic Probation 2 (P2) does not earn either a term GPA of 2.25 or an institutional GPA of 2.0 at the end of the semester.

- A student on E2 status cannot be enrolled at Georgia Southern for three years.
- Any student suspended from the University for academic reasons may submit an appeal to the Academic Standards Committee to be readmitted any time during the three-year suspension period. If the appeal is denied by the Academic Standards Committee, the student may appeal to the dean of their college.
- If a student's academic standing appeal is approved by either the Academic Standards Committee or the dean of their college, the student will remain enrolled at the University and will be placed on an intermediate (O2) status. A student may appeal after receiving Suspension 2 (E2) if the student has not received an approved appeal after they received Suspension 1. A student will be allowed no more than one approved appeal to the Academic Standards Committee or to the student's dean.

### Financial Aid Implications:

A student's ability to receive future financial funding and ability to meet the federally mandated Standards of Academic Progress may be impacted by their academic standing. Furthermore, earning a 2.0 institutional GPA or higher does not necessarily meet financial aid requirements regarding Satisfactory Academic Progress. Students should make an appointment with a financial aid counselor.

\*Note: This Academic Standing Policy is effective Fall 2018. All students enrolled at Georgia Southern Fall 2018 will start in good standing at the institution.

\*\*Students on Warning (W1 and W2) and Probation (P1 and P2) continue to be in good standing with the University.

\*\*\*Institutional GPA is calculated using only the courses enrolled in and completed at Georgia Southern University. Transfer courses are not included in this calculation.

## 204 Attendance Policy

(This policy is located on the Georgia Southern Catalogs page: [Policies & Procedures - Georgia Southern University - Acalog ACMS™](#))

### *Attendance Verification*

Federal regulations require the University to confirm that students are attending class before financial aid will be released to the students. Attendance must be verified for all students regardless of whether the student is receiving financial aid. Students will not receive aid for, and will be dropped from, classes for which attendance is not verified.

Students must complete an online Attendance Verification Quiz for each course within Folio (outside of eCore/GOML and miscellaneous eMajor courses) within the drop/add period and one day later. The quiz contains two questions that students must answer in order to be verified as attending. If a student answers "No" to either of these questions, then they will be removed from the course within 15 minutes of submitting the quiz.

Failing to complete this quiz will result in the student being marked as "Did Not Attend" and the student dropped from the roster. The instructor should not allow the student to continue in the course until they have gone through the proper process to be re-enrolled. If a seat is still available in the course during the drop/add period, the student can simply add the course back to their schedule. If the course needs to be added after the drop/add period, the student must contact the associate dean of the appropriate college for permission to enroll in the course. If the permission is granted, the associate dean will notify the Office of the Registrar to process the registration. The Office of the Registrar representative will add the student back to the course and verify their attendance.

Please remember the following points regarding attendance verification:

- **IMPORTANT:** A student's financial aid will be impacted if the student's attendance verification is not provided in an accurate and timely manner.
- Students will complete an Attendance Verification Quiz for courses set up in Folio. This quiz will report the students as "Attending" or "Not Attending" their courses for the term. Students that are marked as not attending will be removed from the course(s).
- Attendance is verified for all courses including non-lecture courses such as directed study, thesis, practicum, internship, and online courses (non-eCore/GOML and miscellaneous eMajor courses) through this 0-credit Attendance Verification Quiz within Folio.

- Attendance must also be verified for students who have a “Hold Seat” status. If the student does not start attending following the date which the student was expected to return, the student should be marked as “Did Not Attend” and dropped from the course.
- Students in online courses are required to meet the same standards for Attendance Verification as those in face-to-face courses. If the online student does not complete the Folio Attendance Verification Quiz to verify that they are attending the online class, then the student will be marked accordingly by the instructor. Once the drop/add period is over, students will be removed from the course for non-attendance.

This policy applies to all levels of courses and includes on-campus, off-campus, distance learning, two-way interactive video, and online classes. For online classes, students are usually required to make a discussion posting or send an email to the course instructor on the first day. It is the student’s responsibility to verify course drops and check that fees are adjusted.

If additional assistance in submitting attendance information is needed, contact the Office of the Registrar at **912-478-5152** or email [regrecords@georgiasouthern.edu](mailto:regrecords@georgiasouthern.edu).

### *Class Attendance*

University policy requires students to attend the first class meeting of all classes in which they are registered. Attendance reporting is conducted through the Attendance Verification quiz or course instructor. Students who are verified as “Not Attending” a course will be dropped. This policy applies to all levels of courses and includes on campus, off campus, distance learning, two-way interactive video, and internet (online) classes. Students who have verifiable extenuating circumstances which prohibit them from attending the first day of classes must contact their instructor to avoid being dropped from the course. Students who have been recorded as “Not Attending” may not receive financial aid. Attendance will be officially verified before financial aid will be disbursed.

Students are expected to attend all classes. Specific policies concerning class attendance beyond the first class meeting, including excused and excessive absences will be set by each professor.

### *Attendance and Student Responsibility*

Students are expected to attend all classes. Each instructor has the responsibility for setting specific policies concerning class attendance beyond the first class meeting, including whether they will accept excused absences and whether they will allow missed work to be made up. Instructors should have clearly stated attendance policies in their course syllabus and should make clear what constitutes excessive absences. Departments may establish policies concerning class attendance provided there is unanimous agreement by faculty members within the department. The effect of attendance on course grades is left to the discretion of instructors.

Students are responsible for knowing everything that is announced, discussed, or lectured upon in class, as well as for mastering all outside assignments. It is the student’s responsibility to verify the accuracy of their course schedule at all times. It is imperative that the student verify the accuracy of their course schedule during the attendance verification period. Students are responsible for dropping all classes that they do not plan to attend or complete. Students are also responsible for registering or adding classes for which they wish to receive credit. Drop/adds must be completed during the drop/add period which is defined on the academic calendar for each term or part of term.

For financial aid reasons, student attendance must be verified before financial aid will be disbursed. Students who have been marked as “not attending” may not receive their financial aid and may be dropped from the class roster. Students may check their attendance status via WINGS.

### *Authorized Activities*

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean.

#### *Exemption for Military Obligations*

A student whose military obligations require their absence from class for more than the first day may seek an exemption from the class attendance policy. The student will need to contact the college associate dean to request an exemption from the class attendance policy. Students must also provide the associate dean(s) with a copy of their military orders. The associate dean(s) will contact the appropriate department chair(s) and course instructor(s) with the exemption request. The course instructor(s) will carefully consider the request and will base their decision upon the course attendance policies and the student's ability to address any missed coursework upon the student's return.

#### *Excused Absences*

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

#### *Holiday Observance*

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

## 205 Class List and Grade Books

Faculty may obtain their detail class list or summary class list from faculty Web Interactive Network for Georgia Southern (WINGS). New faculty must go to the following website for required training before being able to access WINGS: <http://em.georgiasouthern.edu/registrar/faculty-staff/training/>. For questions, please email [wings@georgiasouthern.edu](mailto:wings@georgiasouthern.edu).

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

The following suggestions may be helpful in determining a course of action for students who are on the detail class list or summary class list in WINGS but who are not attending the class. If a student stopped attending class, the faculty member should assign a grade of "F." If grades are being submitted via WINGS and a discrepancy still exists, click on *Email about Grades* at the bottom right of the Final Grades page in WINGS and enter all applicable information.

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

## 206 Credit Hour Policy

### I. Purpose

Georgia Southern University's Credit Hour Policy follows the federal definition and the policies in effect at our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as well as at the University System of Georgia (USG).

### II. Policy Statement

#### *The Federal Definition*

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

- (1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required and outlined in item (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

#### *SACSCOC Credit Hour Policy (<https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf>)*

As part of its review of an institution seeking continuing accreditation, SACSCOC conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom setting but also laboratories, studios, internships and other experiential learning, and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities, including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid.

#### *Board of Regents of the University System of Georgia Policy*

The Board of Regents requires that the academic calendars for University System of Georgia institutions consist of two semesters, each with at least fifteen weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The fifteen weeks of instructional time shall not include registration or final examinations. (Board of Regents Policy Manual, § 3.4.2)

Furthermore, a minimum of 750 minutes of instruction or the equivalent is required for each semester credit hour. A course offered in fewer than fifteen instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard fifteen-week semester. (Board of Regents Policy Manual, § 3.4.4)

#### *Georgia Southern University Credit Hour Policy*

The Georgia Southern University credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the course format or mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad. The academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

#### Lecture Courses:

Traditional lecture-based courses that meet only in a face-to-face format must meet for a minimum of 750 minutes for each semester credit hour, whether offered in a full-semester, minimester, or a five-week or ten-week format. When courses are offered in hybrid or fully online format, at least 750 engaged minutes are still required and expected for each hour of credit and course content and learning outcomes should be equivalent to those established in face-to-face sections of the same course.

#### Laboratory/Studio/Clinical Courses:

Georgia Southern University requires a minimum of 1500 engaged minutes for each semester credit hour. In the case of laboratory, studio, or clinical courses, most of these engaged minutes will be spent in the actual execution of the laboratory, studio, or clinical exercises. When the laboratory, studio, or clinical is offered in an online format, at least 1500 engaged minutes are still required for each hour of credit and course content and learning outcomes should be equivalent to those established in face-to-face sections of the same course.

Additionally, there is an expectation that students spend a minimum of two hours on course work outside of class for every hour spent in class. Out-of-course work might include, but not be limited to, such assignments as course related readings, research activity, project development, written theme or research papers, preparation for examinations, participation in discussion boards or focused chat rooms.

*Approved by President's Cabinet, June 8, 2021.*

## 207 Disruptive Behavior

Any student 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, public service, or other activity at any University System of Georgia institution is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in academic dismissal or termination of employment.

*Board of Regents Policy Manual, Section 6.8.*

## 208 Dropping or Withdrawing from Courses

This policy is located on the Georgia Southern Catalogs

page: <https://catalog.georgiasouthern.edu/content.php?catoid=6&navoid=480&hl=%22Complete+withdrawal%22&returnto=search#complete-withdrawal>

#### Policy for Dropping Courses:

A student who drops a course before the drop/add period is over does not receive a grade in the course and the course does not appear on the academic transcript. Courses dropped for non-attendance or for non-payment will also not appear on the academic transcript.

#### Course Withdrawal Policy:

Students are allowed to withdraw from a course up to and including the last day to withdraw without academic penalty (published on the University Calendar for each semester). Withdrawing from a course requires either the

submission of a withdrawal via WINGS/EAB Navigate or an email request to [regrecords@georgiasouthern.edu](mailto:regrecords@georgiasouthern.edu) with the course withdrawal information (Student name, Eagle ID, Term, CRN and Subject/Course) to the Office of the Registrar. Fees will not be reduced if a student withdraws from a course and grade of "W" will be recorded on their transcript.

**Before withdrawing from a class, students should speak with their instructors, academic advisors, and financial aid counselors. While there can be good reasons for withdrawing from a course, a student should understand the consequences of withdrawing from a course in regards to their degree program, progress towards graduation, and financial aid.**

## 209 Final Examinations

Final examinations must be given in all courses. The only exceptions are courses that the appropriate dean has determined do not fall under the college regulation requiring a final to be given. A test the final day of classes cannot be substituted for a final exam. Graduating seniors cannot be exempt from finals.

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

### Policy for Changing a Student's Final Examination

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

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

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

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

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

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

## 210 General Policy on Academic Affairs

The Chancellor, the University System Office of Academic Affairs, and the University System of Georgia presidents, their administrative officers and faculties shall develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficient operations and the advancement of learning.

Proper functions of the academic authorities include the following:

1. prescribing the teaching load to be carried by each member of the faculty;
2. determining the maximum and minimum number of students permitted in a class; and
3. defining the nature and form of academic records to be kept concerning members of the faculties and administrative personnel.

Each University System of Georgia institution's president and their administrative officers, faculty, and staff shall promote effective higher education and efficient service having in view resources available to the institution. University System academic authorities shall choose appropriate ways and means that are best adapted to achieve the ends desired. The Board of Regents will hold institutions accountable for their results.

Each institution must maintain accreditation by the Southern Association of Colleges and Schools Commission on Colleges and ensure that all programs requiring accreditation by law, regulation, or Board of Regents' Policy are appropriately accredited.

*Board of Regents Policy Manual, Section 3.1.*

## 211 Grade Reporting

### Academic Alert Policy

Georgia Southern faculty submit academic alerts for students enrolled in ENGL 1101, ENGL 1102, FYE 1220, and Area A MATH courses (MATH 1001, 1101, 1111, 1112, 1113, 1401, 1441, or STAT 1401) and for students enrolled in key major- and program-specific gateway courses. Academic alerts are initial indications that students are not doing satisfactory work in one of several categories (i.e., grades, attendance, participation, missed assignments, lack of engagement, lack of engagement in the online environment, or some combination of academic concerns).

Early submission of academic alerts provides more time for students to make improvements and in some cases, for faculty, academic advisors, and academic success coaches to intervene meaningfully. Faculty may submit academic alerts for individual students at any point in the term using the "submit an alert" function in EAB Navigate. Academic alert report requests for core curriculum and other designated courses will be sent to faculty during the third week of the term. Faculty do not have to submit alerts for all students enrolled in their class(es); alerts are submitted only for those students who are at-risk of not succeeding in the course. Faculty submit academic alerts either through the "Instructional Resources" section of their My.GeorgiaSouthern portal or by using the link in the Academic Alert submission request email.

### Final Grades

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

### Dual Enrollment Final Grades

Dual enrollment students are high school students taking college-level courses for high school credit at Georgia Southern. Faculty members no longer provide numerical grades for these students to the Office of the Registrar. If a dual enrollment student is enrolled in a course, the professor will report the student's letter grade on the faculty member's Faculty WINGS grade roster at the end of the semester. The Office of the Registrar will send the letter



grade(s) assigned for the student to their high school. Based on the letter grade assigned, it will be determined by the student's high school administration the numeric grade that will be used on the student's high school transcript for fall, spring, and/or summer courses.

## 212 Grading System

All institutions of the University System of Georgia shall be on a 4.0 grade point average system, calculated to and truncated at two digits. The following grades are approved for use in institutions in the determination of the grade point average (GPA):

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

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

Grade	Explanation	Grade Points
I	Incomplete	0.0
IP	In Progress	0.0
K	Credit by Examination	0.0
NR	Not Reported	0.0
S	Satisfactory	0.0
U	Unsatisfactory	0.0
V	Audit	0.0
W	Withdrew	0.0
WM	Withdrew Military	0.0

### Symbols

- I** 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 instructor is responsible for keeping a record of all "I" grades assigned and the justification as to why the professor assigned the student the "I" grade. An "I" should be removed during the following semester, but the instructor may allow the student up to one calendar year to remove the incomplete. The student must complete the requirements of the instructor who assigned the incomplete and should not re-register for the course. If the "I" is not satisfactorily removed by the end of the third semester (one calendar year), it will be changed to an "F" by the Office of the Registrar. For HOPE/Zell Miller scholarship recipients, "I" grades could affect HOPE/Zell Miller eligibility status when the grade for the incomplete is eventually submitted to the Office of the Registrar. Students who had been awarded HOPE/Zell Miller, but later became ineligible with the grade change, will have HOPE/Zell Miller awards canceled until the next checkpoint, and will be responsible for the repayment of any HOPE/Zell Miller funds received while not eligible. Incomplete grades may also affect Satisfactory Academic Progress (SAP) for federal financial aid eligibility. The complete SAP policy can be found at: <http://em.georgiasouthern.edu/finaid/policies/satisfactoryacademic-progress-sap>.

- IP** This symbol indicates that credit has not been given in a course that requires an “IP” continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours, and project courses. With the exception of learning support courses, this symbol cannot be used for other courses. This symbol is not to be substituted for an “I”.
- K** This symbol indicates that a student was given credit for the course by examination (e.g., College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), and Proficiency). See “Credit by Examination” in the Admissions and Financial Aid section of the catalog.
- NR** This symbol indicates that a grade has not been reported for the course by the instructor. The student should contact their instructor for the grade.
- S** This symbol indicates that satisfactory credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Also, this symbol is used for academic alerts for undergraduate students and indicates that performance is equivalent to a “C” or better. Academic alerts will be submitted for all students enrolled in courses from Area A-E of the core curriculum and courses that departments identify as appropriate for academic alerts. An “S” is not included in the computation of the GPA.
- U** This symbol indicates unsatisfactory performance in completing degree requirements other than academic coursework. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. A “U” is not included in the computation of the GPA.
- V** This symbol indicates that a student was given permission to audit the course.
- W** This symbol indicates one of the following: 1) A student was permitted to withdraw from a course without academic penalty. The “W” grade is assigned when a student withdraws before the last day to withdraw without academic penalty. 2) A student was administratively withdrawn from their course(s) as a result of the student’s failure to complete all requirement for matriculation; 3) A student was administratively withdrawn from their course due to student conduct/judicial reasons.

**A “W” is not considered in computing the GPA.**

- WF** This symbol indicates that if a student withdraws from all classes after the last day to withdraw without academic penalty, a “WF” grade will be posted by the Office of the Registrar. “WF” grades are calculated in the student’s GPA as an “F” grade.
- WM** This symbol indicates that the student was called for active duty in the military and withdrew from all classes.<sup>1</sup>

<sup>1</sup> Please see “[Military Withdrawals](#)” for further information.

### **Other Transcript Designations**

- #** Academic Renewal (Forgiveness)—will be used in the total institutional GPA and transfer GPA upon

academic renewal; all past grades of “A”, “B”, “C”, and “S” will remain in the hours earned toward graduation, but they will not be included in the total institutional GPA and transfer GPA upon academic renewal. Academic Renewal applies only to undergraduate students.

- \* Required High School Curriculum (RHSC)
- % Institutional Credit—No Earned Hours—not used in calculating GPA
- ! Consolidation GPA Renewal
- CR Credit earned through military experience—not used in calculating GPA
- N When succeeding a grade, used to designate transfer credit—no credit awarded
- T When succeeding a grade, used to designate transfer credit

## 213 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 instructor is responsible for keeping a record of all “I” grades assigned and the justification as to why the professor assigned the student the “I” grade. An “I” should be removed during the following semester, but the instructor may allow the student up to one calendar year to remove the incomplete. The student must complete the requirements of the instructor who assigned the incomplete and should not re-register for the course. If the “I” is not satisfactorily removed by the end of the third semester (one calendar year), it will be changed to an “F” by the Office of the Registrar.

For HOPE/Zell Miller scholarship recipients, “I” grades could affect HOPE/Zell Miller eligibility status when the grade for the incomplete is eventually submitted to the Office of the Registrar. Students who had been awarded HOPE/Zell Miller, but later became ineligible with the grade change, will have HOPE/Zell Miller awards canceled until the next checkpoint, and will be responsible for the repayment of any HOPE/Zell Miller funds received while not eligible.

Incomplete grades may also affect Satisfactory Academic Progress (SAP) for federal financial aid eligibility. The complete SAP policy can be found at: <http://em.georgiasouthern.edu/finaid/policies/satisfactoryacademic-progress-sap>.

## 214 Instructor of Record Policy

### Purpose

The purpose of this policy is to maintain a complete and accurate record in Banner of the teaching assignments of all full-time, part-time, and adjunct faculty along with the teaching assignments of graduate teaching assistants (TA2s). This information is critical toward ensuring data integrity as required by the University’s accrediting body, the Southern Association of College and Schools Commission on Colleges (SACSCOC).

### Policy Statement

Instructor of Record refers to the name of the primary instructor on the class section record in Banner (the student information system). The Instructor of Record is the person responsible for (a) designing the course syllabus, (b)

verifying attendance on the first day of class, (c) meeting with the class as scheduled, and (d) assigning the grade for students registered in the class. Instructors of Record must hold appropriate Georgia Southern University faculty rank and credentials.

## Procedures

Instructors of Record are assigned by department chairs and entered into Banner *at least three weeks* prior to the start of the semester. Thereafter, assignments are updated in Banner daily by departments.

1. For classes that are team taught, one faculty member should be identified as the Instructor of Record. The other faculty may be listed as Secondary or Tertiary Instructor of Record.
2. For classes taught under consortia or franchise degree programs, the actual person teaching the class should be assigned as the Instructor of Record.

## 215 Grade Forgiveness Policy

This policy is located on the Georgia Southern Catalogs

page: <https://catalog.georgiasouthern.edu/content.php?catoid=6&navoid=505#limited-grade-forgiveness-policy>

This policy provides guidelines for undergraduate students to repeat a course for which credit has already been earned and the effect on the student's institutional grade point average.

Students are encouraged to use the forgiveness policy for grades of only D, F, and WF.

Beginning Fall 2022, undergraduate students who repeat a course for which credit has already been earned, either at Georgia Southern University or by transfer of credits from another institution, forfeit all duplicate course credit except for the highest course grade earned. Only the highest grade will be included in the institutional grade point average (GPA) when a course is repeated. If repeating a course, it is the student's responsibility to ensure they understand all financial aid implications. Under the conditions outlined below, undergraduate students who have retaken courses and earned a higher grade will have the lower grade excluded from their institutional GPA. Grades for all attempts at the course will appear on the student's official transcript and will be included in the student's cumulative Regents GPA. The institutional GPA will be used for all purposes except for those mandated by financial aid regulations and other federal, state, or program-specific requirements, such as the GPA requirements set by the HOPE scholarship program.

This policy is not the same as, and would not apply to, taking a "repeatable" course in certain programs of study for progress toward graduation. Please refer to the course description in the Academic Catalog to determine if a course may be repeated for credit.

There are no exclusions to this policy.

An undergraduate student may have a grade excluded from GPA computation under the following conditions:

- The institutional GPA is maintained on the academic record. Only the highest grade will be included in the institutional GPA when a course is repeated. The institutional GPA is used to determine graduation with honors, secondary admission to certain academic programs, and academic standing;
- Students must have either retaken the same undergraduate course (or the renumbered substitute for that course);
- Students wishing to take a course that satisfies the same CORE requirement in Areas A-E (rather than the same course) must submit the CORE grade forgiveness form;
- This policy does not apply if the original grade was assigned as a result of a violation of the Student Code of Conduct;

- The Grade Forgiveness Policy is intended for degree-seeking students pursuing their first undergraduate degree.

## 216 Protecting Student Information

Faculty have access to student information used for grading, advising, counseling, and monitoring progress toward graduation. Much of this information is confidential in nature and must be protected from nonconsensual disclosure to comply with the Family Educational Rights and Privacy Act of 1974. Faculty should be familiar with and follow the major components of the Family Educational Rights and Privacy Act (FERPA). Under this act, Georgia Southern is required to notify its students annually of the types of records maintained and the office responsible for such records. This notification is done by means of the *Student Conduct Code*.

Directory information, defined by the Office of the Registrar and published on its website, is considered public information and will be released to those requesting such information unless the student has specifically requested that information in this category be restricted. Any student may present a written request to the registrar that such information not be released. Requests that directory information be withheld from a written publication must be received in sufficient time to prevent a delay in processing that publication. Release of personally identifiable information will not be allowed without the written consent of the student except in limited circumstances, which are more fully explained and described on the website of the Office of the Registrar. Since posting of grades by student names and/or by EagleIDs or Social Security numbers would be considered release of personally identifiable information, faculty should not post grades in this way.

Any student has the right to inspect and review their educational record. Any student desiring to inspect their educational record should consult the office designated in the *Student Conduct Code* as responsible for the record. Questions concerning the confidentiality of information should be referred to the registrar or to the Office of Legal Affairs.

## 217 Student Grade Appeal Policy

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

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

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

### PROCEDURES

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

*Stage Two* If the student is not satisfied after review by the instructor, the student may consult the department

chair and submit a copy of the written appeal. The department chair will attempt to resolve the grade appeal. The chair will meet with the instructor and may consult with other persons who have relevant information.

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

- one faculty member from the department;
- one faculty member from the college, but not from the department of the instructor;
- one faculty member from another college; and
- (*ex officio*) a staff member from Student Affairs recommended by the vice president for student affairs.

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

If a committee was constituted at the college level, then the provost (or their designee) 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 (or their designee) 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 (or their designee) regarding the grade under appeal. Whether the provost (or their designee) chooses to appoint a committee or not, the provost (or their designee) will render a final university decision.

## 218 Textbook Policy

### Academic Textbooks

The Executive Vice Chancellor and Chief Academic Officer of the University System of Georgia establishes guidelines concerning the designation and sale of textbooks required for coursework. Educational material is defined as any instruments, devices, software, web content, or copied or published materials used in the classroom, laboratory, online courses, or correspondence courses.

All information required for ordering educational materials should be submitted to the University's bookstore. Exceptions can be approved at the departmental level. The bookstore will distribute lists of these educational materials to private competitors. Recommendations to students, as to source for materials, should not list one supplier over another.

1. There are no restrictions on the adoption of textbooks written by faculty members. Prior to the adoption of a textbook, approval must be obtained from the departmental committee. The existence of such a committee is necessary to prevent any possible conflicts of interest.

2. No faculty member may charge/collect remuneration for educational materials directly from students.
3. If any conflict of interest arises as a result of sales of textbooks or other educational materials, the provost and executive vice president for academic affairs, in consultation with Deans' Council, Faculty Senate, and the Student Government Association, will appoint a committee to hear the case and advise the provost and executive vice president for academic affairs on a course of action.
4. Copyright clearance must be obtained by the issuing department or faculty, where necessary, for compilations to be sold through the bookstore. Institutional and System general counsel may assist in this process.
5. Royalties may not be paid to individual faculty for compilations they produce for copy and resale through the bookstore.

*(University System of Georgia Academic & Student Affairs Handbook, § 2.19, Academic Textbooks)*

#### Policy for Textbooks Authored by Faculty

Either as individuals or as members of departmental committees, faculty members select textbooks that they think will best enhance the teaching and learning processes for the courses that they offer. To provide students with the best learning resources possible for a course, faculty members may choose to provide their own textbook(s) for the course. Self-authored texts and course materials may be required or recommended for student purchase in course(s) taught by the faculty member; however, to avoid any appearance of conflict of interest, faculty authors may not benefit financially from assigning their textbook(s) or course materials to the students in their course(s).

Before assigning a self-authored textbook or other course materials to students, the faculty member must seek approval from the department-designated textbook review committee. Once reviewed and approved, requests will be maintained in the department's main office.

No faculty member may charge or collect remuneration for educational materials directly from students.

#### Affordable Learning Georgia

Georgia Southern University will clearly identify sections of courses in which course materials exclusively consist of no-cost (open or free textbooks) or low-cost (total of \$40 or less) course materials. Faculty are encouraged to identify open education resources and other low-cost course materials for students enrolled in their classes, where applicable and appropriate.

*Approved by Faculty Senate, March 7, 2019; President, March 18, 2019.*

## 219 Withdrawing from the University

This policy is located on the Georgia Southern Catalogs page: [Policies & Procedures - Georgia Southern University - Acalog ACMS™](#)

To discontinue enrollment prior to the first day of University classes, a student should complete and submit a Voluntary Cancellation Form. Any student who wishes to withdraw from all remaining courses for the current term must complete and submit an official Withdrawal Form. Failure to complete and submit an official Withdrawal Form will result in the assignment of failing grades in all courses for which the student registered. A withdrawal is not permitted after the last day of classes. Grades of "W" will be given for all courses if the withdrawal is before the last day to withdraw without academic penalty. Grades of "WF" will be given for all courses if the withdrawal is completed after the last day to withdraw. A "WF" grade is calculated in the GPA as an "F" grade. Students will not be able to withdraw from all of their classes via WINGS. WINGS prevents students from withdrawing from their last course over the web.

Before withdrawing, students should speak with their instructors, academic advisors, and financial aid counselors. While there can be good reasons for withdrawing from the term, a student should understand the consequences in regards to their degree program, progress towards graduation, and financial aid.

### Military Withdrawal:

A student who is called to active duty to serve in the military while attending courses at Georgia Southern is eligible to receive a Military Withdrawal. Students receiving this type of withdrawal are withdrawn for the semester. A 100% refund is issued. The student will receive "WM" grades for all courses that they enrolled in during the semester. The "WM" grades that are assigned will not affect the student's GPA. To process this type of withdrawal, the student needs to submit a "Voluntary Cancellation/[Withdrawal Form](#)." The student will need to provide the Office of Military and Veterans Services with a copy of their orders stating the date and place of deployment assigned by the military.

### Hardship Withdrawals:

In the event a student faces circumstances of extreme duress beyond their control, the student may request a hardship withdrawal from the university. Hardship withdrawals are not meant to be used for appealing academic matters (e.g. grades), but should be used when a student seeks to withdraw from all classes and leave the university for the remainder of that semester. Students must apply for a Hardship Withdrawal with the Dean of Student's Office prior to the last day of classes for the term they have experienced the hardship.

Hardship withdrawals should fall into one of three categories: medical, personal, or financial. Students will be required to justify their withdrawal with documentation. In instances where a student's circumstances warrant only a partial withdrawal, documentation will be required to substantiate why this student is able to continue with some coursework but not all coursework. If the hardship withdrawal is granted, the student will receive "W" grades for courses that they enrolled in during the semester.

### Hardship Withdrawal Documentation:

**Personal Statement of Hardship:** The written personal statement of hardship should explain how and/or why the non-academic emergency impacted studies. It is essential that the student provide accurate details about the circumstances surrounding the hardship, date(s) of the hardship event(s), and an account of how the event(s) specifically prevented the completion of coursework. In addition, the student will provide official documentation supporting their hardship. This documentation should be consistent with the student's personal statement, and all documentation will be verified prior to the rendering of any decision regarding the student's hardship withdrawal.

### Categories of Hardship and Documentation Requirements:

- **Medical** (e.g. physical or psychological emergencies): Students may petition for a hardship withdrawal from the University when significant physical or psychological impairments beyond the student's control interfere with the ability to meet academic requirements.
  - The student will supply a physician's report on office letterhead. This document will include the physician's name, address, phone number, nature of patient's illness or accident, dates of treatment, prognosis, and the reason they feel that the student can no longer complete their coursework. This document must be signed and dated.
- **Personal** (e.g. severe medical illness within family, death in the family, arrests, etc.): The student will supply appropriate documentation that builds a case for hardship withdrawal due to personal issues. These documents may include but are not limited to death certificates, obituaries, police reports, or physician's letters. The student should obtain documents that contain contact information, are dated, and, if possible, are notarized.
  - Students seeking withdrawal for personal reasons must apply with the Dean of Student's Office prior to the last day of classes for the semester they have experienced the personal hardship.



- **Financial** (e.g. loss of sole-supporting job, mandatory job changes): The student will supply documentation from an employer or supervisor that clearly states the mandatory change and the date that these changes took place or will take place. This document should contain contact information for an organizational representative that can verify these changes, preferably a human resource professional.
  - A student's inability to have financial aid in place at the start of a semester is NOT grounds for hardship withdrawal due to financial issues.
  - Students that wish to apply for a Hardship Withdrawal for financial reasons must apply with the Dean of Student's Office prior to the last day of classes for the semester that they have experienced the financial issue.

SPECIAL NOTE: Application for a Hardship Withdrawal does not guarantee the student a grade of W.

**Financial Aid Implications:**

**All students seeking either a partial or full hardship withdrawal from the University are strongly recommended to make an appointment with a financial aid counselor. This is of utmost importance if the student has received financial aid (e.g. scholarships, grants, loans. etc.). The granting of a hardship withdrawal may affect the student's ability to receive future financial aid and may greatly affect the student's ability to meet the Federally mandated Standards of Academic Progress. Students should be advised that the granting of a hardship withdrawal does not negate the requirements of meeting the Standards of Academic Progress or the policies regarding mandatory Return of Title IV funds.**

## 300 | Policies—Administrators/Faculty

### 301 Academic Freedom

Georgia Southern University supports the University System of Georgia (USG) policy on Academic Freedom (6.5.1 Academic Freedom), adopted by the USG May 17, 2023. As stated in USG Policy 6.5 Freedom of Expression and Academic Freedom:

[The] USG is strongly committed to protecting the academic freedom of faculty and students. Along with those rights comes an individual responsibility to fulfill obligations in the classroom, in research, and as public citizens.

USG Policy 6.5.1 Academic Freedom states:

As a public system of higher education, USG is committed to protecting the academic freedom rights of faculty and students in teaching, research, publishing, and other academic activities. All institutions within USG must vigorously promote the open exchange of ideas and protect academic freedom on their campuses.

USG values diversity of intellectual thought and expression for all. While faculty and students must be encouraged to exercise their rights to academic freedom, they must also understand that, along with those rights comes the responsibility to respect the individuality and beliefs of all. Members of the USG community should always seek to foster and defend intellectual honesty, freedom of inquiry, and instruction on and off campus.

Academic freedom is a bedrock of higher education, but it is not unlimited. Faculty academic freedom extends only to classroom material and discussions, research, publications, and other academic activities that are germane to the subject matter being taught, researched, written about, or presented. Faculty members must be careful not to introduce into their teaching controversial matters that have no relation to their subject.

Students should be provided an environment conducive to learning, be free from faculty or institutional coercion to make personal political or social choices, and be evaluated based on their academic performance, not factors that are irrelevant to that performance such as their personal beliefs. Similarly, faculty and staff have the right to be unburdened by irrelevant factors such as ideological tests, affirmations, and oaths, and should instead be hired and evaluated based on relevant factors such as their achievement and the success of students.

Finally, faculty hold a special position in the community that carries both privileges and obligations. Because faculty are scholars and educators, the public may judge their profession and their institutions by their utterances. Therefore, faculty should always strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort when they are expressing their personal opinions to indicate that they are speaking for themselves as private citizens rather than on behalf of their institutions.<sup>1</sup>

This commitment to protecting the academic freedom rights of all faculty and students, as well as ensuring that all faculty and students respect the academic freedom rights of others, is crucial to USG's mission of providing the best educational opportunities to all Georgians.

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*Footnotes*

<sup>1</sup> 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.

*Approved by the Faculty Senate September 6, 2023; President September 21, 2023*

## 302 Administrators

### 302.01 Evaluation of Administrators Policy

Academic administrators who hold faculty rank and are aligned with an academic unit will receive an annual review by their appropriate supervisor and will undergo a comprehensive evaluation, including a 360° feedback assessment every five years. (USG Academic Affairs Handbook Sect. 4.7 Post-Tenure Review)

For the purposes of this policy, academic administrators include individuals who hold the position of department/school chair, assistant/associate dean, dean, assistant/associate provost, assistant/associate vice president, vice provost, and provost.

The process for annual evaluations is determined by the appropriate supervisor in accordance with university policy. These processes and procedures, including the criterion which will be used for the evaluation, should be made available to the academic administrator in writing at the beginning of each contract year.

The process for the comprehensive evaluation of academic unit heads is defined within this policy below. For other academic administrators, each unit (college, Office of Academic Affairs) should specify the process and procedures for a comprehensive evaluation of academic administrators. These processes and procedures, including the criterion which will be used for the evaluation, should be made available to the academic administrator in writing at the beginning of each contract year. It is intended that an academic administrator's annual and comprehensive evaluation include a review of traditional faculty activities (teaching, research, student success, and service) that align with the responsibilities of the administrator (USG Academic Affairs Handbook Sect. 4.7 Post-Tenure Review).

#### A. Comprehensive Evaluation of Academic Unit Heads

Academic unit heads will receive an annual review by their appropriate supervisor and undergo a thorough comprehensive evaluation every five years. A request for an earlier review may be made if asked for by a minimum of 30% of the department's voting membership (as defined in Article I, § 3, of the University's *Statutes—Corps of Instruction*). In the fifth year of a chair's tenure, and as soon as possible after the chair's fifth annual evaluation, the dean of the academic unit head's college shall conduct said review. It is intended that an academic administrator's annual and comprehensive evaluation include a review of traditional faculty activities (teaching, research, student success, and service) that align with the responsibilities of the administrator. A successful comprehensive evaluation may result in a renewal of their appointment. This review shall include:

1. A review by the department/school's voting membership of the chair's review portfolio, which shall include at a minimum: the academic unit head's curriculum vitae, the chair's annual reports to the dean, a summary of the academic unit head's accomplishments over the past five years, a summary of the academic unit head's goals for the department/school for the next five years, the faculty's annual evaluations (including electronic evaluations) of the academic unit head, and the dean's annual evaluations of the academic unit head. Survey data that is collected with academic unit head annual evaluations should be compiled into a score sheet including the range, mean, frequency distribution, and number of responses per item.
2. A meeting between the dean and the faculty, unclassified professionals, and other staff of the department/school to discuss the job performance of the academic unit head.
3. A vote by the department/school's faculty and staff indicating whether they support or not the academic unit head's job performance and including any written comments the faculty wishes to submit. Written comments will be transcribed to protect respondent confidentiality.

Voting will be conducted by anonymous ballot at the time of the meeting in a form (e.g., paper or

electronic) to be determined by the voting members of the department/school. Anonymous means should be used to solicit, provide, and report feedback. Two members of the department/school and an administrative assistant from another department/school in the college will tabulate votes with the results being presented to department/school members and the dean. After considering the advisory vote and following any further consultation between the dean, faculty, and staff, the dean will decide if the academic unit head shall continue employment in that role. Whatever the dean decides, they will provide to the faculty and staff in writing an explanation of their decision. However, if the dean makes a reappointment that is against the wishes of the majority of the faculty and staff, the dean will schedule a meeting with the faculty, unclassified professionals, and other staff to give a rationale for the reappointment.

Should a comprehensive evaluation review fail to be completed by the end of the academic year for reasons beyond the administrators' control, the process is to be initiated and completed by the end of the next regular semester.

*Approved by the Faculty Senate January 25, 2023*

### 302.02 Administrative Employees Returning to an Academic Appointment as a Faculty Member Policy

The *Board of Regents Policy Manual* (§ 8.3.12.2) states "When a fiscal year administrative employee returns to an academic appointment as a faculty member, the salary shall be determined on the same basis as other faculty members with similar rank and experience within the department to which [they return] or in other similar positions within the institution." Furthermore, the Board stipulates that the step-back salary must be determined at the time of the initial administrative appointment and included in the administrator's contract. When such an individual leaves their administrative position and takes up a faculty line in the concerned department, that line will be supernumerary and will in no way impact or circumvent the department's ability to add new and/or fill other tenure track or tenured lines as needed to staff the department's programs.

*Approved by Faculty Senate, April 21, 2015; President, April 23, 2015.*

## 303 Faculty

### 303 General Considerations

Faculty must meet their contractual obligations to the University and fulfill all of their professional obligations. In expressing their views concerning university policies or other issues, alone or in concert with others, faculty 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.

*Approved by Faculty Senate, October 16, 2018; President, February 13, 2019; President's Cabinet, February 2019.*

### 304 Professional Standards

Georgia Southern faculty are committed to the highest ethical and professional standards of conduct in the performance of their duties and adhere to and affirm the University's Ethics Policy. As teacher/scholars, faculty participate in shaping university policy. In this capacity, faculty have rights and responsibilities that may impact, students, other faculty and staff, and the reputation of the University. 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.

### Faculty as Teacher-Scholars

- The faculty's professional and moral right to teach rests upon mastery of their subject and/or competent scholarship. Faculty have an obligation to keep abreast of main currents in their fields.
- The principles of academic freedom entitle them to the privilege of organizing their subject matter in such ways and presenting it by such methods as, in their considered judgment, will have optimum value for their students, subject to such guidelines as are reflected in the departmental, college, and other faculty policies and subject to the obligation to require an amount and quality of work from their students which justify the course credit accorded.
- Faculty should present the preannounced subject matter of their courses.
- Faculty should allow students freedom of inquiry and make them aware of differing viewpoints, should carefully distinguish between fact and opinion, and should never require agreement on debatable matters as the price of academic success. They should encourage their students to develop the capacity for critical judgment and to engage in a sustained and independent search for truth in and out of the classroom.
- Faculty should devote sufficient time to working with students to enable student success.
- Faculty will provide prompt evaluation of student work 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, sexual orientation, degree of political activism, or personal beliefs.
- Faculty 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.
- Faculty 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.

### Faculty as Participants in the Shaping of University Policies

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

### Faculty as Citizens

- As citizens, faculty members have the rights and responsibilities common to all citizens.
- When faculty have 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 in accordance with the Board of Regents Political Activities policy. (§ 8.2.18.3 of the *Board of Regents Policy Manual*)
- When speaking as ordinary citizens, faculty are free from institutional censorship, discipline, or reprisal affecting their professional careers. 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.

*Approved by Faculty Senate, October 16, 2018; President, February 13, 2019; President's Cabinet, February 2019*

## 305 Faculty Evaluation

### 305.01 Criteria for All Types of Faculty Evaluation

The criteria described below apply to all types of faculty evaluation. 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. Evaluation materials will apply where appropriate the five Board of Regents criteria: teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school, and department. While the manifestations of faculty achievement may vary across disciplines, the qualities represented in these criteria shall be the predominant basis for evaluation and shall be reflected in college and academic unit governance documents.

Tenure-track faculty, tenured faculty, and faculty outside of the tenure process should be evaluated based upon their academic discipline-specific criteria, and the institutional evaluation rubric, consistent with the system-level review policies and guidelines. All faculty evaluations must utilize the following Likert scale:

1 – Does Not Meet Expectations

2 – Needs Improvement

3 – Meets Expectations

4 – Exceeds Expectations

5 – Exemplary

Noteworthy achievement as referenced in BOR Policy 8.3.7.3 on Criteria for Tenure and throughout this document is reflective of a 4 or 5 on the above Likert Scale. Deficient and unsatisfactory as referenced throughout this document is reflective of a 1 or a 2 on the above Likert Scale (USG Academic & Student Affairs Handbook 4.4). Faculty who are rated as deficient or unsatisfactory in any evaluation category (as reflected by a 1 or 2 on the Likert Scale) may be required to complete additional performance reviews, depending on the type of review completed:

- Faculty who are rated as deficient or unsatisfactory in an annual review (as reflected by a 1 or 2 on the Likert Scale) are required to complete a Performance Remediation Plan (See Policy 305.08 Performance Remediation Plan).
- Faculty who are rated as deficient or unsatisfactory in a post-tenure review (as reflected by a 1 or 2 on the Likert Scale) are required to complete a Performance Improvement Plan (See Policy 312.02 Performance Improvement Plan).
- Tenured faculty who are rated as deficient or unsatisfactory (as reflected by a 1 or 2 on the Likert Scale) in two consecutive annual evaluations are required to complete a Corrective Post-Tenure Review (See Policy 312.03 Corrective Post-Tenure Review).

### Teaching

A demonstrated record of excellence in teaching is a minimum criterion for all ranks, and therefore the first and most important area of evaluation. Excellent teaching is reflective, student-centered, respectful of the diversity of students, multimodal, 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 outside of the classroom in the direction of research,

field placements/internships, fulfillment of professional librarian responsibilities, mentoring, and the like. Teaching evaluation procedures should include both formative and summative elements. All teaching evaluation procedures should include student ratings of instruction and a narrative or self-evaluation that includes reflections of how professional pedagogical development (e.g., conferences/workshops on teaching and learning, course development) is applied and how student success (e.g., the deepening of student learning and engagement for all learners, together with established strategies to improve student completion rates regardless of race, gender, age, or socioeconomic status (BOR 2022)) is addressed. Further evidence of excellence in teaching can be found in classroom evaluations by peers and/or the academic unit head, examination of student work, as well as other evaluation methods not listed here.

Student ratings of instruction shall not be the sole measure of teaching effectiveness for any review, nor shall instructors be ranked according to student ratings for evaluation; rather, a complete picture should be obtained through multiple sources. Documentation of teaching effectiveness is the responsibility of the faculty member. As involvement in student success activities is expected at all ranks, faculty are encouraged to report how their teaching activities impact student success. Professional development activities focused on improving or expanding upon one's teaching should also be reported.

#### Undergraduate/Graduate Student Success Activities

Student success outcomes can include attaining a degree or other credentials in a timely manner, exploring careers and academic interests, obtaining career and professional competency skills, and achieving overall student well-being. Student success can also be described as achieving aspirational goals, such as to become globally conscious, a critical thinker, analytic, diverse, or inclusive. In other words, student success may be defined as the achievement of a desirable student *outcome*. However, a student success *activity* is how achievement of the outcome is positively promoted. It is the latter with which faculty evaluations are concerned.

Examples of activities that contribute to these student success outcomes and goals are in the list below. Faculty members may elect to report activities in any of the categories below or may choose to report other activities not listed here. Faculty members who are primary advisors in research must report their activities on mentorship in research.

- **Involvement in High Impact Practices (HIP)** HIPs are active learning practices that promote deep learning by promoting student engagement. Examples include activities such as first-year experiences, living learning communities, undergraduate research, internships, service/community learning, capstone courses, projects, collaborations, writing-intensives, and immersive experiences.
- **Contributions in Learning and Education** includes activities such as developing or redesigning courses or leading curricular changes based on student academic or career needs; advising or mentoring students academically or in their careers, including writing letters of recommendation; promoting a positive and inclusive learning environment; developing scholarship, technologies, mechanisms, or insights related to enabling, understanding, tracking, or reporting student success in a variety of learning experiences and with different learner groups; maximizing flexibility by using multiple learning modalities; recruiting and supporting a diverse student community; and integrating information literacy and research into student learning.
- **Supportive Student Service Activities** include activities such as being an advisor of a registered student organization; mentorship of staff or other faculty members on their student success activities; participating or organizing impromptu or organized student engagement activities; serving on student-focused committees; engaging in professional society or community-related student activities; and, participating in or leading programs for students with historically underserved backgrounds or identities.



- **Support of the Strategic Plan** includes activities such as those that may support the goal of providing a transformative learning experience. These include, but are not limited to, the development of new courses, certificates, majors or minors; the development of co-curricular or extracurricular programs or activities including research-based experiential learning; and the use of innovative learning approaches including but not limited to backward-design, universal-design, and the flipped-classroom.

The term “student” should consider all learners who are engaged in our academic programs, and therefore the following additional activities may be considered:

- **Contributions to Lifetime Education** include activities such as designing, developing, and delivering continuing education or professional education initiatives in a variety of modalities (online, in-person, hybrid) in a manner to increase access and expand the impact of Georgia Southern; delivering academic learning experiences for pre- or post-college learners, such as programs performed in collaboration with community groups and programs; research experiences for teachers, and camps; and career advising and mentoring that transcends the typical college student population and enables success for working adult learners.

Faculty members also contribute to student success activities when they develop their own teaching and mentoring skills; mentor junior faculty, teaching assistants, staff and/or other colleagues on these topics; and show an interest and willingness to improve the student experience, for example:

- **Faculty Professional Development** activities such as accessing resource materials or participating in professional development programs that improve teaching and mentorship, such as those offered by the Faculty Center, the Office of Inclusive Excellence, the National Center for Faculty Development and Diversity, and other professional associations within the faculty member’s field of expertise. The Faculty Center offers credentials, including badges and certificates that may be used as evidence of faculty professional development activities. Through Georgia Southern’s institutional membership, all faculty have access to a free membership to the National Center for Faculty Development and Diversity. Faculty members may also pursue development in topics related to student success such as student well-being or career development; project management; research ethics; mentorship training; conflict management; negotiation; diversity, equity and inclusion; and improving lab culture. Faculty may complete a personal assessment to increase self-awareness.
- **Activities Which Promote Student Health and Wellness** so as to maximize a student’s capacity to be a fully engaged learner. Activities could include participating in Safe Zone training, Green Zone training, Conflict Mediation training, Title IX training, ADA training, or other professional development opportunities that increase the faculty member’s ability to contribute to a health- and wellness-promoting environments, identify students who may be in distress or in need of assistance and make appropriate referrals to relevant campus resources.

As a comprehensive research university, Georgia Southern has a mission to mentor students in creating original scholarship and discovery, becoming independent in their research, and undertaking research related careers.

- **Research Mentorship** functions can be grouped as activities that support research and career development and activities that support personal development and well-being. Research and career development activities include career guidance; research, academic, and professional skill development; sponsorship by publicly acknowledging or advocating for the students or colleagues whom they mentor; and promoting activities that expand and broaden students’ academic and research focus. Personal development and promoting well-being activities include displaying role modeling behaviors and attitudes

such as clear and timely communications, respectful and inclusive climate, constructive and timely feedback, and the recognition of the need for social activities outside of their work.

### **Research/Scholarship/Creative Activity or Academic Achievement**

The significance of research/scholarship/creative activity or academic achievement shall be judged rigorously within the context of the discipline. Candidates must provide evidence of work that has been selected for dissemination through peer-reviewed venues. The University System of Georgia (USG) and Georgia Southern recognize and equally value all four types of scholarship identified by Boyer (1990): the scholarship of discovery, the scholarship of application, the scholarship of integration, and the scholarship of teaching and learning (SoTL). Creative scholarship includes the discovery and dissemination or application of knowledge and the creation, development, and application or production of works of art, design, and aesthetic creations. Scholarship is manifested in a number of ways including (but not limited to) articles, scholarly books and texts, reports of research, creative works, textbooks, open educational resources, scholarly presentations, research grants, demonstration grants, papers read, panel participation, exhibits, performances, professional and academic honors and awards, additional professional training or certification, degrees earned, and postdoctoral work. As involvement in student success activities is expected at all professorial ranks, faculty are encouraged to report how their scholarly activities and/or creative activities impact student success. Professional development activities focused on improving or expanding upon one's scholarly/creative agenda should also be reported.

### **Professional Service to the Institution or Community**

Faculty are expected to make service contributions to their professions and to the institution. Service at the academic unit, 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 involvement or support of co-curricular student success initiatives focused on recruitment and retention, affordability, access and infrastructure, intellectual, academic, personal or professional development of Georgia Southern University students. Additionally, service may include work in schools, businesses, museums, social agencies, government, etc., as well as activities undertaken on behalf of the University. Consulting shall be designated as paid or unpaid. As involvement in student success activities is expected at all ranks, faculty are encouraged to report how their service activities impact student success.

### **Professional Growth**

Continuous professional growth appropriate to the institution's sector and mission, college or school and department should also be reported.

*Approved by Faculty Senate September 6, 2023; President September 21, 2023*

## **305.02 Evaluation of Faculty**

Under the policies of the Board of Regents, the maximum probationary period for a newly employed non-tenured, tenure-track faculty member is seven years. At the end of the fifth or sixth year, a decision is made as to whether the employee will be tenured. Non-tenured tenure-track faculty are evaluated each year of the probationary period. As part of the annual evaluation in the first year, the faculty member is notified by February 1<sup>st</sup> if a contract will not be offered for the following academic year. The notification date during the second year is November 1<sup>st</sup> if a contract will not be offered for the following academic year. In subsequent years, the faculty member is notified by August 1<sup>st</sup> if a contract will not be offered for the following academic year. This notification schedule is identical for non-tenure track faculty and all clinical faculty (in the ranks of instructor, non-tenure track assistant professor, non-tenure track associate professor, or non-tenure track professor) who are also evaluated annually, but not subject to a probationary period of seven years. This notification schedule does not apply to visiting faculty.

For lecturers with fewer than three years of full-time, continuous service in that position, written notice of intent not to renew should be sent as early as possible, but no specific notice is required. For lecturers with three or more years but less than six years of full-time, continuous service in that position, written notice of intent not to renew should be sent at least 30 calendar days prior to the first day of classes in the semester. For lecturers, senior lecturers, or principal lecturers with six or more years of full-time, continuous service in that position, written notice of intent not to renew is sent at least 180 calendar days prior to the first day of classes in the semester. (*Board of Regents Policy Manual, § 8.3.4.3*) Unlike tenure-track faculty who either obtain tenure after six years or must accept a terminal contract, lecturers may be judged at their sixth-year review as either promoted, not promoted but continuing, or not promoted and not continuing.

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

In addition to the annual review of non-tenured, tenure-track faculty members and the annual review of lecturers, the University's colleges conduct an extra and especially thorough evaluation in the third year as a basis for recommending renewal or nonrenewal of the contract beyond the following year (pre-tenure review of non-tenured, tenure-track faculty or third-year review of lecturers). 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 are to be described to faculty by the department chair and provided to faculty in a written set of departmental procedures.

Visiting and part-time faculty are appointed for a specified length of time (either one academic year or one semester); therefore, they do not receive a letter of intent not to renew. Nonetheless, visiting faculty are evaluated annually (or at the end of the semester if appointed full-time for one semester), and part-time faculty are evaluated at the end of the semester of appointment (or term of appointment if appointed for a full year). Similarly, teaching adjunct faculty (i.e., honorary, uncompensated appointments) are evaluated at the conclusion of the semester of appointment (or term of appointment if teaching for an academic year).

Reappointment of Academic Professionals is made annually. Notice of non-reappointment must be made consistent with the three-month, six-month, and nine-month notification schedule, depending upon the length of service.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 305.03 Faculty Evaluation Guidelines

The Board of Regents has established that: "Each University System of Georgia (USG) institution shall establish definite and stated criteria, consistent with Board of Regents' policies, the Academic and Student Affairs Handbook and the statutes of the institution, against which the performance of each faculty member will be evaluated. The criteria shall include evaluation of teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school and department. The criteria shall be submitted to the USG Chief Academic Officer for review and approval." (*Board of Regents Policy Manual, § 8.3.5.1*)

The primary purpose of the faculty evaluation is to aid the faculty member in improving and developing their performance as a member of the academic community and to ensure the faculty member's understanding of the relationship between their 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 following information provides an overview faculty evaluation processes and policies, 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.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 305.04 Types of Evaluations

- A. Each full-time, continuing faculty member is evaluated annually to ensure effective performance and facilitate improvement. Annual evaluations also serve as the basis for recommending merit salary increases and determining continuation of non-tenured tenure-track and non-tenure track faculty.
- B. Visiting faculty are evaluated annually (or at the end of the semester if appointed full time for one semester).
- C. Part-time faculty are evaluated at the end of the semester of appointment (or term of appointment if appointed for a full year).
- D. Teaching adjunct (honorary, uncompensated) faculty are evaluated at the conclusion of the semester of appointment (or term of appointment if teaching for an academic year).
- E. Special evaluations are made for the following specific decisions, applicable to full-time, continuing faculty:
  - pre-tenure review
  - tenure review
  - promotion review
  - post-tenure review
  - third-year lecturer review
  - fifth-year lecturer review (promotion to senior lecturer may be pursued in the fifth year)
  - sixth-year lecturer review (with promotion to senior lecturer considered but not required as part of a successful review)
  - senior lecturer fifth-year review (with promotion to principal lecturer considered, but not required as part of a successful review)
  - principal lecturer fifth-year review
  - non-tenure track faculty and clinical faculty fifth-year review (promotion not required as part of a successful review)
  - non-tenure track faculty and clinical faculty promotion review

All evaluations must utilize the following Likert scale for each evaluation criteria:

- 1) Does Not Meet Expectations,
- 2) Needs Improvement,
- 3) Meets Expectations,
- 4) Exceeds Expectations, and
- 5) Exemplary

An "Overall" rating using the same 5-point scale must also be reported.

### Types of Faculty Evaluations

Evaluation	Description	Recommended Schedule
Annual Review	<p>A review of the performance and achievements of each faculty member as related to the faculty member's stated goals and objectives for the year.</p> <p>Annual reviews are conducted on every single faculty member, including full-time, part-time, visiting, and adjunct faculty.</p>	<ul style="list-style-type: none"> <li>• Faculty submit a report of their professional activities to the academic unit head by January 10.</li> <li>• Academic unit heads conduct annual faculty reviews January 10 through March 15.</li> </ul> <p>Faculty are provided copies of their annual evaluations no later than March 15.</p> <ul style="list-style-type: none"> <li>• First- year probationary faculty receive notification by February 1<sup>st</sup> if a contract will <u>not</u> be offered for the following year.</li> <li>• Second- year probationary faculty receive notification by November 1<sup>st</sup> if a contract will <u>not</u> be offered for the following year.</li> <li>• All other faculty receive notification by August 1<sup>st</sup> if a contract will <u>not</u> be offered for the following year.</li> <li>• Salary increase recommendations—based on the annual reviews—are made in April (if available that year).</li> </ul>
Pre-Tenure Review	<p>A comprehensive review of the performance and achievements of non-tenured, tenure-track faculty members conducted in the third year of the probationary period or at the mid-point of the probationary period if the faculty member has probationary credit.</p>	<ul style="list-style-type: none"> <li>• Faculty receive notification no later than September 15 of the deadline to submit their materials.</li> <li>• Academic units submit pre-tenure reviews to the dean's office by February 10.</li> <li>• Dean's office submits summary memorandum* to the Provost's Office by April 15.</li> </ul> <p><i>*The dean's memorandum to the Provost summarizes the findings at each prior level of review for each candidate, noting whether the candidate established a record of accomplishments which was noteworthy, met expectations, or unsatisfactory (see section 305.01 above). The dean also includes their own evaluation of the candidate using the same 5-point Likert scale and including a final "Overall" rating of 1-5.</i></p>
Tenure Review	<p>A comprehensive review of the performance and achievements of non-tenured, tenure-track faculty members conducted in the fifth or sixth year of the probationary</p>	<ul style="list-style-type: none"> <li>• Deans submit tenure reviews to the Provost's Office by December 10 via the campus repository.</li> </ul>

	period for consideration of the award of tenure.	<ul style="list-style-type: none"> <li>• Tenure review at the university level is completed by February 28.</li> <li>• If approved, tenure is effective August 1<sup>st</sup>.</li> <li>• If review is unfavorable, a nonrenewal letter is issued to the faculty member no later than August 1<sup>st</sup>.</li> </ul>
Promotion Review	A comprehensive review of the performance and achievements of tenured faculty members conducted in the fifth year following the award of tenure or the fifth year following the award of the most recent promotion.	<ul style="list-style-type: none"> <li>• Deans submit promotion reviews to the Provost's Office by December 10 via the campus repository.</li> <li>• Promotion review at the university level is completed by February 28.</li> <li>• If approved, promotion is effective August 1<sup>st</sup>.</li> <li>• If review is unfavorable, a nonrenewal letter is issued to the faculty member no later than August 1<sup>st</sup>.</li> </ul>
Post-Tenure Review	A systematic, periodic, cumulative review of all tenured faculty members that focuses on identifying faculty development opportunities that are mutually beneficial for the faculty member and the institution.	<ul style="list-style-type: none"> <li>• Faculty receive notification no later than September 15 of the deadline to submit their materials.</li> <li>• Academic units submit post-tenure reviews to the dean's office by February 10.</li> <li>• Dean's office submits summary memorandum* to the Provost's Office by March 15.</li> </ul> <p><i>*The dean's memorandum to the Provost summarizes the findings at each prior level of review for each candidate, noting whether the candidate established a record of accomplishments which was noteworthy, met expectations, or unsatisfactory (see section 305.01 above). The dean also includes their own evaluation of the candidate using the same 5-point Likert scale and including a final "Overall" rating of 1-5.</i></p>
Third-year Review	A comprehensive review of the performance and achievements of lecturers, non-tenure track faculty, and clinical faculty	<ul style="list-style-type: none"> <li>• Faculty receive notification no later than September 15 of the deadline to submit their materials.</li> <li>• Academic units submit third year reviews to the dean's office by February 10.</li> <li>• Dean's office submits summary memorandum* to the Provost's Office April 15.</li> </ul> <p><i>*The dean's memorandum to the Provost summarizes the findings at each prior level of review for each candidate, noting whether the candidate established a record of accomplishments which was noteworthy, met</i></p>

		<i>expectations, or unsatisfactory (see section 305.01 above). The dean also includes their own evaluation of the candidate using the same 5-point Likert scale and including a final "Overall" rating of 1-5.</i>
Fifth-year Lecturer Review (All Lecturer Ranks)	A comprehensive review of the performance and achievements of lecturer, senior lecturer, and principal lecturer faculty members conducted in the fifth year of service for consideration of continuing appointment and/or promotion to the next lecturer rank. Promotion is not required as part of a successful review.	<ul style="list-style-type: none"> <li>• Faculty receive notification no later than September 15 of the deadline to submit their materials.</li> <li>• Academic units submit follow-up reviews to the dean's office by February 10.</li> <li>• Dean's office submits summary memorandum* to the Provost's Office by March 15.</li> </ul> <p><i>*The dean's memorandum to the Provost summarizes the findings at each prior level of review for each candidate, noting whether the candidate established a record of accomplishments which was noteworthy, met expectations, or unsatisfactory (see section 305.01 above). The dean also includes their own evaluation of the candidate using the same 5-point Likert scale and including a final "Overall" rating of 1-5.</i></p>
Lecturers Due Sixth-Year Review and/or Promotion to Senior Lecturer	A comprehensive review of the performance and achievements of lecturer faculty members not promoted during the fifth-year review. Conducted in the sixth year of service for consideration of continuing appointment and/or promotion to senior lecturer.	<ul style="list-style-type: none"> <li>• Deans submit lecturer reviews to the Provost's Office by December 10 via the university repository.</li> <li>• Lecturer review at the university level is completed by February 28.</li> <li>• If recommended and approved, promotion to senior lecturer becomes effective August 1*.</li> <li>• If review is unfavorable, a nonrenewal letter is issued to the faculty member ideally by August 1* but no later than the date prescribed by the BOR Policy Manual (8.3.4.3).</li> </ul>
Non-Tenure Track Faculty and Clinical Faculty Fifth-Year Review	A systematic, periodic, cumulative review of all non-tenure track faculty and clinical faculty members which focuses on identifying faculty development opportunities that are mutually beneficial for the faculty member and the institution.	<ul style="list-style-type: none"> <li>• Faculty receive notification no later than September 15 of the deadline to submit their materials.</li> <li>• Departments submit non-tenure track reviews to the dean's office by February 10.</li> <li>• Dean's office submits summary memorandum* to the Provost's Office by March 15.</li> </ul> <p><i>*The dean's memorandum to the Provost summarizes the findings at each prior level of review for each candidate, noting whether the candidate established a record of accomplishments</i></p>

		<i>which was noteworthy, met expectations, or unsatisfactory (see section 305.01 above). The dean also includes their own evaluation of the candidate using the same 5-point Likert scale and including a final "Overall" rating of 1-5.</i>
Non-Tenure Track Faculty and Clinical Faculty Promotion	A comprehensive review of the performance and achievements of non-tenure track faculty for consideration for promotion to the next higher promotable rank	<ul style="list-style-type: none"> <li>• Deans submit promotion review to the Provost's Office by December 10 via Decisions or the University's designated means of sharing and storing digital files.</li> <li>• Promotion review at the University level completed by January 31.</li> <li>• If approved, promotion is effective August 01</li> </ul>

Approved by Faculty Senate, September 6, 2023; President, September 21, 2023

### 305.05 Schedule for Completion of Evaluations

#### A. Annual Evaluations

1. Faculty evaluations for full-time, continuing faculty
  - a. Faculty submit materials to the department chair by January 10.
  - b. The department chair meets with each faculty member between January 1 and March 1.
2. Salary increase recommendations are made in April (if available that year).
3. Evaluations of non-tenured, tenure-track faculty and non-tenure track faculty for purposes of determining continuation for the next academic year must occur prior to the notification dates required by the Board of Regents:
  - a. at least three months before the date of termination of an initial one-year contract (February 1<sup>st</sup>);
  - b. at least six months before the date of termination of a second one-year contract (November 1<sup>st</sup>);
  - c. at least nine months before the date of termination of a contract after two or more years of service at the institution (August 1<sup>st</sup>).
4. Visiting faculty are evaluated annually (or at the end of the semester if appointed full-time for one semester).
5. Part-time faculty are evaluated at the end of the semester of appointment (or term of appointment if appointed for a full year).
6. Teaching adjunct (honorary, uncompensated) faculty are evaluated at the conclusion of the semester of appointment (or term of appointment if teaching for an academic year).

#### B. Special Evaluations

1. Promotion: due to Provost's Office by December 10.
2. Tenure: due to Provost's Office by December 10.
3. Pre-tenure review of non-tenured, tenure-track faculty: due to the Provost's Office by April 15 of the third probationary year or at the mid-point of the probationary period if using probationary credit.
4. Post-tenure review: due to the Provost's Office by March 15.



5. Lecturer sixth-year review and consideration for promotion to senior lecturer: due to Provost's Office by December 10.
6. Senior lecturer consideration for promotion to principal lecturer: due to Provost's Office by December 10.
7. Lecturer/senior lecturer/principal lecturer follow-up fifth-year review: due to Provost's Office by March 15.
8. Non-tenure track and Clinical Faculty fifth-year review: due to Provost's Office by March 15.
9. Non-tenure track and Clinical Faculty promotion review; due to Provost's Office by December 10.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 305.06 Procedures for Faculty Evaluations

At Georgia Southern University the primary purpose of all faculty evaluations is to support each faculty member's career development and performance. 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 annual evaluation by the University System of Georgia: teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school and department. Institutions must ensure that workload percentages for faculty roles and responsibilities are factored into the performance evaluation model in a consistent manner. (*Academic and Student Affairs Handbook, § 4.4 Faculty Evaluation Systems*) In those cases in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration, and elements of student success) where the individual's major responsibilities lie (Board of Regent's Policy Manual § 8.3.5.1 Evaluation of Personnel - Faculty). Furthermore, it is recognized that workload emphases may vary appropriately at different stages of a faculty member's career. Additionally, as the nature of academic work is uniquely cumulative, all evaluations (e.g., annual, pre-tenure/third-year, promotion, tenure, post-tenure/fifth-year) should consider faculty members' development of their teaching, service, and scholarly agendas over time, never simply a snapshot of products produced in a given period of time.
- B. The university is responsible for ensuring that academic administrators are properly trained for all levels of evaluation as outlined in the Board of Regents policy. Training for administrators should be conducted on a regular and recurring schedule to ensure best practices, equity and inclusion, and for the purpose of normalizing expectations and evaluation practices across and within colleges and academic units. Academic unit heads and college deans are responsible for ensuring that all members of committees responsible for evaluating faculty members are properly trained in evaluation procedures, including best practices to ensure equity and inclusion.
- C. Faculty input and initiative
  1. Each faculty member undergoing review is encouraged to provide any information they wish to facilitate the evaluation.
  2. Either the faculty member or academic unit head/dean may initiate an evaluation for promotion, but in either case, the faculty member provides the supporting material.
  3. To facilitate the evaluation process, faculty whose scholarship is published in another language will provide English translations of articles, conference papers, and works of similar length. The academic unit 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.
4. Non-tenure track faculty (excluding lecturer ranks and those non-tenure track faculty with no scholarship requirements), non-tenure track clinical faculty, tenured, or tenure-track faculty members undergoing either a promotion or tenure review shall submit to their chair or unit head the names and contact information of at least three qualified individuals not directly involved in the faculty member's work (i.e., have not been involved as a mentor or close collaborator) who can objectively review the faculty member's portfolio. For tenure and tenure-track faculty, the individuals should be experts in the faculty member's field and hold an academic appointment at an institution at least similar to Georgia Southern with rank at or above the rank to which the candidate is aspiring. For non-tenure track clinical faculty, the individuals should be qualified to evaluate the candidate's discipline and primary workload emphasis, for example, individuals in a supervisory role in a professional setting, or individuals outside the college with expertise in teaching or with disciplinary excellence. The head of the academic unit shall solicit letters from two of these individuals that address the quality of work performed and readiness of the candidate for promotion and/or tenure. In addition, the faculty member may submit up to three names (and contact information) of individuals who may not be contacted by anyone involved in the tenure and/or promotion review. The academic unit head may also solicit up to two additional letters from any individual not on the forbidden list that they may think has the background to conduct an informed evaluation of the candidate's portfolio and contributions to the profession. Unsolicited letters are not acceptable as external letters. Each external letter writer must state the nature of their relationship with the candidate.

D. Feedback - With the exception of external review letters solicited for promotion and/or tenure reviews, the faculty member shall receive copies of written feedback produced at each level of the evaluation process prescribed by their unit and/or college. Faculty members will have an opportunity to respond to each level of feedback before the review continues at a subsequent level. These responses will be attached with the recommendation/report/evaluation as it moves to the next levels of review. Note that these responses do not trigger additional review by the committee whose review prompts a response. Each academic unit/college will identify a timeline by which these responses must be received, allowing at least 5 business days for faculty to respond before materials are forwarded on to the next level of review.

In the case of pre-tenure, tenure, and/or promotion review, if the unit administrator's and/or dean of the college's potential recommendation differs from the unit committee's recommendation, said administrator shall discuss said nonconcurrence with the unit committee before finalizing their recommendation and sending it to the next higher administrator. If the committee chooses, they may then add a follow-up memo to be included in the individual's dossier. A faculty member under review may opt not to have the unit administrator and/or dean discuss their recommendation with the unit committee.

The academic unit head 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.

E. Locus and responsibility - The process of faculty evaluation is carried out primarily in the academic unit. The unit head directs the evaluation and provides the unit committee report, the college committee report, and accompanying recommendations to the dean.

## F. Academic unit determination of criteria and procedures

1. Members of each academic unit shall approve all criteria for evaluation of teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school and department.
2. Each academic unit and college shall describe in writing its criteria and procedures for evaluation. A copy shall be submitted to the dean for approval.
3. Regents policy requires that a written system of student ratings of instruction be utilized in the annual evaluation of each faculty member. (*Board of Regents Policy Manual, § 8.3.5*) Completed rating forms are kept on file by the academic unit and are the property of the University.
4. Special evaluations should include some type of systematic evaluation by peers, and may include evaluations by others who have knowledge of the work of the faculty member.
5. Annual evaluations should clearly identify when the faculty member is scheduled for their next major review, including when they are next eligible for promotion (if applicable). Annual evaluations must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage (ie. their next "special evaluation") (USG Academic and Student Affairs Handbook § 4.4). Thus, except in highly unusual cases, concerns expressed by a unit administrator on a special evaluation should have been noted on (a) previous annual evaluation(s).

G. College determination of procedures - Each college shall submit in writing for the provost's approval its procedures for all special evaluations.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 305.07 Procedures for Faculty Annual Evaluations

The primary purpose of annual evaluations is to support the faculty member's career development and performance, to advise the faculty member of any recommendations for satisfactory progress towards their next major review and the basis for the recommendations, and to set professional goals with the faculty member for the coming year. Each faculty member will be evaluated in the Spring of each year, with the exception of parttime and adjunct faculty who will be evaluated during each term of employment.

Tenure and academic freedom protect the ability of faculty members to engage in inquiry that may carry a long temporal horizon. Because the faculty's work is ongoing, cumulative, and long term in nature, during each annual review period faculty members will report their annual activities within the context of the three previous years of performance. Each annual evaluation will be conducted within the context of these previous three years of performance, in accordance with individual unit and/or college policies.

Faculty members will report their activities using the approved annual report form available from the Office of the Provost, as well as any additional materials required by their unit and/or college procedures. They may include any supplementary materials they choose.

Evaluation materials will assess where appropriate the five Board of Regents criteria: teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school and department . In conducting annual evaluations, close attention should be paid to ensure that these criteria are applied in an equitable and inclusive manner. The faculty member's unit head will assess each criterion on the following Likert scale (BOR Policy 8.3.7.3):

- 1 - Does Not Meet Expectations
- 2 - Needs Improvement
- 3 - Meets Expectations
- 4 - Exceeds Expectations
- 5 - Exemplary

The unit head's overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage (i.e., their next "special evaluation") (USG Academic and Student Affairs Handbook § 4.4).

A narrative summary of the evaluation, including recommendations, will be written by the academic unit head and a copy provided to the faculty member. The faculty member will be given a specific period (e.g., 10 working days) to respond in writing to the annual written evaluation, with this response attached to the evaluation. The academic unit head will acknowledge in writing the receipt of the response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response.

The specific time period for this response is 10 working days from the faculty member's rebuttal/response. This acknowledgment will become part of the official personnel records (USG Academic and Student Affairs Handbook § 4.7). The summary evaluation written by the unit head will be attached to the annual performance report and both forms will be forwarded to the dean.

If the performance on any of the categories of an annual evaluation is judged to be 1- Does Not Meet Expectations or 2- Needs Improvement, the faculty member must be provided with a Performance Remediation Plan (PRP) to remediate their performance during the next year (See Policy 305.08 *Performance Remediation Plan*). Additionally, a tenured faculty member evaluated as deficient in any one of the elements of teaching, student success activities, research/scholarship, and or service for two consecutive *annual* evaluations will participate in a Corrective Post-Tenure Review (See Policy 312.03 *Corrective Post Tenure Review*).

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 305.08 Performance Remediation Plan

If the performance on any of the categories of an annual evaluation is judged to be 1- Does Not Meet Expectations or 2- Needs Improvement, the faculty member must be provided with a Performance Remediation Plan (PRP) to remediate their performance during the next year. The academic unit head will develop the PRP in consultation with the faculty member. The plan must be approved by the Dean and submitted to the Provost's Office no later than April 01.

Consistent with the constructive intent of annual evaluations, the purpose of this plan is to scaffold faculty growth and development and to strengthen tenure and promotion possibilities. The PRP must contain:

- a) clearly defined and achievable goals or outcomes,
- b) an outline of activities to be undertaken,
- c) a timetable of no fewer than twelve months,
- d) available resources and supports,
- e) an agreed-upon monitoring strategy, including a schedule of meetings with the unit head, and
- f) appropriate criteria by which the faculty member will monitor progress.

A PRP must also reflect the timing of a faculty member's contract; remediation cannot be required of a faculty member outside of the contract period. It is the responsibility of the administrative unit head to identify appropriate resources for faculty development on campus, on other campuses of the University System, at the System level, or in other locations. The unit head and the Dean are jointly responsible for assessing the requests for resources for the Performance Remediation Plan, if required. The Performance Remediation Plan will become part of the faculty member's official record.

Two meetings during the fall and during the spring semesters must be held to review progress and to document additional needs/resources and planned accomplishments for the upcoming quarter. After each meeting, the academic administrator should summarize the meeting and indicate if the faculty member is on track to complete the PRP. Consequences for failure to meet the expectations of the PRP must be stated and documented at the conclusion of each meeting. (USG Academic and Student Affairs Handbook § 4.7). Faculty will be given no fewer than 12 months to demonstrate progress on the Performance Remediation Plan. An assessment of whether the faculty member met the expectations of the Performance Remediation Plan will be made by the academic unit head. A summary report with recommendations will be provided by the unit head for comment and will be reviewed by the dean of the college and forwarded to the Provost's Office no later than April 30 each year.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 306 Faculty 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.

*Approved by Faculty Senate, March 6, 2018; President, March 8, 2018.*

### 307 Policy on Pre-Tenure Review

In addition to the annual review of faculty, the University conducts a comprehensive review of achievements and performance in the third year of the probationary period as a basis for recommending renewal or nonrenewal of the contract beyond the following year. Each academic unit 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 academic unit head and provided to each incoming faculty member in a written set of academic 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. Evidence of contributions in the areas of scholarship, service, professional development, and student success activities is also required. In conducting pre-tenure reviews, close attention should be paid to ensure that these criteria are applied in an equitable and inclusive manner. The pre-tenure review must assess progress toward tenure and promotion and provide written feedback to the faculty member with specific suggestions for continued progress. The pre-tenure review may lead to a decision of nonrenewal in those cases where tenure is not possible.

The pre-tenure review is carried out in the third year of the probationary period or, in those cases where the faculty member has prior years of service toward tenure, at the midpoint of the remaining probationary period. By September 15th 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 1st. Submissions should include copies of annual reviews and materials related to achievements in teaching; undergraduate/graduate student success

activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school and department. 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. The pre-tenure review is not a substitute for an annual review.

Each review committee (academic unit or college) shall deliver its written report to their academic administrator (academic unit head or dean) who is responsible for making a recommendation to the next level of administrative oversight. The faculty member shall receive copies of written feedback produced at each level of the pre-tenure review process prescribed by their unit and/or college. The faculty member will have an opportunity to respond to each level of feedback before the review continues at a subsequent level. These responses will be attached with the recommendation/report as it moves to the next levels of review. Note that these responses do not trigger additional review by the committee whose review prompts a response. Each unit/college will identify a timeline by which these responses must be received (e.g., 5 working days).

At the completion of the pre-tenure review process, the academic unit head will discuss the content of the review committee(s)'s report(s) and their own recommendations with their dean. Unit heads shall then meet with the faculty member to discuss the recommendations at each level of the review and any suggestions for continued progress. 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 next higher level of administrative oversight of the results of the pre-tenure review conference and provides that officer with a copy of the signed report. A copy shall be placed in the faculty member's file at the unit level, along with materials submitted for the review. Subsequent annual reviews should assess continued achievement and provide feedback regarding acceptable progress toward tenure and/or promotion. The dean composes a memorandum to the provost, summarizing the findings at each prior level of review for each candidate and including a final assessment on whether the candidate meets, exceeds, or falls below expectations. This memorandum is submitted electronically to the Provost's Office no later than April 15<sup>th</sup>.

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 Faculty Center; 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.

If the faculty member is recommended for reappointment but the performance on any of the categories of a pre-tenure review has been judged to be unsatisfactory, the faculty member must be provided with a Performance Remediation Plan (PRP) to remediate their performance during the next year. See Section 305.08 *Performance Remediation Plan* for specific guidelines.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 308 Extension of the Tenure Clock/Review Process (FMLA, Sickness, etc.)

Due to any number of circumstances, faculty members may request an extension of the timeline for tenure, pre- and post-tenure reviews; lecturer, non-tenure track faculty and clinical faculty third-year reviews; lecturer/senior lecturer/principal lecturer fifth-year reviews; lecturer sixth-year reviews; or non-tenure track and clinical faculty fifth-year reviews. These requests may include, but are not limited to, reasons approved by the Board of Regents in Section 8.2.7, *Board of Regents Policy Manual* (except § 8.2.7.1, *Board of Regents Policy Manual*). Each faculty member may be granted up to 12 months per occurrence and may reapply. Under extreme circumstances, faculty

may request a continuance.

In the event of medical or non-medical circumstances beyond the faculty member's control (including, but not limited to, adoption of a child, care for a family member with a serious health condition, or death of a family member), or as a result of a compelling professional opportunity or other circumstance that significantly interferes with the faculty member's progress toward tenure (including, but not limited to, off-campus post-doctoral appointments, significant delays in the provision of start-up funds or facilities, the effects of natural disasters, or other off-campus duties that prevent or impede progress in teaching, service, or scholarship), a candidate for tenure may request to extend the tenure clock. Application should be made in writing to the department chair or unit head; approved requests are then submitted to the college dean, and the University's provost. Requests for extensions must be made before the final year of the tenure probationary period, except in the case of emergencies. An applicant may apply for an extension of the tenure clock more than once, but ordinarily will not be granted more than two years total. If such an extension is approved, the faculty member will receive a new time table for the mandatory tenure review. During the tenure year, this document must be made available to all external reviewers and must be included in the tenure dossier.

Dossiers for candidates who have extended their tenure clock are based on the time dedicated to full-time service. A faculty member may utilize the full, extended probationary period to meet tenure expectations for teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school and department without any penalty regarding what should or should not be considered during candidate evaluation. As acceptance of submissions for publication and opportunities for leadership in service can occur at any time, documentation of evidence for the full probationary period must be considered for tenure decisions.

*Approved by Faculty Senate, September 6, 2023*

### 309 Transitional Tenure and Promotion Policy

In light of the consolidation of Georgia Southern and Armstrong State and shifting evaluation expectations, members of the faculty must recognize and take account of new conditions for tenure and promotion. Careful consideration must be given in the review process and tenure/promotion decisions for lecturers, and tenure-track assistant, associate, and full professors who will transition to differing evaluation expectations resulting from the consolidation between Georgia Southern University and Armstrong State.

#### Evaluation Expectations

At the first major review, administrative officers and faculty reviewers must evaluate lecturers, non tenure-track and clinical instructors, and non tenure-track, clinical and tenure-track assistant, associate, and full professors using the expectations the faculty member was bound to when consolidation was made effective by the Board of Regents, January 1<sup>st</sup>, 2018. After the first major review following when consolidation was made effective, faculty members shall be responsible for meeting the college and departmental/school promotion criteria voted upon and approved in congruence with faculty governance processes post consolidation. For the purposes of this policy, major reviews are defined as: (1) the sixth-year review for lecturers and/or promotion to senior lecturer; (2) the sixth-year review of senior lecturers and/or promotion to principal lecturer; (3) the fifth-year *follow-up* review (after the initial sixth-year review) of lecturers and senior lecturers; (4) tenure review; (5) promotion review; (6) post-tenure review for tenured faculty in their fifth year following the last major review; (7) the fifth-year review of non tenure-track and clinical faculty; (8) promotion review to assistant and associate non tenure-track and clinical associate faculty; and (9) the fifth-year review following the last major review of non tenure-track faculty and clinical faculty. Tenure-track assistant professors hired before consolidation will be responsible within their full

probationary period for meeting the college and departmental/school promotion and tenure criteria in effect at the time consolidation was made effective (i.e., the pre-consolidation guidelines).

#### Early Transition to New Guidelines

Faculty members who wish to switch to the new guidelines before their first major review may do so in consultation with their department chair during their annual performance review. Faculty members who have transitioned to the new guidelines early cannot switch back to their previous guidelines.

#### Evaluation Timeline

All faculty will follow the timeline for promotion and tenure described in the *Faculty Handbook* and published on their respective college websites.

#### Provision of Evaluation Expectations

The department chairs and deans who oversee faculty must keep careful records of the appropriate evaluation expectations, as described in the respective guidelines, for each faculty member as well as the target dates for major review. Appropriate guidelines and target dates of performance review must be easily accessible to all faculty. Additionally, faculty are encouraged to include copies of the appropriate evaluation guidelines in their dossiers. Colleges and departments may adopt their own processes (e.g., committee liaison) for ensuring that the correct evaluation guidelines are followed during review.

#### Workload Changes

Any elected changes to promotion or tenure or post-tenure guidelines and mix of teaching, research, and service duties should be negotiated with the department chair in writing during the annual review process and agreed to by the faculty member.

#### External Letters

As per university handbook policy (§ 305.06), all department chairs and deans, regardless of faculty evaluation expectations, will solicit external letters of review during the tenure and promotion process for tenure-track faculty. Copies of the appropriate evaluation guidelines will be provided to all letter writers.

#### New Hires

New hires in the fall of 2018 and thereafter will follow the new guidelines established for the consolidated institution.

*Approved by Faculty Senate, April 29, 2021; President, May 20, 2021*

## 310 Tenure Guidelines

The institution approves faculty for tenure in accordance with Section 8.3.7, 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 or arbitrary 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 academic unit, college, and provost's levels, culminating in an institutional decision at the president's level. Tenure at Georgia Southern University may be awarded after five years of full-time service at the institution at the rank of assistant professor or higher.



Probationary credit, which must be granted at the time of initial appointment, may be used to reduce this time requirement. Meeting the minimum time requirement does not guarantee the award of tenure. A faculty member initially appointed at the rank of lecturer at a University System of Georgia institution may be awarded tenure after five years, provided that the individual has served at least three years at the rank of assistant professor at Georgia Southern University. A tenure timeline must be completed for each non-tenured, tenure-track faculty member in the academic unit and placed in the faculty member's personnel file.

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

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

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

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

Academic unit tenure committees shall consist of three or more tenured faculty members and shall seek input from all tenured faculty in the academic unit. In instances where academic units do not have enough tenured faculty members to serve, the existing tenured faculty members shall work with the dean of the college to establish an appropriate committee. Tenure committees at the college level shall be made up of tenured faculty members.

Areas for evaluation for the award of tenure and annual renewal of probationary tenure-track faculty at Georgia Southern University include the following:

- teaching;
- undergraduate/graduate student success activities
- research/scholarship/creative activity or academic achievement
- professional service to the institution or community;
- continuous professional growth appropriate to the institution's sector and mission, college or school and department

Although noteworthy achievement is not required in all categories, BOR Policy requires the faculty member exhibit noteworthy achievement in at least two of the five categories (BOR 8.3.7.3) Georgia Southern specifically requires

all faculty members to exhibit noteworthy achievement in teaching and at least one other area. Specific guidelines for tenure should be found in the academic unit and collegiate policies and procedures. In conducting reviews for tenure, close attention should be paid to ensure that these tenure criteria are applied in an equitable and inclusive manner.

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

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

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

Tenure resides at the institutional level. Only tenure-track assistant professors, associate professors, and professors are eligible for tenure.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 311 Promotion Guidelines

Georgia Southern approves faculty for promotion based upon Regents' policies. (*Academic and Student Affairs Handbook, § 4.5*) Promotions in rank are based on merit and are not automatic. Promotion applications are considered and recommendations made at the academic unit, college, and provost's levels, culminating in an institutional decision at the president's level. The Board of Regents has fixed certain minimum criteria for promotion across the five domains of teaching, scholarship/creative activity, service to the institution and community, student success activities, and professional development. Promotion at Georgia Southern requires an ongoing record of performance that meets expectations in all areas of evaluation, with performance that exceeds expectations in teaching and two other 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. Specific guidelines for promotion should be found in the academic unit and collegiate policies and procedures. Unit and college procedures must be approved by the provost. In conducting reviews for promotion, close attention should be paid to ensure that these promotion criteria are applied in an equitable and inclusive manner.

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

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

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

- For early promotion from lecturer to senior lecturer, faculty must have served a minimum of three years as lecturer.
- For early promotion from instructor to assistant professor, faculty must have served a minimum of three years as instructor.
- For early promotion from assistant professor to associate professor, faculty must have served a minimum of four years as an assistant professor.
- For early promotion from associate professor to full professor, faculty must have served a minimum of four years as an associate professor.

At the time of an individual’s initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. Faculty given probationary credit towards promotion may not use their probationary credit towards consideration for “early” promotion without the approval of the president.

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

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

*Approved by Faculty Senate, August 31, 2022; BOR December 2022*

## 312 Post-Tenure Review

### 312.01 Policy on Post-Tenure Review

#### Introduction

Post-tenure review, the systematic, periodic, cumulative review of all tenured faculty, is an extension of the evaluation system currently in place. Coupled with any evaluation process is the obligation to provide faculty development opportunities that allow all faculty to realize their full potential. Post-tenure review focuses on identifying faculty development opportunities for tenured faculty that mutually benefit the individual and the institution. It is in the best interest of the university to maintain a stable faculty; hence, the ultimate purpose of post-tenure review is to recognize, reward, and enhance the performance of tenured faculty. Further, this policy is not designed nor should it be utilized to abridge academic freedom as discussed in policy 301 of the Faculty Handbook.

## Schedule

Faculty members undergoing post-tenure review will submit their materials for evaluation to the academic unit head according to academic unit and college guidelines.

Board of Regents policy stipulates that each tenured faculty member is to be reviewed five years after the award of tenure and subsequently every five years unless the review cycle is interrupted by a promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g. academic unit head, Dean, Associate Provost). A tenured faculty member may voluntarily elect to go up for post-tenure review before the five-year time limit. If the review is successful, the next review will be five years from the voluntary review. If the review is not successful, the original review day remains in place. Faculty members due review during a leave of absence will be reviewed during the next review cycle upon returning to active employment.

Academic administrators who hold faculty rank and are tenured with an academic unit will undergo a comprehensive evaluation, included a 360<sup>o</sup> feedback assessment every five years. After returning to a full-time faculty position, tenured faculty whose primary responsibilities are in administration, including interim appointments, will be reviewed five years after returning to a full-time faculty position.

Additionally, a tenured faculty member evaluated as unsatisfactory overall or in any particular area for two consecutive annual evaluations will participate in a corrective post-tenure review. Note that the deficiency does not have to be in the same area; but could be a different area from one year to the next. This review will be initiated prior to the individual's normally scheduled post-tenure review. See Policy 312.03 *Corrective Post-Tenure Review*.

If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a corrective post-tenure review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed. The institution should follow appropriate due-process mechanisms for a faculty member to appeal a corrective post-tenure review as outlined below (BOR Policy 8.3.5.4).

## 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 primary purpose of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to continue to achieve their full potential for contribution to the academic discipline, academic unit, and the institution's mission. The specific purposes of post-tenure review are:

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

Post-tenure review is intended to provide a longer-term and broader perspective than is usually provided by an annual review. As such, post-tenure review not only concentrates on the period under

review, but also considers the cumulative contributions of faculty. For this reason, and because it focuses on continuing a mutually beneficial relationship between the institution and the individual, judgments regarding post-tenure review should be based on contributions over one's career as well as those since the last review. A satisfactory post-tenure review indicates that the individual continues to make contributions which benefit the University, its students, and its other constituents. Note that the post-tenure review is not a substitute for an annual review.

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, service, professional development and student success activities is also required. These five criteria, teaching; undergraduate/graduate student success activities; research/scholarship/creative activity, or academic achievement; service to the institution and community; and professional development appropriate to the institution's sector and mission, college or school and department are described in *Section 305* of the *Faculty Handbook*. Each unit should define the exact criteria and how they will be assessed (see *Roles and Responsibilities*), 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, research/scholarship/creative activity, and academic achievement; and service to the institution or community; however, teaching and contributions to the learning environment are the primary focus of post-tenure review.

### Roles and Responsibilities

Each academic unit, 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 academic unit or college level as agreed upon and described in the units' written procedures. The phrase "academic unit head" as used in this document refers to the line officer who is the immediate supervisor of the faculty member undergoing post-tenure review.

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

- an up-to-date curriculum vitae and copies of the annual performance review for each of the five years under consideration;
- measures of effectiveness teaching; undergraduate/graduate student success activities; research/scholarship/creative activity, or academic achievement; service to the institution and community; and professional development appropriate to the institution's sector and mission, college or school and department (including, but not limited to, a combination of written (or online) student ratings of instruction and peer evaluations);
- a self-evaluation narrative of accomplishments for the period under review and projected goals for the next five-year period; and
- other documentation as specified by the college or academic unit.

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

The post-tenure review process will be conducted by (a) committee(s) of at least three faculty peers with tenure, with the committee composition and selection process to be determined at the academic unit 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(s) 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; undergraduate/graduate student success activities; research/scholarship/creative activity, or academic achievement; service to the institution and community; and professional development appropriate to the institution's sector and mission, college or school and department. Noteworthy accomplishments should be noted by the committee(s) in any review. Likewise, major, chronic, or ongoing deficiencies should be identified and supporting documentation provided.

The committee(s) will provide a written summary of its/their findings and any recommendations for faculty recognition or development to the academic unit head who will transmit the written summary to the faculty member and discuss it with them. The unit head should append their 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. 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 academic unit level. The dean composes a memorandum to the provost, summarizing the findings at each prior level of review for each candidate and including a final assessment on whether the candidate meets, exceeds, or falls below expectations. This memorandum is submitted *electronically* to the Provost's Office by March 15.

In most cases, the results of the post-tenure review are likely to reveal that the faculty member is performing well. In cases where a faculty member is identified in the post-tenure review as having deficiencies, the administrative unit head and the faculty member will work together to develop a formal Performance Improvement Plan (PIP), based around the deficiencies found by the committees. See Policy 312.02 *Performance Improvement Plan*.

#### Relationships to Other Campus Processes

*Academic Freedom* This policy is written in the spirit of upholding the University's commitment to academic freedom, and committees and individuals who act under this policy must ensure the academic freedom of faculty under review. The policy is not designed to abridge academic freedom, hinder the tenure or annual review process, or facilitate the dismissal of faculty (see the Academic Freedom Policy, approved by the Faculty Senate in June 1998, in § 301 of the *Faculty Handbook*).

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

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 312.02 Performance Improvement Plan

If the performance on any of the categories of a post-tenure review is judged to be 1- Does Not Meet Expectations or 2- Needs Improvement, the faculty member must be provided with a Performance Improvement Plan (PIP). The

administrative unit head and the faculty member will work together to develop a formal PIP, based around the deficiencies identified in the review process. The PIP must be approved by the Dean of the college in which the faculty member's tenure appointment is located and submitted to the Provost's Office no later than April 01.

Consistent with the developmental intent of the post-tenure review, the PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the post-tenure review. The PIP must contain:

- a) clearly defined and achievable goals or outcomes,
- b) an outline of activities to be undertaken,
- c) a timetable of no fewer than twelve months,
- d) available resources and supports,
- e) an agreed-upon monitoring strategy, including a schedule of meeting with the unit head, and
- f) appropriate criteria by which the faculty member will monitor progress.

A PIP must reflect the timing of a faculty member's contract; remediation cannot be required of a faculty member outside of the contract period. It is the responsibility of the administrative unit head to identify appropriate resources for faculty development on campus, on other campuses of the University System, at the System level, or in other locations. The unit head and the Dean are jointly responsible for assessing the requests for resources for the Performance Improvement Plan, if required. The PIP will become part of the faculty member's official record.

Two meetings during the fall and during the spring semesters must be held to review progress and to document additional needs/resources and planned accomplishments for the upcoming quarter. After each meeting, the academic administrator should summarize the meeting and indicate whether the faculty member is on track to complete the PIP. Consequences for failure to meet the expectations of the PIP must be stated and documented at the conclusion of each meeting (USG Academic and Student Affairs Handbook 4.7).

At the conclusion of the academic year (no fewer than 12 months after the development of the PIP) the faculty member's progress will be determined by the academic unit head and dean after considering feedback from the college post-tenure review committee. A faculty member may opt not to have the college post-tenure review committee involved in the assessment of their progress. This must be conveyed in writing by the faculty member to the unit head.

If, after conducting a final review of appropriate materials and allowing the faculty member an opportunity to be heard at the conclusion of the performance improvement plan, the academic unit head and dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the performance improvement plan (or has refused to engage reasonably in the process), the academic unit head and dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one-year subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal (USG Academic and Student Affairs Handbook 4.7). The disciplinary action proposed should be consistent with the seriousness of the deficiencies, performance

across other areas of the faculty member's role, and the faculty member's lifetime contributions to the institution. See also 313.02 Appeals of Unsuccessful Post-Tenure or Corrective Post-Tenure Reviews.

The assessment of the PIP will take the place of the faculty member's annual review (*USG Academic and Student Affairs Handbook* Section 4.7 *Post-Tenure Review*). An individual who successfully completes a PIP will complete their next Post-Tenure Review five years from the date of the Post-Tenure Review which triggered the Performance Improvement Plan.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 312.03 Corrective Post-Tenure Review

A tenured faculty member evaluated as deficient in any one of the elements of teaching; undergraduate/graduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school and department for two consecutive annual evaluations will participate in a corrective post-tenure review. Note that the deficiency does not have to be in the same area; but could be a different area from one year to the next. This review will be initiated prior to the individual's normally scheduled five-year review. The faculty member will follow the institution's guidelines and procedures for post-tenure review (BOR Policy 8.3.5.4). See Policy 305.04 *Types of Evaluations (Schedule for Evaluations)*.

Tenured faculty members undergoing Corrective Post-Tenure Review will submit their materials for evaluation to the academic unit head by January 15.

If the outcome of the Corrective Post-Tenure Review is successful, the faculty member will reset the post-tenure review clock. If the outcome of a Corrective Post-Tenure Review does not meet expectations or needs improvement, the same process for an unsuccessful PTR will be followed (See 312.02 *Performance Improvement Plan*). Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one-year subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal (*USG Academic and Student Affairs Handbook* 4.7). See also 313.02 Appeals of Unsuccessful Post-Tenure or Corrective Post-Tenure Reviews.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

## 313 Procedure for Appeals

### 313.01 Appeals of Tenure Review and Promotion Review

Appeals of tenure review and promotion review recommendations made by department or college committees or department/unit chairs must first be carried out according to college procedures but may culminate in an appeal for reconsideration of the recommendation 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 recommendations to the provost. Recommendations made by a dean may be appealed to the provost within 20 calendar days of notification of the decision.

Final decisions are made by the president. In accordance with the *Board of Regents Policy Manual, Section 6.26*, any appeal of the president's decision must be made to the University System of Georgia Board's Office of Legal Affairs within 20 calendar days of notification of the president's decision.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*



### 313.02 Appeals of Unsuccessful Post-Tenure or Corrective Post-Tenure Reviews

If, as a result of the post-tenure review process, a tenured faculty member is evaluated as not meeting expectations or as needing improvement, the faculty member will be placed on a Performance Improvement Plan as follows:

The **Performance Improvement Plan** results from a **post-tenure review** or **corrective post-tenure review** that does not meet expectations or needs improvement (See 312.02 Performance Improvement Plan).

If, after conducting a final review of appropriate materials and allowing the faculty member an opportunity to be heard at the conclusion of the Performance Improvement Plan, the academic unit head and dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the Performance Improvement Plan (or has refused to engage reasonably in the process), the academic unit head and dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies.

Upon request by the faculty member, the combined unit and college post-tenure review (PTR) committee (hereafter referred to as the PTR committee) will review the materials that attest to Performance Improvement Plan progress and the proposed remedial action and make their recommendation. If the faculty member does not request a review by the PTR committee, the Provost will make the final determination on remedial action. If the faculty member does want to request a review by the PTR committee, the faculty member has 10 calendar days from receiving the recommendations of the dean/academic unit head to request the PTR committee review. If received within 10 calendar days, the request will be granted.

The following due process will be followed for the PTR Committee review:

1. The PTR committee will review the recommendation of the academic unit head and dean. The PTR committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the PTR committee may be based solely on a review of the record. The PTR committee will issue its recommendation to the Provost and the faculty member within 20 calendar days of the request for review by the faculty member.
2. Within 5 calendar days of receiving the recommendation(s) from the PTR committee, the Provost shall send an official letter to the faculty member notifying them of the remedial action. The Provost's remedial action may include, but not be limited to, suspension of pay, salary reduction, revocation of tenure, and separation from employment. If the remedial action is separation from employment, and only in that case, the faculty member has the right to request a final faculty hearing for the purpose of confirming that due process was followed in reaching the decision of separation of employment. If the faculty member requests a formal hearing within 5 calendar days of receiving the Provost's official letter, the Provost will grant that request.

The following procedures will be followed for the final faculty hearing:

1. If the institution does not have a final dismissal hearing committee as a standing committee of its faculty's legislative body, a PTR final dismissal faculty hearing should be formed within 5 calendar days of receiving the faculty member's request and consist of not fewer than three, but not more than five, impartial faculty members appointed by the executive committee (or its equivalent) of the highest legislative body of the faculty, from among the members of the entire faculty of the institution. Members of the hearing committee may serve concurrently on other committees of the faculty. The hearing committee should elect a chair from its membership. The entire process of the hearing and written recommendation from the final hearing committee to the President must be completed within 30 calendar days from the date of the faculty member's request for a hearing.

2. The hearing committee will notify the faculty member recommended for dismissal in writing at least 15 calendar days prior to the hearing.
3. Prior to the hearing, the hearing committee will review all documentation relevant to the post-tenure review of the faculty member.
4. During the hearing, the faculty member should have the opportunity to make a statement to the committee, respond to the documentation reviewed by the committee, and answer any questions from the committee.
5. The President and the faculty member shall be notified in writing of the recommendation of the hearing committee within 10 calendar days of the hearing, whether that recommendation be dismissal or any penalty less than dismissal, providing supporting reasons.
6. The President may or may not follow the recommendation of the committee, but, within 10 calendar days of receiving the recommendation, the President should notify the faculty member and the hearing committee regarding the decision and the supporting reasons. The President should also notify the faculty member of the discretionary review process as provided for in the Board of Regents Policy: BoR Policy 6.26 Application for Discretionary Review.
7. If the remedial action taken by the President is dismissal, the semester during which a final decision is issued will be the last semester of employment in the faculty member's current role, with the President outlining the faculty assignments to be completed prior to the dismissal date (USG Policy 4.7 Post-Tenure Review).

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

## 314 Renewal/Nonrenewal of Faculty

### 314.01 Renewal/Nonrenewal of Probationary Faculty

Department chairs will seek the advice of the tenured faculty on decisions of renewal of probationary (non-tenured, tenure-track) faculty. In cases of non-renewal of probationary (non-tenured, tenure-track) faculty, the department chair shall call for a vote of the department's Tenure and Promotion Committee. Chairs may seek additional advice as they deem appropriate. Before written notice is given to the faculty member, the department chair will discuss the outcome of the vote with the dean, and then the dean will discuss with the provost, each intention not to renew.

### 314.02 Grounds for Removal: Regents Policy

A tenured or non-tenured faculty member may be dismissed before the end of their contract term 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 their responsibilities to the institution or to their 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. Violation of, among other policies, Board Policy 6.6 (non-discrimination), Board Policy 6.7 (sexual misconduct), or Human Resources Administrative Practices Manual (amorous relationships).
9. Such other grounds for dismissal as may be specified in the *Statutes* of the institution.

Each institution, as part of its *Statutes*, may supplement Regents' policies governing causes for dismissal and procedures for dismissal. Each institution should provide for standards governing faculty conduct, including sanctions short of dismissal, and procedures for the implementation of such sanctions. In the imposition of sanctions, the burden of proof lies with the institution. (*Board of Regents Policy Manual, § 8.3.9*)

*Approved by Faculty Senate, March 6, 2018; President, March 8, 2018.*

### 314.03 Procedures for Dismissal: Regents Policy

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

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

#### *Preliminary Procedures*

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

1. Discussion between the faculty member and appropriate administrative officers looking toward a mutual settlement.
2. Informal inquiry by an appropriate faculty committee which may, upon failing to effect an adjustment, advise the president whether dismissal proceedings should be undertaken; its advisory opinion shall not be binding upon the president.
3. A letter to the faculty member forewarning that they are about to be terminated for cause and informing him/her that a statement of charges will be forwarded to them upon request. The faculty

member may also request a formal hearing on the charges before a faculty committee. Failure to request charges or a hearing within a reasonable time shall constitute a waiver of the right to a hearing.

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

#### *Provision for Hearing Committee*

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

The Hearing Committee shall consist of not fewer than three or more than five impartial faculty members appointed by the executive committee (or its equivalent) of the highest legislative body of the faculty, from among the members of the entire faculty, as defined in *Section 8.3.9.2 of the Board of Regents Policy Manual*, of the institution. Members of the Hearing Committee may serve concurrently on other committees of the faculty. The Hearing Committee will meet as a body when it is called into session by the chair of the body that selected them either at their discretion, or upon the request of the president or the faculty member who is subject to dismissal.

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

#### *Dismissal Procedures*

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

1. Service of notice of the hearing with specific reasons or charges against the faculty member together with the names of the members of the Hearing Committee shall be made in writing at least 20 days prior to the hearing. The faculty member may waive a hearing or they may respond to the charges in writing at least five days in advance of the date set for the hearing. If a faculty member waives a hearing, but denies the charges or asserts that the charges do not support a finding of adequate cause, the Hearing Committee shall evaluate all available evidence and rest its recommendation upon the evidence in the record.
2. The Hearing Committee, in consultation with the president and the faculty member, may exercise its judgment as to whether the hearing should be public or private.
3. During the proceedings the faculty member and the administration shall be permitted to have an academic advisor and/or counsel of their choice. The Hearing Committee will be permitted to have advisory counsel.

4. At the request of either party or the chair of the Hearing Committee, a representative of a responsible education association shall be permitted to attend as an observer.
5. A tape recording or transcript of the proceedings shall be kept and made available to the faculty member and the administration in the event an appeal is filed.
6. An oath or affirmation shall be administered to all witnesses by any person authorized by law to administer oaths in the state of Georgia.
7. The Hearing Committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
8. The faculty member and the administration shall be afforded a reasonable opportunity to obtain necessary witnesses and documentary or other evidence.
9. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witness cannot or will not appear but the Committee determines that the interests of justice require the admission of their statement, the Committee will identify the witness, disclose their statement and if possible provide for interrogatories.
10. The Hearing Committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. All questions relating to admissibility of evidence or other legal matters shall be decided by the chair or presiding officer.
11. The findings of fact and the decision of the Hearing Committee will be based solely on the hearing record.
12. Except for such simple announcements as may be required covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers should be avoided until the proceedings have been completed, including consideration by the Board of Regents in the event an appeal is filed. The president and the faculty member will be notified in writing of the decision and recommendation, if any, of the Hearing Committee.
13. If the Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the president. If the president does not approve the report, they should state their reasons in writing to the Committee for response before rendering their final decision. If the Committee concludes that an academic penalty less than dismissal would be more appropriate than dismissal, it may so recommend with supporting reasons. The president may or may not follow the recommendations of the Committee.
14. After complying with the foregoing procedures, the president shall send an official letter to the faculty member notifying them of their retention or removal for cause. Such letter shall be delivered to addressee only, with receipt to show to whom and when delivered and address where delivered. The letter shall clearly state any charges which the president has found sustained and shall notify such person that they may apply for discretionary review as provided for in *Section 6.26, Application for Discretionary Review* [of the *Board of Regents Policy Manual*].

15. Upon dismissal by the president, the faculty member shall be suspended from employment without pay from the date of the final decision of the president. Should the faculty member be reinstated pursuant to an application under *Section 6.26, Application for Discretionary Review* [of the *Board of Regents Policy Manual*], they shall be compensated from the date of the suspension.

## 315 Non-Tenure Track Appointments

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

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

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

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

### 315.01 Non-Tenure Track and Clinical Faculty

The Georgia Board of Regents recognizes a variety of non-tenure track faculty designations, which include Non-Tenure Track (NTT) faculty, Lecturers, and Academic Professionals. (Board of Regents 8.3.8). This section provides proposed promotion pathway guidelines for the general, university wide standards that govern the specific department and college criteria for NTT faculty, including Clinical faculty, but excluding lecturer track faculty. Lecturer track promotion policies are covered in other sections of this manual and need not be repeated here.

These promotion policies and procedures conform to the requirements of the Board of Regents. These policies and procedures conform to Section 8.3 of the Board of Regents Policy Manual ([www.usg.edu/policymanual/section8/policy/C245](http://www.usg.edu/policymanual/section8/policy/C245)). Individuals employed in non-tenure track positions shall not be eligible for consideration for the award of tenure (Board of Regents Policy Manual Section 8.3.8).

#### Appointment

NTT and Clinical faculty in all academic ranks (instructor, assistant, associate, professor) are employed under written contract, and if they served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the President of the institution or their designee, of the intent not to renew (B.O.R. Policy 8.3.4.2).

According to B.O.R. policy 8.3.6.2, at Georgia Southern University, appointment or promotion to an NTT or Clinical Faculty at the rank of Associate Professor or above requires a terminal degree in the discipline or a related field.

Notice of intention to not renew the contract of a non-tenured or clinical faculty member who has been awarded academic rank of instructor, assistant professor, associate professor or professor shall be furnished, in writing, according to the following schedule:

1. At least three months before the date of termination of the contract in the faculty member's first year of service with any of the above academic ranks at the current institution;
2. At least six months before the date of termination of the contract in the faculty member's second year of continuous service with any of the above academic ranks at the current institution; or,
3. At least nine months before the date of termination of the contract in the faculty member's third or subsequent continuous year of service with any of the above academic ranks at the current institution.

As described in the Board of Regents Policy Manual 3.2.1.1, non-tenure track and clinical instructors, assistant professors, associate professors, and professors are part of the corps of instruction and members of the faculty. As such, individuals hired in these designations have access to grievance procedures which are defined in the Georgia Southern University Faculty Handbook, Section 326, as available to "all members of the faculty."

#### Annual Evaluation

Every NTT and Clinical faculty member shall have an annual review conducted along the same schedule as individuals in the tenure and tenure-track ranks. Any additional requirements for departmental input or constitution of the review committee may be adopted by the individual department and/or college in which they are appointed.

NTT and Clinical faculty positions at Georgia Southern University have varying emphases on teaching, service, research, and/or clinical or other professional activity as they pertain to expectations and workload. Specific evaluation criteria for annual and fifth-year reviews, and expected levels of accomplishment in each area of responsibility (teaching, service, research, administrative or clinical work, etc.) are determined by the individual departments and colleges according to the candidates' workload emphases that were agreed upon and formally documented at the time of hiring or in subsequent negotiations.

It is the responsibility of each unit head or chairperson to design and document the expectations for the faculty member and to do so in a way that is consistent with college-level policies, and with Board of Regents policies.

#### Promotion

While every NTT track and Clinical faculty at every rank is required to undergo a comprehensive fifth-year review, promotion is not required for continued employment. Application for promotion at the time of the fifth-year review, and when eligible thereafter, is at the faculty member's discretion. Retention of employment shall not be contingent on the NTT Faculty's promotion.

In general, at Georgia Southern full-time service of at least five years in rank is appropriate to be considered for promotion to the next level.

#### Academic Ranks

Georgia Southern recognizes the following NTT faculty academic ranks. For each position, the ranks have been listed in parentheses starting with the lowest rank and ending with the highest possible rank.

- NTT Faculty (Instructor, Assistant NTT Professor, Associate NTT Professor, NTT Professor)
- Clinical Faculty (Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, Clinical Professor)

## Guidelines

Within the broader parameters of applicable Board of Regents Policies (Board of Regents Manual 8.3.6.1) and University policies (Faculty Handbook 305.06), decisions for the promotion of NTT faculty are to be based on discipline-specific criteria as determined by department and college. It is expected that the department and college identify the concrete forms that achievement should take, consistent, as applicable, with fifth-year review guidelines, but satisfaction of these criteria should reflect equivalent levels of accomplishment across the university.

## External Letters

External letters that comment on a candidate's quality of work are required for promotion to NTT or Clinical Associate Professor and to NTT or Clinical Professors in cases where scholarship is required for major review and promotion. Candidates for promotion to NTT or Clinical Associate Professor and to NTT or Clinical Professor may voluntarily elect to solicit external letters if they wish, and individual college or department policy may require external letters in other cases, as appropriate for faculty in their units. To solicit external letters, each candidate shall submit to his/her chair or unit head the names and contact information of at least three qualified individuals not directly involved in the faculty member's work (i.e., have not been involved as a mentor or close collaborator) who can objectively review the faculty member's portfolio. The individuals should be experts in the faculty member's field and hold an academic appointment at an institution at least similar to Georgia Southern with rank at or above the rank to which the candidate is aspiring. The academic unit head or head of the department's Tenure and Promotion Committee shall solicit letters from two of the individuals that address the quality of work performed and readiness of the candidate for promotion. In addition to submitting names for individuals who may be contacted for external review, the faculty member may submit up to three names (and contact information) of individuals who may not be contacted by anyone involved in the promotion review.

Individual colleges may expand upon the promotion review guidelines and process of their NTT faculty or Clinical faculty with additional requirements or procedures, provided these are in compliance with applicable University and Board of Regents policies.

Every college involved in the promotion of NTT or Clinical faculty shall make accessible and available to all faculty written guidelines on promotion as well as the procedures to be followed in the promotion process.

It is the responsibility of the individual department and college to ensure that their review process and policy is compliant with applicable University and Board of Regents policies.

*Approved by Faculty Senate, September 6, 2023; President, September 21, 2023*

## 315.02 Non-Tenure Track Promotion Pathway Policy

### Approved Guidelines

1. Ranks: Active academic ranks for NTT faculty at Georgia Southern University, in order of ascending seniority, are NTT or Clinical Instructor, NTT or Clinical Assistant Professor, NTT or Clinical Associate Professor, and NTT or Clinical Professor. Compliant with Board of Regents Policy 8.3.6.2, appointment or promotion to an NTT or Clinical position at the ranks of Associate or at the rank of Professor requires a terminal degree in the discipline or a related field.

2. Personnel Reviews: NTT faculty performance is reviewed annually on the same schedule as tenured and tenure track employees. Any additional requirements for departmental input or constitution of the review committee may be adopted by the individual department and/or college in which they are appointed. NTT faculty must also undergo a comprehensive review every five years of service, as specified in the Faculty



Handbook section 315.02 “Non-Tenure Track Faculty Fifth-Year Review.”

3. Promotion Reviews: NTT faculty may elect to apply for a promotion review. In general, a faculty must be at least in their fifth year of service at rank to be eligible to apply for a promotion to the next level rank. Promotion is not required for continued employment. Application for promotion at the time of eligibility is at the discretion of the candidate. Continued employment is not contingent on applying for or obtaining a promotion.

4. Faculty Evaluations: NTT faculty roles and responsibilities vary widely across the university. Specific evaluation criteria for annual and fifth-year reviews, and expected levels of accomplishment in each area of responsibility (teaching, service, research, administrative or clinical work, etc.) is determined by the individual departments and colleges according to the workload emphases agreed upon with the candidate and formally documented at the time of hiring or in subsequent negotiations. It is the responsibility of each unit head or chairperson to design and document the expectations for the faculty member and to do so in a way that is consistent with college-level policies, and in compliance with Board of Regents policies.

5. Promotion Evaluation Criteria: Within the broader parameters of applicable Board of Regents and University policies, decisions for the promotion of NTT faculty are to be based on discipline-specific criteria as determined by departments and colleges. It is expected that the individual departments and colleges identify the concrete forms that achievement should take, consistent, as applicable, with fifth-year reviews, but satisfaction of the promotion criteria should reflect equivalent levels of accomplishment across the university.

6. External Letters: External letters that comment on a candidate’s quality of work are required for promotion to NTT and Clinical Associate Professor and to NTT or Clinical Professor. Candidates, with the assistance of their department or unit chair/head, may solicit letters from individuals who are qualified to evaluate the candidate’s discipline and primary workload emphasis, for example, individuals in a supervisory role in a professional setting, or individuals outside the college with expertise in teaching or with disciplinary excellence. Unsolicited letters are not acceptable as external letters. Each external letter writer must state the nature of their relationship with the candidate.

7. Promotion Review Process: Individual colleges may expand upon these promotion review guidelines and procedures for NTT faculty, provided these remain in compliance with applicable University guidelines (Faculty Handbook 305.06) and Board of Regents policies (Board of Regents Manual 8.3.6.1). Every college involved in the promotion of NTT or Clinical faculty must make accessible and available to all faculty written guidelines on promotion as well as the procedures to be followed in the promotion process. Individual colleges and department units are responsible for ensuring compliance of their promotion policies with all applicable Board of Regents policies.

*Approved by Faculty Senate, April 29, 2021; President, May 20, 2021*

## 315.03 Non-Tenure Track Faculty Fifth-Year Review

### *Introduction*

The purpose of the Non-Tenure Track Faculty Fifth-Year Review policy is to provide a standard review process for faculty serving in non-tenure track lines (i.e., clinical, instructors, assistant professors, associate professors, and full professors).

### *Criteria*

The criteria for the fifth-year review of non-tenure track faculty are as follows:

- to provide faculty development and recognition opportunities for non-tenure track faculty for the primary purpose of enhancing teaching, contributions to the learning environment, service, or

professional growth and development, in a way that is mutually beneficial to the individual and the University; and

- to provide a systematic faculty development plan to remedy instances where a non-tenure track faculty member's contributions in teaching, contributions to the learning environment, service, professional growth and development, are found to be deficient with respect to the missions of the department, college, or University.

The fifth-year review not only focuses on the period under review, but also considers the cumulative contributions of the faculty member. For this reason, and because it focuses on continuing a mutually beneficial relationship between the institution and the individual, judgments regarding the fifth-year review should be based on contributions over one's career as well as those since the last review. A satisfactory fifth-year review indicates that the individual continues to make contributions which benefit the University, its students, and the faculty member's field of study.

Each unit should define the evaluation criteria and how they will be assessed (see Roles and Responsibilities), 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 and service; however, teaching and contributions to the learning environment are the primary focus of the fifth-year review.

### *Schedule*

Each non-tenure track faculty member is to be reviewed in their fifth year following the most recent major review. Non-tenure track faculty members undergoing fifth-year review will submit their materials for evaluation to the department chair or unit head according to the evaluation timeline defined by the unit, department, or college.

### *Roles and Responsibilities*

Each department, school, college, and library will develop written procedures and specific criteria for fifth-year review as outlined below and will provide a copy of the procedures to each non-tenure track faculty member serving in a clinical, instructor, assistant professor, associate professor, or full professor position. Reviews may be carried out at the department, school, or college level as agreed upon and described in the 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 non-tenure track faculty member undergoing fifth-year review.

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

- an up-to-date curriculum vitae and copies of the annual performance review for each of the five years under consideration;
- measures of effectiveness in teaching, contributions to the learning environment, service, or professional growth and development (including, but not limited to, a combination of written or online student ratings of instruction and peer evaluations);
- a self-evaluation narrative of accomplishments for the period under review; and
- 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. The faculty member and the department chair or unit head will develop the documentation and provide it to the review committee.

The fifth-year review process will be conducted by a committee of at least three faculty peers, 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 fifth-year review committees. After reviewing documentation of performance as outlined in the unit's fifth-year 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 accomplishments. Meritorious accomplishments should be noted by the committee in any review. Likewise, deficiencies should be identified and supporting documentation provided.

The committee will provide a written summary of its findings and any recommendations for faculty reward (e.g., salary increase) or development to the department chair or unit head who will transmit the written summary to the faculty member and discuss it with them. The unit head should append their 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 must be given the opportunity to append a written response before the report is passed from the department chair or unit head to the next higher administrative officer. 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. 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. The dean composes a memorandum to the provost, summarizing the findings at each prior level of review for each candidate and including a final assessment on whether the candidate meets, exceeds, or falls below expectations. This memorandum is submitted *electronically* to the Provost's Office by the deadline established in the timeline for evaluation.

In response to the fifth-year review, the unit head will be responsible, in consultation with the faculty member, for deciding whether the faculty member should be rewarded for 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. In most cases, the results of the fifth-year 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).

In cases where a faculty member is identified in the fifth-year review as having deficiencies, the administrative unit head, in consultation with the faculty member, must establish a formal plan of development. 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 fifth-year 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.

In the event a faculty member is put on a 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. The administrative unit head will meet with the faculty annually to review progress. It will be the responsibility of the unit head and the current fifth-year 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

fifth-year review. If the faculty member has not been successful in completing the formal faculty development plan, the University may move for dismissal for cause.

A faculty member who disagrees with the results of a fifth-year 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 non-tenure track faculty with a copy of this procedure.

### *Relationships to Other Campus Processes*

*Academic Freedom* This policy is written in the spirit of upholding the University's commitment to academic freedom, and committees and individuals who act under this policy must ensure the academic freedom of faculty under review. The policy is not designed to abridge academic freedom, hinder the annual review process, or facilitate the dismissal of faculty (see the Academic Freedom Policy, approved by the Faculty Senate in June 1998, in § 301 of the *Faculty Handbook*).

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

*Approved by Faculty Senate, May 21, 2019; President, May 28, 2019.*

### 315.04 Lecturers, Senior Lecturers, and Principal Lecturers

The appointment and promotion of lecturers, senior lecturers, and principal lecturers at Georgia Southern University are based upon the experience and academic background of the candidate as well as the instructional needs in the position. The designation applies to non-tenure track positions with special instructional functions. These positions are governed by all provisions of Board of Regents' policy 8.3.8.1 and 8.3.8.2, including being capped at no more than 20% of the institution's full-time equivalent corps of primarily undergraduate instruction. (The 20% includes all lecturers, senior lectures, and principal lecturers.) The administration shall facilitate a reasonable distribution among departments and schools in usage of these positions across the University.

As described in the *Board of Regents Policy Manual 3.2.1.1*, lecturers, senior lecturers, and principal lecturers are part of the corps of instruction and members of the faculty. As such, lecturers, senior lecturers, and principal lecturers have access to grievance procedures which are defined in the Georgia Southern University *Faculty Handbook, Section 326*, as available to "all members of the faculty."

An initial appointment to a lecturer, senior lecturer, or principal lecturer position is for a one-year period. Subsequently, renewal is on an annual basis. In no case will the service as lecturer, senior lecturer, or principal lecturer imply any claim upon tenure. Notification of non-reappointment will be provided as early as possible, preferably following the schedule for notification of tenure-track faculty, as stated in the Georgia Southern University *Faculty Handbook, Section 305.02*, but no later than the following (Board of Regents' policy 8.3.4.3):

1. For lecturers, senior lecturers, or principal lecturers with less than three years of full-time, continuous service in that position at Georgia Southern University, notification of non-reappointment should be as early as possible, but no specific notice is required.
2. For lecturers, senior lecturers, or principal lecturers with three or more years, but less than six years, of full-time, continuous service in that position at Georgia Southern University, notification of non-reappointment should be provided at least 30 calendar days prior to the first day of classes in the semester.
3. For lecturers, senior lecturers, or principal lecturers with six years or more of full-time, continuous service in that position at Georgia Southern University, notification of non-reappointment should be provided at least 180 calendar days prior to the first day of classes in the semester.

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

### 315.05 Annual Evaluations – Lecturers

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

As stated in the *Board of Regents Policy Manual 8.3.8.2*, reappointment of a lecturer who has completed six consecutive years of service to an institution will be permitted only if the lecturer has demonstrated “exceptional teaching ability and extraordinary value to the institution and if the institution determines that there is a continued need for the lecturer.” After the sixth year or promotion, a further major review will take place every five years. The intent of this review is to focus on continuing a mutually beneficial relationship between the institution and individual, to provide development opportunities, and to recognize, reward, and enhance faculty performance. Input for evaluating lecturers, senior lecturers, and principal lecturers at these points of major review will follow established unit and college policies as specified in the required policy documents. The departmental review committee shall be composed of at least three members, including both tenured faculty and senior lecturers and/or principal lecturers, if any exist in the unit.

### 315.06 Promotion to Senior Lecturer

Length of service is taken into consideration. A lecturer is eligible for and may be reviewed for promotion to the rank of senior lecturer during their fifth year of service in their current rank and must demonstrate other credible evidence of noteworthy achievement in teaching and achievement in at least one of the following areas: (1) service; and/or (2) professional growth and development. Recommendations for promotion to senior lecturer are made utilizing the process and documentation described in *Section 311, Promotion Guidelines, of the Faculty Handbook*.

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

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for “early” promotion. For early promotion from lecturer to senior lecturer, faculty must have served a minimum of three years as lecturer.

### 315.07 Promotion to Principal Lecturer

Length of service is taken into consideration. A senior lecturer is eligible for and may be reviewed for promotion to the rank of principal lecturer during their fifth year of service in their current rank and must

have demonstrated through annual performance reviews and other credible evidence of noteworthy achievement in teaching and achievement in at least one of the following areas: (1) service; and/or (2) professional growth and development. Recommendations for promotion to principal lecturer are made utilizing the process and documentation described in *Section 311*, Promotion Guidelines, of the *Faculty Handbook*.

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

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion. For early promotion from senior lecturer to principal lecturer, faculty must have served a minimum of four years as senior lecturer.

### 315.08 Appeals

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

*Approved by Faculty Senate, February 5, 2019; President, February 13, 2019; President's Cabinet, February 2019.*

### 316 Salary Increases

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

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

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

*Approved by Faculty Senate, March 6, 2018; President, March 8, 2018.*

### 317 Student Ratings of Instruction

Georgia Southern requires and conducts online student ratings of instruction each academic term to provide information to faculty for their use in the improvement of teaching. Results are also used in faculty evaluation as mandated by Regents policy as a portion of an evaluation of teaching effectiveness. All courses are evaluated through an online platform and responses are the property of the University. As with any evaluation, faculty shall

have the right to respond to student ratings regarding factors that might have influenced student ratings of instruction scores.

*Approved by Faculty Senate, April 3, 2019; President, May 2, 2019*

### 318 University Awards for Excellence

Pursuant to *Section 3.2.2*, Regents’ Awards for Excellence in Teaching and Student Success (*Board of Regents Policy Manual*), each University System of Georgia institution shall develop and implement systematic programs to recognize and reward faculty for excellence in teaching and service to students and professional staff for outstanding job performance and innovation on the job.

Georgia Southern University has established an award structure that meets this Board requirement and extends beyond it, providing a total of 25 annual awards aligned with the six strategic pillars and six institutional values (12 faculty awards: 6 strategic pillar/6 institutional values; 12 staff awards: 6 strategic pillar/6 institutional values; and one team award).

Strategic Pillars	Institutional Values
Student Success	Integrity
Teaching	Academic Excellence
Research	Discovery & Innovation
Inclusive Excellence	Openness & Inclusion
Operational Efficiency, Effectiveness, and Sustainability	Sustainability
Community Engagement	Collaboration

Strategic Pillar Awards recognize those individuals who demonstrate exemplary achievement in one of the five strategic pillars. Institutional Value Awards recognize individuals who demonstrate notable achievement of one of the six core values. The Team Award recognizes a group of individuals comprised of three or more employees (faculty and staff) who contribute to one of the six strategic pillars while demonstrating one of the six institutional values. To be eligible for any of these awards, an employee must be employed by Georgia Southern University or the former Armstrong State University for a minimum of three years prior to the nomination period and must be in good standing with the University. For additional information on the nomination process, please visit the website at: <http://www.georgiasouthern.edu/gsawards>.

*Endorsed by the Faculty Senate Welfare Committee, November 6, 2019*

### 319 Summer Teaching and Employment

*Summer Assignments for Faculty:* Opportunities for summer employment are available as summer enrollment and budget allocations allow. Payment of compensation to faculty members for full-time employment during the summer session may be at a rate not to exceed 33 1/3% of the faculty member’s regular, nine-month compensation for the previous academic year. The University exercises fiscal caution when making summer allocations. The Summer School Spreadsheet is used for processing pay for full time and part time faculty teaching summer school courses and grant-funded research assignments.

*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 and/or payments from other departments. All such payments must be processed through the University’s

payroll system and, therefore, must be listed on the Summer School Spreadsheet that the department chair submits to the dean. Since department chairs, deans, and the Provost's Office do not always receive notice of grant awards, sponsored payments may not be made unless faculty make certain that their department chairs have the pertinent information and know to initiate the appropriate paperwork. Payments for non-teaching assignments are to be submitted on the Automated Payroll Form.

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

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

*Approved by Faculty Senate, October 16, 2018; President, February 13, 2019; President's Cabinet, February 2019*

## 320 Part-Time Agreement Policy

### I. Purpose

The purpose of the Part-Time Faculty Agreement Policy is to determine standard work hours and health benefits eligibility. If a part-time faculty member is teaching at more than one University System of Georgia (USG) institution, they must verify their total employment obligation (across all System institutions) (see University System of Georgia *Academic & Student Affairs Handbook*, § 4.2).

### II. Policy Statement

**Policy and Rationale:** Georgia Southern University requires all part-time faculty members to complete the Part-Time Faculty Agreement Form each semester of employment to comply with the University System of Georgia policy (§ 4.2, *Academic & Student Affairs Handbook*) that requires that all part-time employees verify in writing that they are in compliance with the part-time employment policy.

**Definition:** Part-time faculty are non-tenured faculty employed at a single USG institution or at more than one USG institution and are subject to the following conditions:

1. are employed as-needed, on a per-course, per-semester limited-term basis at the discretion of the institution and will receive no compensation unless a part-time assignment is given;
2. are not accruing time toward tenure;
3. are required to sign a letter of agreement for each appointment period and are not issued contracts;
4. are not the same as adjunct (courtesy) faculty appointments;
5. are not eligible for USG benefits, unless the part-time appointment is regular and .5 full-time equivalent or greater, in which case the benefits offered will be based on the full-time equivalent in accordance with the Employee Categories policy in the *Human Resources Administrative Practices Manual*;
6. are required to work an average of less than 30 hours per week over the academic year. Hours worked per week are based on contact hours. See conversion chart to determine the number of contact hours that can be assigned to the part-time faculty to meet the less than 30 hours per week condition.

Georgia Southern University defines part-time for this policy as less than half-time or the equivalent of 6 course credit hours per semester and no more than 16.5 work hours per week, including contact hours, prep/grading hours, and office meeting hours. It is the responsibility of the department to identify the standard work hours for part-time faculty engaged in non-instructional activities (e.g., clinical assignments, research, etc.) using the following Conversion Table. *Retiree rehires are limited to no more than 6 course credit hours in each of the fall and spring semesters and no more than 6 credit hours in summer.*



### III. Procedures

The procedure for ensuring compliance with this policy is to have all part-time faculty members complete the Part-Time Faculty Agreement Form each semester of employment and attach the form to the Personnel Action hiring/reappointment form. Part-time faculty members employed at Georgia Southern University are required to

Contact Hours per Week	Class room/ Contact Hours	Prep/ Grading	Office/ Meeting Hours	Standard Hours Worked per week	FTE/ Effort Rounded
1 Contact Hour	1	1.25	0.50	2.75	0.07
2 Contact Hours	2	2.50	1.00	5.50	0.14
3 Contact Hours (e.g. 1 course)	3	3.75	1.50	8.25	0.21
4 Contact Hours	4	5.00	2.00	11.00	0.28
5 Contact Hours	5	6.25	2.50	13.75	0.34
6 Contact Hours (e.g. 2 courses)	6	7.50	3.00	16.50	0.41
7 Contact Hours	7	8.75	3.50	19.25	0.48
8 Contact Hours	8	10.00	4.00	22.00	0.55*
9 Contact Hours (e.g. 3 courses)	9	11.25	4.50	24.75	0.62*
10 Contact Hours	10	12.50	5.00	27.50	0.69*
10.91 Contact Hours	10.91	13.64	5.46	30.00	0.75**
11 Contact Hours	11	13.75	5.50	30.25	0.76**
12 Contact Hours (e.g. 4 Courses)	12	15.00	6.00	33.00	0.83**
13 Contact Hours	13	16.25	6.50	35.75	0.90**
14 Contact Hours	14	17.50	7.00	38.50	0.97**
15 Contact Hours	15	18.75	7.50	41.25	1**

disclose employment at any other institution within the University System of Georgia. Other System institutions at which the faculty member teaches during the time period covered by the Part-Time Faculty Agreement Form should be listed on a separate piece of paper and attached to the Part-Time Faculty Agreement Form.

#### Conversion Table:

*Please only use this conversion chart in calculating hours worked.*

*\*Retirement eligible.*

*\*\* Retirement, health, and life insurance eligible.*

#### Definitions:

*Contact Hours: Hours associated with teaching or equivalent work (e.g., studio or lab hour requirements).*

*Prep/Grading Hours: Hours associated with preparing for classroom/contact hours and hours spent grading class work.*

*Office Meeting Hours: Hours associated with performing required duties, such as office hours, or attendance at faculty meetings.*

*Release Time: Faculty who have been approved to do research or lab work in lieu of teaching—use conversion chart to determine hours worked per week, i.e., released from one course would be equivalent to 8.25 hours per week of research or lab work; released from two courses would be equivalent to 16.5 hours per week of research or lab work.*

*Distance/Online Courses: Treated the same as classroom courses for the hours worked per week conversion.*

*Tracking Requirements (applies to non-health benefits eligible faculty only)*

- *Faculty working at two or more institutions through dual appointment agreements must have hours worked tracked across all institutions to determine health benefits eligibility.*
- *For faculty teaching courses with other duties in addition to teaching (i.e., site visits, committee meetings), if the additional hours can be determined as occurring on an average weekly basis, they should be added into the 'standard hours' per week/full-time equivalent in payroll in addition to the hours above.*
- *Faculty teaching courses with a variable hour component (i.e., contact hours vary each week due to student needs or other meeting requirements), if the number of variable hours per week is able to be determined, these hours are added to the 'standard hours' per week/full-time equivalent in payroll in addition to the hours per the conversion chart; if the department is unable to establish an average hours per week for the variable component, any variable hours must be approved in advance and added to employee's timesheet.*
- *Faculty with 100% research or clinical responsibilities, if an average hours worked per week is able to be determined, based on grant requirements, this amount is entered in the 'standard hours' per week in payroll; if the department is unable to establish an average hours per week, the faculty member must track hours worked on a weekly basis.*
- *If a faculty member determines that they need to work additional hours above the standard hours worked conversion or additional hours in any of the above pre-determined hours scenarios, they need to have additional hours approved in advance and added to their timesheet.*
- *If none of these situations apply and the faculty member is working variable hours each week, they will be required to track the hours on a weekly basis.*

*Notes: Additional hours worked that are recorded on the employee's timesheet will be used to determine health benefits eligibility under the Affordable Healthcare Act, not for salary or pay purposes. Exceptions to any of the above items should be discussed and documented through the institution's Human Resources Office.*

*University System of Georgia, Academic & Student Affairs Handbook, § 4.2*

## 321 Personnel Policies

For a complete listing of all Human Resources' policies and procedures, see <http://jobs.georgiasouthern.edu/facultystaff/policies>.

### 321.01 Faculty Appointments

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

1. a completed Personnel Action Form;
2. a completed Faculty Information Data Form (FID);
3. an *updated* curriculum vitae;
4. official transcripts of all academic coursework and degrees (*note*: foreign degrees that do not list the degree conferred on the transcript also require submission of certificates of graduation);
5. notarized English translations of any foreign degrees and certificates of graduation;
6. evaluation of the U.S. degree equivalency (from a U.S. Department of State recognized evaluating agency) of undergraduate and graduate foreign degrees;
7. email from Human Resources indicating satisfactory completion of a background investigation;
8. a completed and signed State Security Questionnaire and Loyalty Oath; and

9. a completed I-9 Form, Employment Eligibility Verification.

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

### 321.02 Faculty Transcript Policy

#### Purpose

Georgia Southern University's regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges, stipulates under Standard 6.2.a (*Faculty Qualifications*) of the *Principles of Accreditation: Foundations for Quality Enhancement* (<https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf>) the following:

For each of its educational programs, the institution *justifies* and *documents* the qualifications of its faculty members. [*emphasis added*]

Following best practice, Georgia Southern University operationalizes “documents” by collecting official transcripts for all earned academic coursework and credentials (degrees and certificates) for each primary instructor of record. These official transcripts are referenced routinely when justifying a faculty member’s qualifications to teach specific courses. Information pulled from the transcripts include subject, course number, course title as it appears on the transcript, and credit hours.

#### Policy

Any employee serving as the primary instructor of record for a Georgia Southern University course (as defined by being listed as the primary instructor of record in the Banner student information system), shall provide as a condition of employment official transcripts of all earned academic coursework and credentials (degrees and certificates) with the credential posted on the transcript.

Employees with credentials from foreign institutions may also need to request a certificate of graduation for each earned degree as many foreign institutions do not post degree conferral directly on the official transcript. Moreover, employees shall provide notarized English translations of each official transcript and certificate of graduation when the official documents are not in English. Finally, all foreign credentials must be evaluated by a United States Department of State recognized evaluating agency for the U.S. degree equivalency. In other words, the agency selected must be a member of either the Association of International Credential Evaluators (AICE) (<http://aice-eval.org/endorsed-members/>) or the National Association of Credential Evaluation Services (NACES) (<https://www.naces.org/members>). For undergraduate degrees and certificates, the University accepts a document-by-document evaluation; for graduate degrees and credentials, the University requires a course-by-course evaluation.

#### Exceptions

For graduate assistants appointed as teaching assistants (TA2s), Georgia Southern’s Registrar’s Office will provide official copies of the students’ Georgia Southern transcripts directly to the Jack N. Averitt College of Graduate Studies (COGS) upon request and consent of the student. These official transcripts accompany the appointment paperwork. The Provost’s Office will accept copies of official transcripts for any non-Georgia Southern institution

directly from COGS, providing the transcript copy is annotated with “true copy of the original” with the staff member’s initials and the date retrieved.

#### Procedures

To be considered official, a transcript must be received by the hiring department and/or the Provost’s Office (Assistant Provost) *directly* from the degree-granting institution (either electronically or in hard copy). Official transcripts cannot be considered official if they are issued to the student or pass through the student. Transcripts should be provided at time of hire or as soon as possible thereafter.

For foreign degree evaluations, the Provost’s Office offers the following service. If an employee has their official transcripts and certificates of graduation (with any requisite notarized English translations) sent directly to the Assistant Provost from the degree-granting institution, the Provost’s Office will forward scanned copies of the documents to Foreign Credential Evaluations, Inc.® with a letter attesting to their authenticity for evaluation, saving the employee the expense of having to request two official versions of all documents. The employee will need to order the evaluation and pay for it online at <https://fceatlanta.net/apply/>.

*Approved by President’s Cabinet, March 2020*

### 321.03 Graduate Faculty Policy

#### Purpose

The purpose of the Graduate Faculty Policy is to ensure that graduate programs are comprised of faculty who are active, productive, creative scholars, or creative performers in their discipline in order to teach graduate students how to be active scholars, practitioners, and/or performers in their own right. Graduate faculty must be involved in the current knowledge, methods, and techniques of their disciplines. This modeling of sustained scholarship/performance is the cornerstone of quality graduate education.

#### Policy

There are two categories of graduate faculty—member and affiliate. Members of the graduate faculty hold a terminal degree, are on tenured or tenure-track appointments, and are granted graduate faculty status upon appointment to the faculty at Georgia Southern University. Affiliate graduate faculty status may include any non-tenure track faculty who also hold a terminal degree and are appropriately credentialed to teach graduate classes and serve on thesis and dissertation committees. Affiliate status can also be used to recognize outstanding scholars, including those who work in government agencies, private industry, healthcare, and education who are not full-time employees of Georgia Southern University and who may not have a terminal degree, but who participate on thesis and dissertation committees only.

Members are eligible:

- to teach graduate courses;
- to serve as members on university graduate committees;
- to serve on program-level examination committees; and
- to direct and/or chair master's and doctoral committees as approved by the department/school.

Affiliates are eligible:

- to teach graduate courses—as long as the faculty member meets the eligibility criteria outlined in the University’s *Credentialing Manual for Teaching Faculty*;
- to serve on program-level examination committees; and
- for membership on and/or co-chair master's and doctoral committees as approved by the department/school.

Member and affiliate graduate faculty status is granted permanently. All faculty who are awarded emeriti designation retain their graduate faculty status.

### Exclusions

Faculty granted affiliate status who do not hold a terminal degree will not be eligible to teach graduate courses but may be eligible to serve on program-level examination committees and thesis and dissertation committees.

### Procedure

To award affiliate graduate faculty status, a notification form must be completed and forwarded through the appropriate dean's office to the College of Graduate Studies for processing. The notification form must clearly indicate whether the appointment will include graduate level instruction. All decisions regarding affiliate graduate faculty status are final at the dean's level as long as the faculty member meets the eligibility criteria outlined in the University's *Credentialing Manual for Teaching Faculty*<sup>1</sup>. Conflicts with the *Credentialing Manual for Teaching Faculty* will be returned to the applicable dean's office.

*Approved by President's Cabinet, July 2, 2020*

### 321.04 Educational Leave

Leaves of absence of one year or less with or without pay may be granted by the institution's president and reported to the Chancellor. Extensions of such leaves, or the initial granting of leaves of more than one year, require the approval of the Chancellor or their designee.

In compliance with the *Board of Regents Policy Manual, Section 8.2.7.4 (Educational and Professional Leaves)*, Georgia Southern University grants leave with pay for the purposes of promoting scholarly work and encouraging professional development. In considering an application for educational leave, the reviewer should examine carefully the program or project on which the employee proposes to work and the likelihood of the employee's being able to accomplish the purposes for which leave is requested. It is expected that scholarly and professional leaves shall be granted without pay where the leave is supported by an external grant or stipend. If a faculty member goes on educational leave to work on a grant that is paying for a portion of their salary, the University would continue to pay for the faculty member's salary (full for one semester; half for a year) and be reimbursed by the grant for whatever portion the grant is allowing. In considering a request for a leave, the reviewer should also take into consideration the effect the granting of the leave will have on the institution or on the department of which the employee is a member. If the employee's work cannot be handled by other employees and if funds are not available for the employment of a substitute, the reviewer will be justified in refusing to recommend that the leave be granted or in deferring action upon the request for a leave.

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

**Any employee who has been granted a leave of absence with pay shall be required, before beginning the leave, to sign an agreement indicating that:**

- 1. for a leave with pay of less than one year, the employee will return to the institution at the termination of the leave for a period of at least one year;**
- 2. for a one-year leave with pay, the employee will return to the institution at the termination of the leave for a period of at least two years; and that**
- 3. if the employee does not return to the institution for the full amount of time specified in the agreement, the employee will reimburse the institution for the amount of compensation received while on leave, as well as any other expenses paid by the University System of Georgia during the leave, including all benefit costs.**

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<sup>1</sup> See *Credentialing Manual for Teaching Faculty*, page 2: [https://drive.google.com/file/d/1qD0plUwOxTWPp\\_MKjAJkCOagNB4jDB9s/view](https://drive.google.com/file/d/1qD0plUwOxTWPp_MKjAJkCOagNB4jDB9s/view).

### Eligibility

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

### Proposal Submission and Review Process

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

Feedback regarding the status of the professional leave application should be provided to the faculty member throughout the process. Appeals of educational leave recommendations must be carried out in accordance with college procedures but may culminate in an appeal to the provost. Recommendations made at the college level may be appealed to the provost within 14 calendar days of notification of the decision.

### Proposal Format

1. Attach the Educational Leave Application Cover Page.
2. Attach an educational leave proposal that addresses the following items, along with additional relevant supporting documents.
  - Purpose of Activity: State the purpose of the proposed activity to be conducted during the educational leave.
  - Expected Outcome(s) with Assessments: State the expected outcome(s) of the proposed project. Identify what is to be accomplished during the educational leave. State how the expected outcome(s) will be assessed. Identify how you and others will know the outcomes have been accomplished.
  - Significance of Project: Identify the significance of the project. Describe how the proposed project addresses the University's, college's, and/or department's strategic plan and mission. Discuss the potential impact of the project. Identify how the leave will impact the faculty's member teaching and/or program curriculum.
  - Time Frame: Outline a time frame for the project, indicating dates for the accomplishment of specific outcomes.
  - Reporting Mechanism: Specify how the results of the project will be reported to the department and college. A formal post-leave report must also be submitted to the Provost's Office at the

conclusion of the leave. Identify the time frame for reporting. Please note that the results of an educational leave must be included in the faculty member's annual evaluation.

#### *Timeline*

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

#### *Special Notice*

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

University personnel are required to disclose intellectual property to the Georgia Southern Research and Service Foundation. Any publications, presentations, or creative works resulting from the leave should credit the support of Georgia Southern University.

*Approved by Faculty Senate, February 5, 2019; President, February 13, 2019; President's Cabinet, February 2019*

### 321.05 Retirement

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

Board of Regents policy, *Section 8.2.8.2*, identifies the criteria that a faculty member must meet to retire from the University System of Georgia and to be eligible for University System of Georgia retiree benefits upon retirement. The following language outlines the definition and eligibility for retirement.

Effective November 1, 2002, to be eligible for retirement with benefits from the University System of Georgia, an employee must meet one of the following four conditions at the time of their separation from employment, regardless of the retirement plan elected by the employee:

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

Upon meeting one of the above conditions, an employee will be eligible for University System of Georgia retiree benefits upon retirement. An employee must be enrolled in the benefits coverage at the time of retirement or disability to be eligible to continue coverage in retirement. For employees hired on or after January 1, 2013, the employer contribution for healthcare will be based on years of service with the University System of Georgia. An individual who has retired from another state of Georgia sponsored retirement plan may not count such retirement service toward meeting the eligibility criteria for retirement from the University System of Georgia (Board of Regents Minutes, August 2015).

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

### 321.06 Title of Emerita or Emeritus Policy

#### *Purpose*

The emerita or emeritus policy delineates the approval process for faculty and/or administrative officers applying for emerita or emeritus status. The title of emerita or emeritus is granted to retired employees for the express purpose of encouraging continued association with Georgia Southern University for the purposes of university service, instruction, and/or scholarly investigation.

#### *Policy*

The emerita or emeritus title is an honorary title awarded to full-time faculty and/or administrative officers who, at the time of retirement, had 10 or more years of full-time, honorable and distinguished University System of Georgia service and have met one of four conditions stipulated by the Board of Regents for eligibility for retirement (*Board of Regents Policy Manual, § 8.2.8.2*):

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

In accordance with Board of Regents policy, a president of a University System of Georgia institution may, at their discretion, confer the title of emerita or emeritus. The title of president emerita or emeritus can only be conferred by the Board of Regents upon the recommendation of the Chancellor. (*Board of Regents Policy Manual, § 2.11*) A faculty member and/or administrative officer must have met the length of service and minimum age requirements prior to beginning a phased-in retirement to be eligible for emerita or emeritus status.

An application for emerita or emeritus status must be submitted either during the final academic/fiscal year of employment or no later than one year after the date of retirement.

#### Nomination Criteria

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



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

#### *Benefits/Privileges/Recognition*

1. Invitation to participate in public ceremonies of the University, including commencement, open houses, and selected university functions.
2. Invitation to certain departmental, college, and university events.
3. Complimentary copies of university publications.
4. Inclusion in the faculty/administrator listing on the university emeriti webpage (<http://jobs.georgiasouthern.edu/about/emeritus/>).
5. Inclusion in the Commencement bulletin immediately following awarding of emerita or emeritus title.
6. Certificate with name and emerita or emeritus rank.
7. Eligibility to enroll and attend classes for free, subject to space availability and approval of the instructor.
8. Upon recommendation of the department chair and approval of the dean and the provost and executive vice president for academic affairs, eligibility to work on sponsored grants, including serving as principal investigator or co-investigator, subject to the University's Principal Investigator Policy and applicable Human Resources and University System of Georgia policies.
9. Entitlement to use official university stationery and other departmental office privileges for the purposes of university service.
10. Eligibility to serve on doctoral dissertation or project committees, as appropriate.
11. Emerita or emeritus faculty members and administrative officers are entitled to all benefits the University grants to retired faculty and staff members as follows.
  - Free parking
  - Georgia Southern University email account
  - Georgia Southern University ID
  - Library privileges
  - Reduced RAC membership—½ price
  - Bookstore discount
  - Retiree health benefits

#### *Procedure*

- The immediate supervisor of the unit in which the candidate held their full-time appointment determines whether a faculty member and/or administrative officer should be recommended for the emerita or emeritus title and, if so, initiates the Application for Emerita or Emeritus Status. Requests include a bio written by the candidate's immediate supervisor, describing the individual's qualifications for emerita or emeritus status based upon the nomination criteria identified above. This bio is published in the University's commencement bulletin announcing the awarding of emerita or emeritus status.

Spring applications for the awarding of emerita or emeritus titles are due in the Provost's Office no later than February 15<sup>th</sup>. Summer/fall applications for the awarding of emerita or emeritus titles are due in the Provost's Office no later than September 15<sup>th</sup>.

- The completed application is submitted to the next higher level for review and endorsement, culminating with the president's final decision.
- Following the president's decision, a letter is sent to the retiring faculty member and/or administrative officer from the Provost's Office, on behalf of the president, conveying the final decision.

*Approved by President, July 31, 2019*

### 321.07 Resignations

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

### 321.08 Sick Leave

The following provisions for the reporting of sick leave shall apply to all full-time faculty who serve primarily in assignments defined by faculty roles in instruction, research and scholarly activity, and service. (University System of Georgia's *Academic & Student Affairs Handbook*, § 4.10.1)

1. Faculty are responsible for informing their department chair of any illness that prohibits them from meeting their assigned responsibilities.
2. In reporting sick leave, academic year faculty will report leave based on the number of whole hours sick with a full day being eight hours, a half day being four hours, and less than a half day based on whole hours missed, with a full week being the equivalent of a 40-hour work week.
3. Nothing in this policy shall be interpreted to indicate that faculty work on a standardized schedule.

### 321.09 Terminations

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

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. Written notice will clearly state the charges which the president has found sustained and shall notify such person that they may apply for discretionary review as provided for in *Section 6.26, Application for Discretionary Review* [of the *Board of Regents Policy Manual*]. The letter must be sent by certified mail and receipted.

## 322 Professional Expectations

### 322.01 Academic Convocations

The academic year contract includes participation in the May and December commencement exercises, and faculty are expected to participate in academic regalia. Colleges and/or departments may purchase regalia to share among faculty who do not own regalia. At times, based upon limited seating capacity, the Provost's Office will announce a proportional percentage of faculty for each college and the libraries and will request that units adhere to those limits in determining the line of march.

*Approved by Faculty Senate, October 16, 2018; President, February 13, 2019; President's Cabinet, February 2019*

### 322.02 Class Meetings and Final Exams

The instructor of record, or an appropriately credentialed substitute, will meet all classes promptly at the scheduled time and for the allotted amount of time. Additionally, class meetings should be held during the published final exam period. No student is exempt from a culminating assessment or learning experience appropriate to the course that occurs, or is due, during the published examination period. Exceptions to holding class meetings during the published final exam period can be made when a dean or a department chair has determined that particular courses are exempt. Classes operating on an irregular schedule will have their examinations scheduled and announced by the instructor.

*Approved by Faculty Senate, November 27, 2018; President, February 13, 2019; President's Cabinet, February 2019*

### 322.03 Statement on Course Requirements/Course Syllabus

To maximize student success, faculty shall provide a written statement (syllabus) of the course requirements to all class members at the beginning of the course. The course syllabus should include at a minimum:

- (1) an overview of the content to be studied;
- (2) a listing of expected student learning outcomes;
- (3) a statement of the attendance policy;
- (4) an explanation of test procedures;
- (5) a statement of grading standards, procedures, and relative weights given to the various assignments and tests;
- (6) an indication of the time frame when assignments are due if specific dates are not given;
- (7) a notation about the required technology and technology use for the class; and
- (8) a clear policy on academic dishonesty that aligns with university policy on academic dishonesty. In addition, course syllabi should also include
- (9) a listing of course assignments or laboratory/studio/clinical exercises that are also required in accordance with the University's Credit Hour Policy (§ 206, *Faculty Handbook*) and whose cumulative effect is to develop student knowledge and abilities.

Furthermore, the basis on which grades will be determined shall be clarified to the students as follows: A statement in the syllabus indicating whether the professor intends to have a portion of the cumulative class grade reported to the student prior to the midpoint of the total grading period and reference to how that portion of the grade is determined. Prior to midpoint of the total grading period, all assigned and "turned in" graded class assignments should be graded and available to the student. The instructor and student should make every effort to be available during the instructor's office hours for discussion of the student's academic standing prior to the midpoint of the total grading period.

*Approved by Faculty Senate, November 27, 2018; President, February 13, 2019; President's Cabinet, February 2019*

### 322.04 Extra Compensation Policy

Pursuant to Board of Regents' policy, *Section 8.3.12.5, Extra Compensation (Board of Regents Policy Manual)*, extra compensation may be paid to University System of Georgia faculty when all four of the following conditions exist:

1. the work is carried in addition to a normal full load;
2. no qualified person is available to carry the work as part of their normal load;
3. the work meets institutional needs and priorities as determined by the institution president, or their designee; and,
4. the additional duties are not so heavy as to interfere with the performance of regular duties.

When extra compensation is paid, it shall be in line with compensation paid for performance of similar duties and pursuant to *Board of Regents Policy Manual, Section 8.3.12.4, Research, Saturday Classes, and Off-Campus*

Continuing Education; *Board of Regents Academic & Student Affairs Handbook, Section 4.11, Faculty Overloads and Instructional Staff Responsibilities*; and *Board of Regents Business Procedures Manual, Section 5.3.2, Supplemental Pay, Including Temporary Assignments*.

*Approved by Faculty Senate, October 16, 2018; President, February 13, 2019; President's Cabinet, February 2019.*

### 322.05 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. All absences are to be reported to the department chair, who shall coordinate accommodations for coverage of faculty responsibilities by colleagues. In instances where the absence exceeds one week, the following procedures for remuneration shall apply.

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

*Approved by Faculty Senate, October 16, 2018; President, February 13, 2019; President's Cabinet, February 2019*

### 322.06 Conflicts of Interest, Conflicts of Commitment, and Outside Activities

The Board of Regents has adopted the following statement of policy regarding outside activities (*Board of Regents Policy Manual, § 8.2.18.2.1, Conflicts of Interest and Apparent Conflicts of Interest; Board of Regents Policy Manual, § 8.2.18.2.2, Conflicts of Commitment, Board of Regents Policy Manual, § 8.2.18.2.3, Outside Activities; Board of Regents Policy Manual, § 8.2.18.2.4, Institutional Guidelines for Faculty Outside Consulting*).

#### *Conflicts of Interest and Apparent Conflicts of Interest*

Each University System of Georgia (USG) employee shall make every reasonable effort to avoid actual or apparent conflicts of interests. An apparent conflict exists when a reasonable person would conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, is compromised by personal, financial, or business interest. An apparent conflict can exist even in the absence of a legal conflict of interest. USG employees are referred to State Conflict of Interest Statutes O.C.G.A. § 45-10-20 through § 45-10-70 and institutional policies governing professional and outside activities.

**Each USG employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interest, relationship, or activity that has the potential to create an actual or apparent conflict of interest with respect to the employee's USG duties.**

Institutions shall adopt guidelines governing conflicts of interest and may further define methods of reporting conflicts of interest, how to manage said conflicts, and terms used within this policy section, so long as such guidelines and definitions are not inconsistent with this policy.

#### Conflicts of Interest — Research and Institutional

The USG recognizes the benefits of collaboration and commercialization with the private sector and other third-party entities that support the USG mission. The resulting relationships and agreements, however, must not

undermine the public's trust, compromise the integrity of the USG mission, or inappropriately influence teaching, research, and service activities. Under no circumstances should a grant, gift, contract or other funding be accepted that limits the ability of USG employees to conduct or report the results of research in accordance with applicable scientific, medical, professional, and ethical standards.

Institutions shall incorporate policy and review procedures within their institutional guidelines consistent with this policy.

#### *Conflicts of Commitment*

A USG employee shall not engage in any occupation, pursuit, or endeavor that will interfere with the regular and punctual discharge of that employee's official duties.

#### *Outside Activities*

##### Compensated Outside Activities of Faculty and Staff

Each USG employee, with a work commitment of 30 or more hours per week (.75 or > FTE), and faculty members on contracts of nine months or more must obtain written approval prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a USG employee. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises.

Employees at USG institutions must obtain written approval from the institution's president, or their designee, utilizing institutional procedures for defining and managing potential and apparent conflicts of interest. System Office employees and USG presidents must obtain approval from the Chancellor, or the Chancellor's designee. Direct reports of USG presidents and those with a title of vice president or equivalent must obtain approval from the USG institution's president, whose authority cannot be delegated, using procedures established by the Chancellor.

Each USG employee, with a work commitment of less than 30 hours per week (.75 FTE or <), and faculty members on a contract term of less than nine months a year do not need written approval in advance of engaging in compensated outside activities so long as the outside activity does not create a conflict of interest or otherwise violate Board of Regents' policy.

##### Required Leave for Compensated Outside Activities

Except as authorized for eligible faculty employees, as set forth in Board of Regents' Policy 8.2.18.2.4, appropriate leave must be used by USG employees for outside activities during the employee's work hours consistent with the USG procedures governing the use of leave.

Non-faculty employees may not receive Honoraria, as defined in Board of Regents' Policy 8.2.18.2.4, for activities during the employee's work hours.

##### Consulting for USG Vendors

USG institution employees are generally prohibited from consulting with or otherwise receiving compensation from a current vendor of, or an entity seeking a vendor relationship with, the USG institution where the employee works. System Office employees are generally prohibited from consulting with or otherwise receiving compensation from a current System Office vendor or an entity seeking a vendor relationship with the System Office.

Exceptions to this prohibition may be granted by the institution's president, or the president's designee, for USG employees that do not supervise, regularly interact with, or participate in the selection of vendors for that employee's institution or in those instances where the employee seeking to consult for a vendor or potential vendor is not involved in any way with supervising, regularly interacting with, or selecting said vendor or potential vendor. Similar exceptions for System Office employees and USG presidents may be granted by the Chancellor or

Chancellor's designee. This prohibition does not apply to vendor or service relationship between the USG and other government entities.

#### *Institution Guidelines for Faculty Outside Consulting*

##### Definitions

"Compensation" is defined as any payment, deferred payment, equity, or deferred equity provided in exchange for the expectation that the faculty member will perform work or services for the benefit of the outside payer. Compensation does not include standard Honoraria.

"Honoraria" are defined as any payments given for professional or voluntary services that are rendered nominally without charge, and any payments in recognition of these services typically forbids a price to be set. See *Board of Regents Policy Manual, Section 8.2.18.2.4, Gratuities*, for guidance on accepting expense reimbursement from outside parties.

"Faculty Primary Responsibilities" are defined as teaching, research, clinical practice, service, administrative duties, and other appropriate duties assigned by the institution to the faculty member.

"Faculty Secondary Responsibilities" are defined as professional activities or affiliations traditionally undertaken by faculty outside of the immediate institution employment context but where the faculty member represents the institution and their affiliation to it. Secondary Responsibilities may or may not entail the receipt of Honoraria, remuneration, or the reimbursement of expenses.

"Outside Consulting" is defined as any activity for compensation other than Primary Responsibilities or Secondary Responsibilities that a faculty member may engage in that (1) is based upon professional knowledge, experience, and abilities of the faculty member that relate to the faculty member's expertise or responsibilities as a USG faculty member, and (2) is performed for any business, self-employment, or public or private entity other than their institution.

"Faculty" is defined in accordance with *Section 3.2, Faculties*, and includes full-time research and extension personnel and duly certified librarians on the basis of comparable training.

##### Required Institution Guidelines

Recognizing that teaching, research, and public service are the primary responsibilities of USG faculty members, it is reasonable and desirable for faculty members to engage in additional activity beyond duties assigned by the institution, which are professional in nature and based in the appropriate discipline for which the individual receives additional compensation during the contract year.

Each USG institution shall adopt guidelines governing outside consulting activities of faculty members that shall include the following:

1. Time that faculty may engage in outside consulting during work hours, if any;
  - a. If faculty outside consulting is permitted during work hours, the maximum limit is, on average, one day per week.
  - b. Unless express permission is granted by the institution's president, whose approval authority may not be delegated, twelve-month faculty who earn annual leave must take leave consistent with USG and institutional procedures governing the use of leave when engaged in consulting during the faculty member's work hours.
2. A determination of what institutional resources may be used for outside consulting work;
3. A plan for reimbursing the institution for non-incident use of the institution's personnel, facilities,

- equipment, and materials consistent with rates charged outside groups or persons;
- a. A procedure for obtaining prior approval of the president, or president's designee; and
- 5. A procedure for defining and managing conflicts of interest and conflicts of commitment regarding outside faculty consulting.

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

#### *Policy*

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

- 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, including corps of instruction and administrators, as well as other staff members employed by the University are expected to give full professional effort to their assignments of teaching, research, service, administrative, and regularly assigned duties.
- 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 department chair, dean, and president (or the president's designee) prior to engaging in the activities. Such activities include consulting, teaching, speaking, and participating in business or service enterprises.

#### *Exclusions*

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

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

#### *Procedures*

Prior to approval, the dean, or department chair if specified by the dean, shall review for approval all faculty outside professional activities in advance. Review for approval will be carried out annually in alignment with annual review. Such review will permit a determination of whether the proposed activities will constitute a real or apparent conflict of commitment. Examples of situations that, absent prior college or department review and approval, may create

an actual or a perceived conflict of commitment are presented below. The examples are not all-inclusive and are provided only as representations of commonly encountered situations.

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

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

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

*Approved by President, May 20, 2019*

### 322.07 Faculty Workload Policy

#### *Preamble*

In the absence of Board of Regents policy governing faculty workloads, Georgia Southern University promulgates the following Faculty Workload Policy. As with all institutional policies, this policy operates within the parameters of the University's *Statutes* and in the spirit of shared governance. "Shared governance involves faculty and administration participating mutually in the development of policies at the departmental, college, and university levels." (§ 323, Faculty Governance/Shared Governance, 2022-2023 Faculty Handbook) The Faculty Workload Policy should provide faculty with equitable workloads that serve them and the institution in a mutually beneficial manner. While the Faculty Workload Policy provides faculty with a recourse for ensuring equitable workloads that facilitate their success and productivity, it should not be interpreted as an abdication or abridgement of administrative oversight. University *Statutes* clearly define the oversight responsibility of administrators: Article II, *Section 2*, the president is granted "jurisdiction over the formulation and organization of bylaws and operating policies of all departments/schools, colleges, divisions, and administrative offices of the University;" Article III, *Section 2*, grants the provost and executive vice president for academic affairs "administrative jurisdiction over academic matters and academic personnel;" and Article III, *Section 3*, charges the deans with serving as the chief executive officer of their colleges.

#### *Purpose*

The goal of the Georgia Southern University Faculty Workload Policy is to distribute workload responsibilities among faculty in a way that most equitably and efficiently advances the university mission. The policy is designed to promote quality teaching, support excellent research and creative activity, and encourage meaningful service to the



institution, profession, and community. It is also designed to enable colleges, schools, departments, and individual faculty to pursue and plan for unique objectives and commitments among the faculty activities, allowing individual assignments to vary.

#### *Policy*

The superseding guidelines for this policy are the faculty workload expectations established by the University System of Georgia. In meeting the system expectations, Georgia Southern University faculty members are expected to be productive in the areas of teaching, service, and (for tenure-track and tenured faculty) scholarship and/or creative activity. The distribution of effort among these areas of responsibility may vary among faculty members and from year to year through the course of their careers.

#### *Teaching*

Teaching is the primary function of university faculty. The teaching load for faculty in tenured and tenure-track lines is 12 credit hours each semester; however, it is generally expected they will teach the equivalent of a 3-3 course load annually (fall/spring) to allow for their scholarship expectations (pre-tenure) and/or continued scholarly production (post-tenure). The teaching load for other faculty classifications with no scholarly expectations is 15 credit hours each semester; however, it is generally expected they will teach the equivalent of a 4-4 course load annually (fall/spring) to allow for service or professional development activities. Visiting and temporary faculty are expected to teach 15 credit hours a semester with no service or scholarship expectations.

#### *Scholarship and Creative Activity*

Tenure-track and tenured faculty are expected to actively pursue research or creative activity. Tenure-track and tenured faculty are generally expected to focus 30% of their workload toward scholarship and/or creative pursuits; however, scholarly workload and creative activity assignment will depend upon faculty career objectives and scholarly outcomes.

#### *Service*

All permanent faculty are expected to assume an adequate share of departmental committee work and/or service to the institution, profession, and community, including institutional governance. Attendance at departmental, college, and university meetings is expected of all faculty regardless of workload. It is generally expected for tenured and tenure-track faculty, as well as non-tenure track faculty in positions with service expectations, to focus 10% of their workload toward service work; however, service activity assignment will depend upon faculty career objectives and service outcomes.

Colleges, schools, and/or departments are required to establish, in writing, specific explanations outlining the outcomes, expectations, and timelines for faculty effort in each of these areas. As a department, faculty will establish course load norms appropriate to the discipline relative to particular teaching effort assignments (e.g., number of courses for particular loads, adjustments for very small or very large courses, etc.), as well as equivalencies for non-standard faculty activities (e.g., supervision of significant student research or clinical/practicum activities) and for courses where contact hours differ considerably from credit hours (e.g., clinical supervision and laboratory courses). Likewise, disciplines with writing-intensive courses, laboratory courses, studio and field experiences, and the like, or with unusually heavy supervising and mentoring responsibilities, shall establish teaching load equivalencies through shared governance processes outlined in the *Faculty Handbook*.

For all full-time faculty, workload percentages must add up to 100%. Specific percentages should follow departmental norms related to actual teaching load assigned, scholarly expectations, and service assignments. These should generally be made on an annual basis to support an individual faculty member's career objectives. Workload assignments for faculty members will be negotiated with the department chair as part of annual review. No workload assignment or negotiation can yield a workload that will prevent a faculty member from achieving

requirements for advancement (tenure, promotion, post-tenure, or any other) described in the *Faculty Handbook*, college guidelines, or department guidelines.

#### *Procedure*

During the annual review process, department chairs, in consultation with faculty members, will recommend a workload for each faculty member that divides effort between teaching, scholarship, and service. The recommendation will be based upon the faculty classification (e.g., tenured/tenure-track, lecturer, etc.) as well as the service, scholarly, and creative activities of the faculty member. The negotiated workload must support the faculty member in meeting tenure and/or promotion expectations of the unit, while ensuring fair distribution of work assignments by the point of major evaluations (promotion and tenure, fifth-year review, etc.). Department chairs and deans must clearly articulate the outcomes expected for a particular workload division of effort and appropriately reflect that division of effort in the annual review process. Faculty members whose workloads are not commensurate with the expectations of their position, hiring agreement, or career objectives can utilize (1) college faculty governance committees and/or (2) college and university grievance processes to reach a compromise. In the event a faculty member contests a workload agreement, no changes in workload will take place until the faculty member's grievance can be heard through the college and university grievance processes.

*Approved by Faculty Senate, May 21, 2019; President, June 12, 2019*

### 322.08 Tutoring by Faculty

Any tutoring assignment for which the faculty member is to receive extra compensation (i.e., 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.

*Approved by Faculty Senate, October 16, 2018; President, February 13, 2019; President's Cabinet, February 2019.*

### 322.09 Classes Missed Due to a Campus-Wide Emergency

*One class missed* (could be two days of campus closings: Monday-Tuesday, Tuesday-Wednesday, Wednesday-Thursday, or Thursday-Friday). Class time can be made up through the final exam period to satisfy the required number of minutes for the course.

*Up to one week of missed classes:* Faculty will provide an online or out-of-class assignment to cover the missed work. Faculty should be prepared to utilize Folio to post assignments and announcements. Students will be given time to complete the work, and faculty will be respectful of situations where students may not have electricity or internet services. The final exam period can be used for one day of missed class.

*More than one week of missed classes:* Faculty will use the final exam period and online or out-of-class assignments to make up the first week of missed class. Additional days will be made up by scheduling classes during breaks (Thanksgiving or spring break), evenings, or weekends.

### 323 Faculty Governance/Shared Governance

- The faculty and administration of Georgia Southern University affirm their belief in the process of shared governance both as a principle and an animating spirit of our institution. Shared governance involves faculty and administration participating mutually in the development of policies at the departmental, college, and university levels. Faculty therefore have a role in developing policies including, at the appropriate levels, strategic planning; academic and curricular policies; committee establishment and appointments; selection and retention of academic unit leaders; review and revision of the shared governance process; and faculty personnel actions, including hiring and evaluation of faculty (annual evaluation, pre-tenure, tenure, post-tenure review, and promotion). As used here, "policy" is understood

to include guiding and governing principles and any applicable procedures, instructions, or forms developed along with the principles.

- In pursuit of clarity and to provide ready access for faculty and administrators, these policies shall appear on the respective departmental, college, and university web sites and be available in print in the respective departmental, college, and university offices. In consultation with the chair and full-time faculty in each department, each dean should verify the existence of, review, and when necessary, initiate revision of departmental policies to confirm their consistency with college and university policies.
- In consultation with the dean of each college, the provost should review and, when necessary, initiate revision of college policies to confirm their consistency with university policies.
- All faculty and administrators have the responsibility to be aware of the written policies of their respective departments and colleges, and of the University, as well as those of the Board of Regents.

*Approved by Consolidation Implementation Committee, June 28, 2017*

## 324 Faculty Senate Bylaws

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 March 23, 2022. These *Bylaws* establish the operating procedures and committee structure and membership.

### ARTICLE I—POLICIES

**SECTION 1.** The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort. 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 in the spirit of shared governance. (Shared Governance at Georgia Southern is viewed as a structure and process for partnership, equity, accountability, and ownership). 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 are the concern of the Faculty Senate who is responsible for formulating, recommending, and reviewing policies and procedures including 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* allow the Faculty Senate to accomplish its responsibilities and objectives provided that the bylaws do not directly conflict with the *Statutes* of Georgia Southern University.

### ARTICLE II - MEMBERSHIP AND MEETINGS

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

In particular,

- a. each academic college and the university libraries (hereafter referred to as unit) will have the total number of its full-time faculty divided by 15; for every 15 faculty members, or major portion thereof (i.e., 8-14), that unit will receive a Senate seat to be filled by election following each unit's election process.

- b. no unit shall have fewer than two Senate seats, even if that means apportioning a seat to a unit that is not strictly called for by the ratio in part (a.) of this section.
- c. each unit shall fill at least one Senate seat with a faculty member based on the Armstrong campus and at least one Senate seat with a faculty member based on the Statesboro campus.
- d. should apportionment calculations direct a reduction in a unit's number of Senate seats, no sitting senator will be removed; that seat will be eliminated when the first senator of that unit to reach their term limit rotates off the Senate. No unit will lose more than one seat in any given year.
- e. members of the faculty who are full-time administrators (distinguished by an administrative contract) are not eligible to serve as senators or on Senate committees. Should a senator (or committee member) accept a full-time, 12-month, administrative position, whether permanent or interim, that individual must resign from their Senate seat and/or all committees on which they are serving. Interim administrative positions with contracts for less than 12 months must resign from Senate seats and committees.

**SECTION 2.** Policies for scheduling regular and called meetings and the frequency of meetings are also described in the *Statutes*. (University Statutes, Article V, Section 4. The Faculty Senate shall meet at least three times during each semester and once in the summer, and at other times upon call by the president or upon petition signed by ten percent of the members of the Faculty Senate.) The president of the University shall provide to the faculty abbreviated minutes summarizing all action items within 10 working days following each meeting. Any member of the university community is welcome to attend Senate meetings as an observer.

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

**SECTION 4.** Faculty Senate meetings shall be conducted according to *Robert's Rules of Order* to the most practical extent possible.

**SECTION 5.** By direction of the Board of Regents, the president of Georgia Southern University shall preside at all meetings of the Faculty Senate. The president may ask the duly elected Faculty Senate President to serve as Senate moderator.

**SECTION 6.** All senate meetings should comply with all applicable laws and regulations, including the Georgia Open Records Act and Georgia Open Meetings Act. If meetings are held in a virtual format, such as zoom or a similar web conferencing program, access to the digital format must be made available to all GS faculty, staff, students and community members at least two days prior to the senate meeting.

### ARTICLE III - OFFICERS

**SECTION 1.** The officers of the Faculty Senate shall consist of the Senate president who is the chair of the Senate Executive Committee, the elected members of the Senate Executive Committee, the president-elect, the Senate secretary, and the Senate librarian. Only elected senators are eligible to serve as officers.

**SECTION 2.** The Senate Executive Committee shall serve as the chief governing body for all matters before the Senate. It shall be the purpose of the Senate Executive Committee to guide the actions of the Senate so as to

enhance all Faculty Senate activities. The Senate Executive Committee shall request representation from the SEC in meetings with the President, Provost, other administrators, or other committees concerning the charge of the senate (e.g., academic affairs) as needed.

**SECTION 3.** The Senate Executive Committee shall consist of:

- a. Voting members, one senator from each college and the libraries, elected by the faculty in their respective units for two-year staggered terms.
- b. the Senate president who serves as the chair of the Senate Executive Committee who serves as a non-voting member except in the case of a tie.
- c. Additionally, the president-elect, 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.
- d. In the event all Senate Executive Committee members have a single 'home' campus, the Senate president, in consultation with appropriate senators, may appoint an additional non-voting elected senator from a counterpart campus to address apportionment. Additional faculty members may be invited to the SEC to consult on specific issues.
- e. A non-voting staff member designated by the president of the University 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 Duties of the Senate President shall be as follows:

- a. Shall be the representative of the faculty and the faculty senate and advocate for faculty interests.
- b. At the request of the University President the Senate president will preside as moderator at Senate meetings.
- c. Represent the faculty at meetings of the University President's Council.
- d. In case of a tie in the SEC or in the Senate, the Senate President shall cast the tie-breaking vote.
- e. Shall forward the finalized agenda to the University President within two business days of the of the Senate Meeting.
- f. The Senate President is responsible for the administrative work of the faculty senate; 1. Updates to the senate faculty website, 2. Emails to the corps of instruction on senate business, 3. Publishing the senate agenda, 4. Publishing the links to senate meetings.
- g. The Senate president is expected to maintain regular office hours accessible to all faculty with physical office hours on the Statesboro and Armstrong campuses.
- h. The position of Senate president is recognized with a re-assignment of the equivalent of one course release each semester per elected term for duties relating to Senate activities or representation and is issued a stipend (\$3,000) for availability during the non-contract periods in the summer.

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

- a. coordinate an orientation workshop for incoming senators and alternates at least a week prior to the first Faculty Senate meeting of the academic year on a date determined by the Senate Executive Committee.
- b. Shall set the Senate agenda and the Senate President shall forward the finalized agenda to the University President within two business days of the Senate meeting.
- c. appoint a representative of the University to serve on the University System of Georgia Faculty Council. This individual will serve a two year term on the USGFC; The representative's initial appointment needs to occur while they are a member of the SEC. This individual will report to the SEC following the USGFC meeting and then to the Senate.
- d. 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 themselves. In cases where the institutional representative has been elected to office in the Sun Belt Conference and the term of that office exceeds the six-year term, the president of the University, in consultation with the Senate Executive Committee, may extend the term of the institutional representative to coincide with the term of the elected office in the Sun Belt Conference. Such an extension shall normally be limited to no more than two years.

- e. nominate at least 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. This position will be elected by the Senate in the final meeting of the academic year.
- f. 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.
- g. appoint and/or nominate, as appropriate, faculty to other university committees as requested by the president.
- h. 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.
- i. Review a mandated report from each standing and ad hoc committee following their first meeting that clarifies their agenda for the semester, their charge, and their proposed goals and actions. Follow up with the ad hoc and standing committees as needed.
- j. 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.
- k. provide minutes of all Senate Executive Committee meetings to the Librarian's Report and a summary report included in the agenda for the Senate meeting immediately following the SEC meeting.
- l. review and revise as appropriate the apportionment of senators from the units according to the *Statutes* (see Article II, § 1, and Article IV, § 17).
- m. adjust term limits of committee members as necessary to ensure appropriate continuity and apportionment (see Article II, § 1, and Article IV, § 17).
- n. communicate to the faculty at-large reminders of Senate Agenda deadlines, Senate meetings, locations of minutes, and the Librarian's Report.
- o. Send regular updates on SEC meetings and Senate meetings to their academic units; and
- p. appoint a Senate parliamentarian.

**SECTION 6.** The duties of the PRESIDENT-ELECT shall be as follows:

- a. Serve on the Senate Executive Committee as an ex-officio officer. They can also serve as the representative to their college if elected by their college.
- b. preside over the Senate and the SEC in the absence of the president.
- c. attend meetings with the Senate President starting spring semester to learn the duties and responsibilities of the office.

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

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

- b. write and submit the SEC summary report for the next Senate meeting.
- c. write and submit the SEC minutes to the Librarian for the Librarian's report.

**SECTION 8.** 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 SEC at least five working days prior to the next scheduled SEC meeting. The Librarian's report shall be included in the Senate agenda. Committees presenting reports as separate agenda items should post minutes on the Senate's website at least five working days prior to the Senate meeting for consideration by the Senate.
- b. serve as a faculty representative on the advisory council to the Provost and Executive Vice President for Academic Affairs and shall prepare and distribute to the SEC and Senate a summary of the issues addressed at those meetings.
- c. serve as chair of the Senate Elections Committee. As chair, the Senate Librarian calculates the number of senators representing each unit based on the criteria stated in the University Statutes, works with the election committee to verify eligibility of candidates prior to the elections, works with the election committee to conduct elections at the unit level, and certifies the election of Senate officers.

**SECTION 9.** Senate Parliamentarian

The Senate Parliamentarian shall be appointed by the SEC. This individual does not need to be an elected senator. Their duties are:

- a. attend all senate meetings.
- b. resolve questions regarding Robert's Rules of Order.

This individual is not required to be a senator or a member of the faculty. Parliamentarians do not have a voice or vote unless they are a senator. It is encouraged that they have previous senate experience.

**SECTION 10.** The Senate secretary, the Senate librarian, and the President-Elect shall be sitting senators or senators-elect elected by the Senate at its final meeting of the spring semester. The president-elect must have one remaining year in their term. These three Senate officers, in addition to the rising President, shall serve one-year terms beginning with the first day of the following academic year. The Senate secretary and Senate librarian 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 11.** Any action taken by the Senate Executive Committee may be overturned by a two-thirds vote of the Faculty Senate.

**SECTION 12.** Replacing a vacancy in the SEC.

- a. If the Senate President resigns, the President-Elect shall fill the remainder of that term, and continue as Senate President for their elected term. An election to fill the remainder of the President-Elect's term shall take place at the next regular Senate meeting.
- b. Should the Senate Librarian, Secretary and President-Elect resign during their terms, an election to fill the remainder the term shall take place during the next regular Senate meeting. The president-elect shall fill the librarian or secretary position until the election can be held.
- c. Should any of the SEC members resign, the SEC shall require the individual unit they represent to fill the open seat according to their individual unit policy.

## 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 of Georgia Southern University are eligible for membership on Senate committees. The Senate may seek students to serve on committees where needed or called for.

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

**SECTION 3.** Chairs of all standing committees will be elected at the final meeting of the committee in the spring semester. Chairs are not excluded from voting on committee motions and in the case of a tie vote, committee motions will not pass. The Chairs (or designated coordinators in the case of some committees) shall

- a. circulate the meeting minutes to the committee allowing the members 5 working days to approve those minutes.
- b. provide the Senate librarian with reports of each committee meeting within 10 working days of such meetings for inclusion in the Librarian's report.
- c. submit, within 10 working days, to the Senate Executive Committee a prioritized list of actionable items to be included as agenda items for consideration by the Senate. Actionable items are defined as those items which affect the academic policies of the University.

**SECTION 4.** The Senate Executive Committee shall appoint senators or senate alternates to committees based on units at the first SEC meeting of the year. These appointments are for a one-year term. These appointees can serve consecutive terms. Members unable to fulfill their duties must step down from standing committees. They will be replaced by the SEC, unless unit rules precede. A senator elected by a unit 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 unit. 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 libraries. Alternates for curriculum committees are elected through individual college elections and should act as a voting member of those committees only in the absence of the elected college representative.

**SECTION 6.** Elected 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 be elected to more than two consecutive terms on a standing committee. Members unable to fulfill their duties must step down from standing committees, while away, to ensure consistent representation of their college. Members will be replaced according to each unit's procedures.

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

**SECTION 8.** All committees are empowered and encouraged to invite for counsel and advice from other members



of the university community as appropriate.

## STANDING COMMITTEES

Preamble: Each standing committee will review best practices for equity, inclusivity, and representation within their charge.

### SECTION 9. UNDERGRADUATE COMMITTEE

- a. The responsibilities of the UNDERGRADUATE COMMITTEE shall be as follows:
  1. 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.
  2. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. Voting membership of the Undergraduate Committee shall be composed of senators or senate alternates representing each unit, one per unit, appointed by the Senate Executive Committee and one elected faculty member per unit representing each college and the libraries and two elected faculty alternates per unit. An alternate for a unit may substitute for the elected faculty member of that unit or the Senate Executive Committee appointee of that unit at meetings. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate, the Student Government Association President or Student Government Association Vice President of academic affairs, and a representative from the Office of Institutional Assessment and Accreditation.

### SECTION 10. THE GRADUATE COMMITTEE

- a. The responsibilities of the GRADUATE COMMITTEE shall be as follows:
  1. recommend policy and procedures concerning graduate programs and curricula and maintain continuous review of such programs; review and approve all changes to graduate courses, graduate programs, and degrees; review and approve policies for the appointment and retention of faculty members to the graduate faculty; and
  2. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. Voting membership of the Graduate Committee shall be composed of senators or senate alternates representing each unit, one per unit, appointed by the Senate Executive Committee and one elected faculty member per unit representing each college and the libraries and two elected faculty alternates per unit. An alternate for a unit may substitute for the elected faculty member of that unit or the Senate Executive Committee appointee of that unit at meetings. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate, the Dean of the Jack N. Averitt College of Graduate Studies, a representative from the Office of Institutional Assessment and Accreditation, and a graduate student elected by the Graduate Student Organization. Senate and faculty representatives must be members of the graduate faculty.

### SECTION 11. ACADEMIC STANDARDS COMMITTEE

- a. The responsibilities of the ACADEMIC STANDARDS COMMITTEE shall be as follows:
  1. review and recommend policy and procedures concerning academic standards as they affect the overall academic integrity of the University; recommend policy and procedures and act upon appeals concerning admissions, academic suspension and academic exclusion, special admission and readmission, and provisional and probationary procedures; and
  2. address other specific questions in this area that may be requested by the Senate Executive Committee.

- b. Voting membership of the Academic Standards Committee shall be composed of senators or alternates representing each unit, one per unit, appointed by the Senate Executive Committee and faculty members elected by and representing each college and the libraries, one per unit. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate, the Vice President for Student Affairs, or their delegate, and the Vice President for Enrollment Management, or their delegate.

#### **SECTION 12. GENERAL EDUCATION & CORE CURRICULUM COMMITTEE**

- a. The responsibilities of the GENERAL EDUCATION & CORE CURRICULUM COMMITTEE shall be as follows:
  - 1. recommend to the Faculty Senate policy and procedures concerning general education and core curriculum; propose, coordinate, and document the University's general education and core curriculum outcomes, i.e., those the faculty expect to be achieved by all of the University's undergraduate students, regardless of their degree program; coordinate with the Undergraduate Committee and staff agencies, as required, to identify the courses and other student experiences intended to achieve general education and core curriculum outcomes; plan, facilitate, and report the assessment of general education and core curriculum outcomes; recommend and monitor improvements, based on the results of general education and core curriculum assessment; and
  - 2. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. Voting membership of the General Education & Core Curriculum Committee shall be composed of senators or senate alternates representing each unit, one per unit, appointed by the Senate Executive Committee and faculty members elected by and representing each academic college and the libraries, one per unit, and two elected faculty alternates per unit. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate, the Associate Vice President for Institutional Assessment and Accreditation, or their delegate, the Vice President for Enrollment Management, or their delegate, an advisor or advising coordinator designated by the Provost's Office, and the Student Government Association president or Student Government Association Vice President of Academic Affairs.

#### **SECTION 13. ELECTIONS COMMITTEE**

- a. The responsibilities of the ELECTIONS COMMITTEE shall be as follows:
  - 1. coordinate the election of faculty to the Senate according to the procedures set forth by each academic unit; coordinate any other Senate elections as directed by the Senate Executive Committee; 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; conduct apportionment calculations annually in January using the full-time faculty count available from the provost. The committee will report their findings to the Senate Executive Committee, which will notify the election committees of the individual units regarding those findings and how many seats they have open for election; Supervise the completion of elections and report senate election results to the Senate Executive Committee by April 1 of each year; and
  - 2. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. The committee shall be chaired by the Senate Librarian. Voting membership of the Elections Committee shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each unit, one per unit. Non-voting membership shall be composed of the secretary of the Senate.

#### **SECTION 14. FACULTY DEVELOPMENT COMMITTEE**

- a. The responsibilities of the FACULTY DEVELOPMENT COMMITTEE shall be as follows:
  - 1. recommend policy and procedures covering all aspects of the University's support of faculty development; review and evaluate proposals for faculty development funding and allocate funds budgeted for that purpose; and review and evaluate nominations for awards and prizes in the area of faculty development.

- b. 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 unit, one per unit. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate.

#### **SECTION 15. FACULTY RESEARCH COMMITTEE**

- a. The responsibilities of the FACULTY RESEARCH COMMITTEE shall be as follows:
  - 1. recommend policy and procedures covering all aspects of the University's support of faculty research and creative projects; review and evaluate proposals for faculty research funding and allocate funds budgeted for that purpose; review and evaluate nominations for awards and prizes in the area of faculty research; and
  - 2. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. 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 unit, one per unit. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate.

#### **SECTION 16. FACULTY SERVICE COMMITTEE**

- a. The responsibilities of the FACULTY SERVICE COMMITTEE shall be as follows:
  - 1. recommend policy and procedures covering all aspects of the University's support of faculty service; review and evaluate proposals for faculty service funding and allocate funds budgeted for that purpose; and
  - 2. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. 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 unit, one per unit. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate.

#### **SECTION 17. FACULTY WELFARE COMMITTEE**

- a. The responsibilities of the FACULTY WELFARE COMMITTEE shall be as follows:
  - 1. conduct an on-going study of campus, University System of Georgia, state and national policies affecting faculty benefits and working conditions; solicit suggestions and concerns related to faculty welfare from individual faculty members and groups of faculty; monitor existing evaluation procedures, instruments, validity, collections and distribution of data; and
  - 2. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. Voting membership of the Faculty Welfare Committee shall be composed of senators or alternates representing each unit, appointed in light of apportionment by the Senate Executive Committee and faculty members representing each unit, one per unit. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate.

#### **SECTION 18. LIBRARIES COMMITTEE**

- a. The responsibilities of the LIBRARIES COMMITTEE shall be as follows:
  - 1. review and recommend policy for the libraries, including public services and the allocation of departmental funds; and
  - 2. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. Voting membership of the Libraries Committee shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each unit, one per unit. Non-voting membership shall be composed of the University Librarian, or their delegate, one undergraduate student and one graduate student, chosen in an appropriate manner by the Student Government Association and the Graduate Student Organization, respectively.

## **SECTION 19. STUDENT SUCCESS COMMITTEE**

- a. The responsibilities of the STUDENT SUCCESS COMMITTEE shall be as follows:
  1. evaluate recruitment, admission and retention goals; review current and proposed policies related to recruitment, admission, and retention; identify resource needs to increase and expand recruitment, admission, retention, and graduation.
- b. Voting membership shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each unit, one per unit. Non-voting membership shall be composed of the vice president for student affairs, or their delegate, the Vice President for Enrollment Management, or their delegate, and the Dean of Students, or their delegate.

## **SECTION 20. PLANNING, BUDGET, AND FACILITIES COMMITTEE**

- a. The responsibilities of the PLANNING, BUDGET, AND FACILITIES COMMITTEE shall be as follows:
  1. make recommendations concerning strategic planning, budgeting (including long-range planning and the annual budget prior to its submission to the Board of Regents);
  2. make recommendations on planning, development, and expansion of physical facilities when such endeavors affect the academic mission of the University; and
  3. gather and disseminate budget-related information as requested to enhance transparency
- b. Voting membership shall be composed of one senator appointed by the Senate Executive Committee and faculty members elected by and representing each unit, one per unit. Non-voting membership shall be composed of the Provost and Executive Vice President for Academic Affairs, or their delegate; the vice president for student affairs, or their delegate; the vice president for enrollment management, or their delegate, and the vice president for business and finance, or their delegate.

## **SECTION 21. INCLUSIVE EXCELLENCE COMMITTEE**

- a. The responsibilities of the Inclusive Excellence Committee shall be as follows:
  1. collaborate with other standing committees to develop, review and recommend changes to the IE Action Plan, as needed;
  2. seek input and coordinate the implementation of the IE Action Plan with other standing committees and IE college level committees across campus, as needed;
  3. review and recommend policy and procedures concerning Inclusive Excellence; and
  4. address other specific questions in this area that may be requested by the Senate Executive Committee.
- b. Voting membership of the Inclusive Excellence Committee shall be composed of senators or alternates representing each unit, one per unit, appointed by the Senate Executive Committee and faculty members elected by and representing each unit, one per unit. Non-voting membership shall be composed of the Associate Vice President, Inclusive Excellence and Chief Diversity Officer or their delegate.

## **AD HOC COMMITTEES**

**SECTION 22.** 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 23.** 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 24.** 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 25.** 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 26.** 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 *Bylaws* were approved by the Faculty Senate on March 23, 2022. Subsequent revision must be included as an agenda item and shall require a two-thirds vote of those present at a meeting of the Faculty Senate.

**SECTION 2.** The president shall call a meeting of the corps of instruction upon a petition of 10% of the members of the corps of instruction to consider proposed revisions approved by the Faculty Senate.

*Approved by Faculty Senate, March 23, 2022;  
President, July 11, 2022*

## 325 College Bylaws

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

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

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

administer along with the dean *bylaws* changes, and facilitate along with the dean the operation of standing committees of the college.

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

1. organization of the college
2. the unit within the University
3. committees
4. tenure and promotion
2. student organizations
6. ratification process and dates

*Bylaws* shall be in full force when approved by a two-thirds majority of faculty members present at a general faculty meeting.

7. amendments

Proposals to amend the *bylaws* shall be submitted to the college faculty not later than 10 days prior to any regularly scheduled faculty meeting or any special meeting called for the purpose of amending. Proposed amendments must be adopted by a two-thirds majority of faculty members present, provided the required quorum is present at the time of voting. *Bylaws* changes will be made in concert with the dean and with two-thirds of eligible faculty approval.

8. definitions and classifications
9. policy and procedures changes

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

*Approved by Consolidation Implementation Committee, June 28, 2017*

## 326 Grievance Procedures

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

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

### 326.01 Alternative Dispute Resolution

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

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

disputing parties to resolve.

Mediation is appropriate in at least three circumstances: (1) two parties cannot work together because of a dispute; (2) work performance is negatively influenced by a dispute; and/or (3) one party complains about another party's action/decision. Mediation has the potential to increase or improve communication between parties; to assist parties in looking at issues and deciding whether either person may expect the other to resolve an issue; to clarify the issues or source of the conflict leading to the best way to approach a resolution; and to result in a mutually satisfying resolution that improves the work environment.

Faculty may elect to follow the formal Grievance Procedure.

### 326.02 Faculty Grievance Procedures

Should informal conciliation or mediation prove unfruitful or inappropriate, the University has established the Faculty Grievance Committee (*Statutes*, Article IV, § 3). Faculty are not defined as classified employees according to the Board of Regents *Human Resources Administrative Practice Manual: Classification, Compensation, and Payroll*. The committee's purpose is to conduct inquiries into faculty grievances and to make recommendations. It is not to create policy. These procedures shall be subject to and consistent with the *Faculty Handbook* and the *Statutes* of Georgia Southern University, unless superseded by the written *Bylaws* and policies of the Board of Regents of the University System of Georgia. The chair of the Faculty Grievance Committee will be notified within 15 days of receipt of said changes by the appropriate administrator of Georgia Southern University.

#### A. GRIEVANCE COMMITTEE PURPOSE AND JURISDICTION

1. There shall be a standing Faculty Grievance Committee to which all members of the faculty shall have access. The Faculty Grievance Committee shall have the authority to conduct inquiries into faculty grievances and to present to the responsible administrator its recommendations. The intent is to provide fair procedures to all parties to the grievance. All parties should enter the proceedings in good faith.
2. With the exception of the circumstances mentioned in items 3, 4, 5, and 6, a grievance may be filed for any reason.
3. Grievances against the president must be pursued at the Board of Regents level and not through the Faculty Grievance Committee. Matters resolved by the Board of Regents shall not be in the purview of the Faculty Grievance Committee. (§ 6.26, *Application for Discretionary Review, Board of Regents Policy Manual*)
4. Complaints alleging discrimination, harassment, or retaliation on the basis of sex, race, religion, national origin, disability, age, sexual orientation, veteran status, or other "protected class" basis cannot be pursued through the Faculty Grievance Committee, but must be pursued through the Office of Equal Opportunity & Title IX. If a satisfactory solution is not reached, the faculty member may pursue the action privately through other legal means.
5. Grievances involving nonrenewal of contracts or denial of tenure or promotion shall be appropriate for the consideration of the Grievance Committee only if the complaint alleges violations of published written procedures and/or criteria available to all faculty members, harassment (except as specified in item 4), retaliation (except as specified in item 4), or denial of academic freedom.
6. While salary issues may be collateral to many grievances, salary disputes based on disagreement over qualitative judgments are not in the purview of the Faculty Grievance Committee; such concerns may be pursued via the relevant department chair, dean, and the provost. Grievances directly involving salary are appropriate for consideration by the Faculty Grievance Committee only if the complaint alleges violations of established practices, procedures, and/or criteria.

#### B. COMPOSITION OF FACULTY GRIEVANCE COMMITTEE

1. Any non-temporary, full-time faculty member who will have completed a minimum of three years as a full-

time faculty member at Georgia Southern at the time of assuming membership on the committee is eligible for election.

2. The Faculty Grievance Committee shall consist of 45 members, with the colleges and the libraries represented in the following proportions:

Membership Apportionment	45	Campus		
		Statesboro	Armstrong	Liberty
Arts and Humanities	6	4	2	
Behavioral and Social Sciences	6	4	2	
Science and Mathematics	6	4	2	
Education	6	4	2	
Business	5	4	1	
Health Professions	5	3	2	
Engineering and Computing	4	3	1	
Public Health	3	2	1	
Libraries	3	2	1	
Liberty Representative	1			1

In addition, a single representative will be chosen from among those teaching on the Liberty campus.

3. The term of membership shall be two years. An individual may be re-elected to an unlimited number of successive terms. Terms of membership shall begin and terminate on August 1<sup>st</sup>.
4. At the end of each year of service, vacancies in the elected contingent from each college and the libraries shall be filled by electoral procedures as determined by the college or libraries.
5. If a grievance is unresolved on August 1<sup>st</sup> and continues into the next academic year, any committee member whose term should end on August 1<sup>st</sup> 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<sup>st</sup>, the elected members of the committee shall select a chair from among their membership. The committee chair votes only in the event of a tie.
7. The elected chair shall communicate to the provost and executive vice president for academic affairs the name of the chair following each annual election, and the provost and vice president shall send an announcement of the name of the chair to each member of the faculty of the University.

### C. CONFLICTS OF INTEREST

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

1. Conflicts of interest include, but are not limited to, the following:
  - a. A complainant or respondent is in a committee member's college.
  - b. Someone brings a grievance against a committee member's department chair, division director, or interim department chair.
  - c. A member of the family of a committee member brings a complaint or is named in a complaint.
  - d. There is another professional or personal reason that might impair or appear to impair a committee member's impartiality.
2. Any elected member of the grievance committee with a conflict of interest shall not serve on the committee for that grievance. The chair will contact elected committee members immediately to



determine whether they perceive a conflict in a particular case. The chair will determine the validity of conflicts.

3. If the grievance committee chair has a conflict of interest, with committee approval, they will appoint a replacement to serve as chair for that case only. This shall be done prior to the convening of the initial hearing.
4. If a grievance committee member is a complainant in, or a respondent to, a grievance, they shall resign from the committee for the remainder of their term.
5. Conflicts of interest may also arise for the administrator charged with receiving and acting upon Faculty Grievance Committee reports. If the highest-ranked named respondent is subordinate to the provost, the provost shall be the responsible administrator; if the provost is a named respondent, the president shall be the responsible administrator.
6. During a grievance procedure, all members of the Faculty Grievance Committee must avoid *ex parte* communication or other means of creation of conflicts of interest during contacts with any involved party and must not discuss the grievance with anyone except other members of the committee or the responsible administrator.

#### D. CONFIDENTIALITY AND OPEN RECORDS PROCEDURES

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

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

#### E. INITIATING FORMAL PROCEEDINGS

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

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

#### F. INITIAL HEARING

1. On receipt of the request for a hearing, the Faculty Grievance chair will convene a meeting of a minimum

of eight members to form a plenary session of the full committee. This meeting shall be scheduled in writing. This document shall state the date and time of the meeting and the nature of the grievance.

2. When the plenary committee meets, the aggrieved faculty member will appear in person to present the grievance. All members of the plenary committee (see *F1*) must attend this session (subject to substitutions for conflicts of interest noted above).
3. After presenting the grievance and answering such questions as the committee members think appropriate, the aggrieved faculty member will retire, and the plenary session shall discuss the matter and vote to determine whether the grievance is a matter appropriate to its further inquiry. A majority vote of the plenary session of the full committee is necessary for further inquiry into the grievance.
4. In those cases in which it appears essential to the questions at issue, the committee may make the acceptance of a case contingent upon permission from the aggrieved faculty member to allow access by the committee to the faculty member's personnel files and pertinent records. Such permission will be given in writing within five working days of receiving the letter notifying them that the committee has decided to investigate the complaint.
5. If the Faculty Grievance Committee determines that the matter is appropriate to its further inquiry, the committee, through the chair, shall inform the faculty member, the respondent(s), and the responsible administrator of this decision in writing. The letter to the aforementioned interested parties will include a listing and description of the complaint(s) being investigated, the redress sought by the complainant, and a statement of the reasons the complaint(s) is (are) appropriate for the committee to investigate.
6. If the Faculty Grievance Committee does not find the grievance to be appropriate for its further inquiry, then the committee, through the chair, shall inform the aggrieved faculty member and the responsible administrator of this decision in writing.

#### G. INVESTIGATION

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

#### H. FINAL REPORT

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

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

3. The plenary session shall prepare its recommendation for appropriate action in the case and the chair of the committee and the chair of the investigative panel shall communicate this recommendation orally and in writing to the responsible administrator.
4. The two chairs shall prepare for the aggrieved faculty member a letter indicating the committee's recommendation and the reasons for that recommendation. The letter will not include confidential information gathered during the investigation. The letter shall be given to the aggrieved faculty member in the presence of the members of the investigative panel and the chair of the Faculty Grievance Committee, unless the chair determines that there is a reason to involve the entire committee. The chair of the committee shall send a copy to the responsible administrator. Within 30 working days, the responsible administrator will provide to the aggrieved faculty member and the Faculty Grievance Committee a written report that details what action(s), if any, the University will take in response to the recommendations made and the reasons for the University's action(s) or inaction, including details of any claimed extenuating circumstances.
5. If dissatisfied with the subsequent action of the responsible administrator, the aggrieved faculty member may appeal that recommendation to the president in writing within 30 working days, and if resolution is not achieved, the decision can be appealed to the to the Board of Regents' Legal Affairs Office pursuant to *Section 6.26, Application for Discretionary Review, Board of Regents Policy Manual*.

*Approved by Faculty Senate, November 27, 2018; President, January 28, 2019; President's Cabinet, February 2019.*

## 327 Recruitment of Faculty

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

## 328 Travel Policy

### *Purpose*

The Georgia Statewide Travel Regulations apply to all institutions in the Board of Regents System and are issued by the State Accounting Office and the Office of Planning and Budget. The Statewide Travel Regulations are based on industry best practices and meet the requirements of an Internal Revenue Service accountable plan. Travel is defined as being away from the general or local area of the employee's home campus. Employee's home campus is

defined as the campus location where the majority of work time is spent. When determination of home campus is questionable the division's vice president will make the final determination.

Adherence to State Policy is required; this policy is provided as supplemental information to clarify areas of the State Policy that may be vague or unclear. Please also reference the Frequently Asked Questions for further clarification. When the University System of Georgia *Business Procedures Manual* (BPM) related to travel are more stringent than the State Travel Policy, the requirements of the University System of Georgia *BPM* must be met. This supplement provides any such differences.

Georgia Southern faculty, staff, and students traveling on institution business should be familiar with the Statewide Travel Policy located at: <http://sao.georgia.gov/state-travel-policy>.

(Note: The University System does not use TTE so readers can disregard all references to TTE.)

#### *Policy Statement*

##### Business Purpose of Trip (Reference—Statewide Travel Policy Section “General Provisions”)

Each traveler and approver is charged with the responsibility for determining the available resources and the justification for the need and the method of travel. The University reimburses travelers for reasonable and necessary expenses incurred in connection with approved travel on behalf of the state. A necessary expense is one for which there exists a clear business purpose and is within the travel expense policy limitations.

The specific business purpose of the trip should be clearly stated on the travel expense statement. The business purpose should include information such as:

- Persons involved
- Business topics covered
- Brief explanation of duties performed

Travel from an employee's home campus to various campus locations of Georgia Southern University to conduct university business is considered a valid business purpose for application of the State Travel Policy. (See definition of home campus in *Purpose* section of this policy.)

##### Travel Approval and Authorization (Reference—Statewide Travel Policy “Section 3: Lodging” and “Appendix A: International Travel”)

State travel regulations for domestic travel do not require a travel authorization unless traveler is lodging within 50 miles of the home institution.

International travel requires that the Request for Authority to Travel on Official University Business form be submitted and approved by the appropriate budget manager and provost or vice president in advance of the travel. This form must be submitted with the Travel Expense Statement, unless an advance or prepayment is requested, in which case the form should be attached to the advance or prepayment request before being submitted to Accounts Payable. International travel for faculty must be approved by the provost. International travel for non-faculty must be approved by the appropriate vice president.

##### Travel Advances (Reference—Statewide Travel Policy Section 6.3 “Travel Advances”)

University employees are expected to utilize personal funds for business travel and then submit a request for reimbursement. Travel advances will only be authorized in very limited circumstances, such as for unexpected business trips, or for consecutive business trips.

All travel advances must be approved by the traveler's supervisor, by the budget manager (if this is not also the supervisor), and the dean/director.

Because it is recognized that students often do not have credit cards for travel, the University will provide travel advances for Georgia Southern University students in the following circumstances:

- Georgia Southern students who are employed by the University and are traveling as part of their job duties.
- Georgia Southern students who are not employees but will incur travel expense while providing a service to the institution such as presenting research papers at or attending a professional conference as a representative of the institution.

In the case of employees traveling with teams/groups of students, the use of the university purchase card is encouraged to pay for the students' travel expenses, and the employees are expected to pay their own travel expenses and submit a request for reimbursement. In certain situations, in an effort to make traveling more efficient, travel advances will be authorized for employees traveling with teams/groups of students.

A traveler must reconcile outstanding advances before a new one will be issued, except when another trip begins within five working days of the previous trip.

Any unused portion of an advance must be returned to the Cashier's Office as soon as possible, but no later than 45 calendar days after the completion of the trip. A copy of the Cashier's Office receipt, deposit transmittal form, and back-up documentation must be submitted to Accounts Payable with the expense statement.

Travelers with outstanding advances on the 46<sup>th</sup> day after the trip's completion will be contacted via email by Accounts Payable. If the completed travel expense statement has not been received in Accounts Payable after five additional days, the traveler's budget manager will be contacted.

#### Submission of Travel Expense Statements (Reference—Statewide Travel Policy Section 7.2 "Expense Reimbursement Timing")

Employees should submit expense reports within 10 days of the completion of the trip, but no later than 45 calendar days following return. Travel expense statements submitted after 45 days require a documented reason for delay such as medical leave, consecutive business trips extending past 45 days, or other manager approved qualifying circumstance. Statements submitted after 45 days require the applicable vice president's approval. Reimbursement will not be made if submitted more than one year after completion date of travel.

#### Role of the Approver (Reference—Statewide Travel Policy Section "General Provisions")

Budget managers or alternates must be aware of the General Provisions section of the Statewide Travel Policy, particularly the part titled "Role of the Approver." Approvers in the submission process are held equally accountable for all expenditures, along with the traveler. Under no circumstances should an individual approve their own expense report. If the traveler and the budget manager is the same individual, then their immediate supervisor should approve the travel expense statement.

Upon granting approval of expense submissions, approvers are certifying:

- appropriateness of the travel purpose and expense;
- reasonableness of the travel amount;
- availability of funds;
- compliance with funding agency regulations and state reimbursement policies; and
- completeness of documentation and accuracy.

In addition, it is the responsibility of the traveler and the approver to determine the most cost-effective method of transportation. Among the factors to be considered should be length of travel time, employee's salary, cost of

operation of a vehicle, cost and availability of common carrier services, etc. It is the traveler's and the approver's responsibility to determine that the lowest logical airfare has been selected.

Use of Personal Vehicles for Travel (Reference—Statewide Travel Policy Section 2 “Ground Transportation and Car Rental”)

*Travel between various campus locations*

Employees traveling between their primary home campus location and another Georgia Southern University campus location are encouraged to travel in a university vehicle. However, if a university vehicle is not available or not an efficient use of university resources, the employee may be reimbursed at the tier 1 mileage reimbursement rate for use of their personal vehicle. Because round trip mileage between campus locations is not likely to exceed the 150-mile limit, employees are not required to provide cost comparison documentation.

Mileage traveled by university employees between their residence and primary campus location are considered commuting miles and are not eligible for reimbursement.

*Travel external to campus locations*

To determine the most cost-effective means of ground transportation, refer to the car rental cost calculator form on the Enterprise Car Rental link under Faculty and Staff Services on your My.GeorgiaSouthern page. Consideration of pick-up and drop-off times for rental vehicles should be used when completing the calculator form. This form is a tool for comparing costs and is not required to be submitted with the Travel Expense Statement.

The state of Georgia has a mandatory statewide contract with specified car rental vendors. The current in-state vendor is Enterprise; the airport vendor is Hertz. If it is determined that renting a car is the least expensive mode of transportation, use the Enterprise Car Rental link under Faculty and Staff Services on your My.GeorgiaSouthern page. The rental car may be scheduled using this link, and the University will be billed for the cost.

A university employee is only authorized to use their personally-owned vehicle, when it is the least expensive option and no university-owned vehicles are available, the employee is traveling within 150 miles roundtrip, OR the supervisor determines in writing that use of the least expensive option is clearly not efficient. Travelers should secure supervisory authorization for use of a personally owned vehicle in advance of such use. If requirements are met, Tier 1 mileage reimbursement is allowed.

If a university vehicle is available and its use is determined to be the most advantageous form of travel to the state, OR if it is determined that a rental vehicle is the recommended method of travel, but a personal motor vehicle is used, the employee will be reimbursed for business miles based on the Tier 2 mileage rate.

If more than one employee is attending a meeting, conference, etc., carpooling is encouraged.

Airfare (Reference—Georgia Statewide Travel Policy Section “General Provisions” and University System of Georgia *Business Procedure Manual* § 4.6)

Common carrier shall be used for out-of-state travel unless it is documented that utilization of another method of travel is more cost-effective or practical. This documentation must be included with the travel expense statement before reimbursement can be processed.

The University System of Georgia *Business Procedure Manual, Section 4.6*, prohibits first class travel unless the exceptions outlined in this section are met. Please note this restriction must be applied even though the State Travel Policy allows first class travel accommodations.

Travel plans should be made as far in advance as possible once travel dates have been confirmed. To obtain discounted rates, flights should be booked at least 14 days in advance. It is understood that the recommendation in the State Travel Policy to book travel plans 14 days in advance is not practical for travel related to bringing job interview candidates to campus. Business purpose of *job interview travel* is sufficient explanation in this situation.

#### *Procedures*

- All employees must use the Travel and Expense Module (under GeorgiaFIRST Self-Service in the My.GeorgiaSouthern portal) for reimbursement of allowable travel expenses.
- Students and non-employees will continue to use paper travel expense statements. The form should be completed, signed, approved, and emailed to [accountspayable@georgiasouthern.edu](mailto:accountspayable@georgiasouthern.edu).

*Approved as amended by President, February 26, 2018*

## 329 Student Travel Policy

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

- A student who is a Georgia Southern University employee may be reimbursed in situations where the student is an employee of the institution (including students with a graduate assistantship) and has incurred travel expenses associated with their job duties.
- Georgia Southern University students who are not employees but have incurred travel expenses while providing a service to the institution such as presenting research papers at or attending a professional conference as a representative of the institution.
- 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 Activity 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 the student in personal development and/or course related activities or degree requirements.

Travel approval and reimbursement procedures are consistent with the Georgia Statewide Travel Policy followed by all employees of the University.

#### Non-Employed Georgia Southern University Students

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

#### Student Travel Funded by Student Activity Funds

In situations where the University has the opportunity to involve students in off-campus experiences related to the mission of the University and 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 the Georgia Statewide Travel Regulations and reimbursement is requested by completion and submission of the Travel Expense Statement to the University's Accounts Payable Office.



## 400 | Policies—Operational

### 401 Academic Assessment Policy

#### I. Purpose

Academic assessment is a process designed to maximize student learning through faculty members identifying and responding to student weaknesses *without concern of consequences to themselves*. As such, it aligns program curriculum with teaching to foster and enhance student learning outcomes. Although outcomes, curriculum, and teaching strategies will vary from program to program, the process includes common components and is cyclic and ongoing.

#### II. Policy Statement

All major degree programs engage in the assessment process in an ongoing manner as stated in the *Board of Regents Policy Manual (Section 2.9, Institutional Effectiveness: Planning and Assessment)* and as consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Standard 8.2.a: Student Outcomes: Educational Programs. The process includes 1) identifying measurable student learning outcomes appropriate to the degree-level; 2) determining where in the curriculum the outcomes are (or should be) fostered; 3) using appropriate and effective tools to measure progress toward outcome achievement and the degree to which these outcomes are achieved; 4) collectively reviewing student learning data generated from measures to identify strengths and weaknesses; and 5) planning and implementing strategies for improving student learning. The success of this process is dependent upon the development and implementation of clear procedural guidelines, the uniform presentation of assessment documents, and fostering an environment that supports transparency and accuracy in reporting.

The University's assessment and reporting processes are independent of professional accreditation requirements and are undertaken regardless of whether external accrediting bodies exist. Whenever possible, assessment of learning undertaken for external accreditors and for the University should be complementary.

#### III. Exclusions

Embedded certificate programs and minor programs of study are excluded from the academic assessment policy.

#### IV. Procedures

1. Faculty members in each program will develop appropriate student learning outcomes, measure the degree to which these outcomes are achieved, collectively review data about student learning to identify strengths and weaknesses, and create and implement recommendations for improving student learning.
2. Faculty members in each program will be involved in developing an action plan to address weaknesses in the program identified during the assessment process. Action plans describe the steps that the faculty have decided to take to improve the program. Action plans reference the prior year's action plans to "close the loop" using assessment data to improve the program.
3. Each program is responsible for establishing procedures for collecting and storing assessment data. Data should be easily accessible by multiple individuals within the program.

#### V. Additional Procedures for Assessment Reports

1. When assessment reports are required for university assessment purposes, assessment reports are collected from:
  - A. major degree programs which include all majors granting undergraduate or graduate degrees, and

- B. stand-alone certificate programs.
- 2. To provide consistency across colleges and within the University, programs will report using a format developed by the Academic Assessment Steering Committee (comprised of multiple faculty members from each college).
- 3. Assessment reports will be submitted to the Office of Institutional Assessment and Accreditation. The Academic Assessment Steering Committee (AASC) will review the reports and provide feedback to programs. Programs are expected to respond to feedback from the AASC during the next cycle.

*Approved by President's Cabinet, June 4, 2020*

## 402 Academic Program Development and Approval Process

Georgia Southern University's academic program development and approval process is guided by best practice and by the University System of Georgia's requirements and those of the institution's regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### DISCUSSION STAGE

1. Each spring, using tools like the academic program forecast (and other analytics), the Deans' Council meets to decide which programs should be explored in the forthcoming year for potential development.
  - a. This process *assumes* that departmental discussions (with dean's input) regarding program feasibility have already occurred in developing the academic program forecast.
  - b. This process *assumes* that other analytics will be identified and added to this document. Such analytics will be useful in determining the following:
    - i. the program's alignment with the institution's mission and why the program is deemed a priority by the institution;
    - ii. justification of need (evidence):
      1. employment or industry need;
      2. alignment and support of program with University System of Georgia initiatives or regional needs that are not directly tied to employment;
      3. other specific institutional needs not directly linked to employment.
    - iii. demand for program (evidence):
      1. student demand;
      2. demand for services or intellectual property of the program;
      3. employer demand.
    - iv. non-duplication of similar programs at University System of Georgia institutions.
2. The provost and executive vice president for academic affairs shares the results of the Deans' Council discussion with President's Cabinet for further discussion and feedback.

### DEVELOPMENT STAGE

3. Programs deemed ready for development meet and work with the Provost's Office to ensure that they understand and navigate the process correctly.
  - a. Programs complete the first draft of the Academic Degree Program Application.
  - b. The Academic Degree Program Application is submitted to the Provost's Office for review and possible revisions before being vetted through the institution's curriculum process.
  - c. Following Provost's Office review, the Academic Degree Program Application is vetted for institutional approvals through the regular curriculum process, culminating with presidential approval. *Note: internal curriculum channels involve all departmental and college curriculum committees, either the Undergraduate or Graduate Committee, Faculty Senate, provost, and president.*
  - d. The Academic Degree Program Application is also shared with the vice president for business and finance, the vice president for enrollment management, the economic development officer, and the director of career services for signatory approval.

- e. After all institutional approvals have been secured, the Provost's Office submits the relevant documentation to the University System of Georgia for Board of Regents approval.

#### BOARD OF REGENTS APPROVAL STAGE

- a. The Provost's Office submits the Academic Degree Program Application to the University System of Georgia for Board of Regents approval and tracks the approval process

#### SACSCOC APPROVAL STAGE

6. If the new program represents a significant departure from the University's current curricular offerings, the program completes a SACSCOC Substantive Prospectus, working closely with the Provost's Office and Institutional Assessment and Accreditation.
7. The SACSCOC Substantive Prospectus is reviewed by the Provost's Office and Institutional Assessment and Accreditation for possible revisions.
8. When final, Institutional Assessment and Accreditation submits the SACSCOC Substantive Prospectus. SACSCOC deadlines for submission are as follows: January 1<sup>st</sup> for programs targeting a fall implementation date; July 1<sup>st</sup> for program targeting a spring implementation date.

#### U.S. DEPARTMENT OF EDUCATION APPROVAL STAGE

9. Following Board of Regents and SACSCOC approvals, The Office of Financial Aid will add new degree programs to our Program Participation Agreement (PPA). Non-degree programs (Certificates) require Department of Education (DOE) review. While multiple certificates can be submitted simultaneously, our application is locked once a submission is in process, and we cannot submit additional certificates until the DOE has reviewed that submission and made their determination.

*Amended for new BOR process July 2022*

## 403 Acceptable Use Policy

### I. Purpose

This policy establishes that Georgia Southern and its users have an obligation to abide by standards that support the appropriate and ethical use of university resources. The use of these resources is a privilege granted by Georgia Southern University to authorized users only. This policy defines acceptable technology and information use practices, promotes an understanding of responsible use of university information technology resources, seeks to protect the University's information technology resources, and preserves the relevant policies, regulations, and laws. The policy is not intended to be exhaustive, and Georgia Southern University reserves the right to limit, restrict, or extend privileges and access to its information technology resources.

This policy is administered and enforced by the chief information officer, or duly authorized designee.

### II. Policy Statement

Georgia Southern University provides access to technology resources for students, faculty, staff, and other users as authorized by the University. The technology resources of Georgia Southern University, including, but not limited to, facilities, hardware, software, networks, data, information, and user accounts, are the property of Georgia Southern and should not be used in a manner that violates university policies, state and federal laws, and all contractual and license agreements.

### III. Exclusions

There are no exclusions or exceptions to this policy.

### IV. Procedures

The following guidelines establish the obligation by which the institution and users must abide to promote ethical and appropriate use of campus resources.

- Use only those resources for which you have authorization.
- Use of any university information technology resource is restricted to those having proper authorization to use that resource. It is a violation of the law and university policy to assist in, encourage, or conceal from authorities any unauthorized use, or attempted unauthorized use, of any of the University's computers or network facilities.
- Passwords to any information technology resource shall only be issued to authorized users. Password recipients are responsible for the protection of their access credentials and shall not distribute them to other users.
- Protect the access and integrity of those resources.
- Users must take appropriate steps to secure protected, confidential, and sensitive information, including personal identifying information such as social security numbers and birth dates.
- Abide by all applicable local, state, and federal laws and university policy in respect to copyrights and intellectual property rights of others.
- Use of resources for their intended purpose.
- University information technology resources shall not be used for personal political gain or as a vehicle of election to a public office.
- Respect the privacy and personal rights of others.
- Do no harm.

Georgia Southern University will handle reports of misuse and abuse of information and information technology resources in accordance with existing policies and procedures issued by appropriate authorities. Depending on the individual and circumstances involved, this could include the offices of Human Resources, Provost, Dean of Students, Legal Affairs, and/or appropriate law enforcement agencies.

Failure to comply with Georgia Southern University information technology policies may result in sanctions relating to the individual's use of information technology resources (such as suspension or termination of access, or removal of online material); the individual's employment (up to and including immediate termination of employment in accordance with applicable university policy); the individual's studies within the University (such as student discipline in accordance with applicable university policy); civil or criminal liability; or any combination of these.

If the determination of relation to the mission or determination of incidental personal use is unclear, the chief information security officer will coordinate with campus administration and the unit involved to help determine whether the activity in question is an appropriate use of resources.

*Approved by President's Cabinet, May 18, 2020*

## 404 Equal Opportunity & Title IX Policies

### 404.01 Reaffirmation of the University's Affirmative Action and Equal Opportunity Policy

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

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

Responsibility for ensuring continued implementation of this policy has been assigned to the Office of Equal Opportunity & Title IX. Any questions regarding the University's policy of equal opportunity should be addressed to the director of Equal Opportunity & Title IX at (912) 478-5136 or TDD (912) 478-0273 or via email at [eeo-titleix@georgiasouthern.edu](mailto:eeo-titleix@georgiasouthern.edu).

In compliance with the regulations listed above, Georgia Southern does not discriminate against any employee, student, applicant for employment, or applicant for admission in regard to any position for which the individual is qualified.

Georgia Southern will provide reasonable accommodation to all employees, applicants for employment, students, and patrons who have physical or mental disabilities.

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

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

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

Additional information and updates are available on the [Office of Equal Opportunity & Title IX](https://president.georgiasouthern.edu/eeo-titleix/) webpage at <https://president.georgiasouthern.edu/eeo-titleix/>.

#### 404.02 Sexual Harassment Policy

Georgia Southern University adopts the University System of Georgia's Board of Regents policy on Sexual Harassment. See [Board of Regents Policy Manual, Section 8.2.18.5, Sexual Harassment](https://www.usg.edu/policymanual/section8/C224/#p8.2.18) (<https://www.usg.edu/policymanual/section8/C224/#p8.2.18> personnel conduct) and [6.7 Sexual Misconduct Policy](https://www.usg.edu/policymanual/section6/C2655) (<https://www.usg.edu/policymanual/section6/C2655>).

#### 404.03 Affirmative Action Program

An Affirmative Action Program is prepared annually in accordance with Georgia Southern University's obligations arising from Executive Order 11246, as amended, and its implementing regulations 41 C.F.R. Part 60-1 et seq. The

Affirmative Action Program also complies with the legal requirements of other federal and state civil rights laws and regulations as they pertain to affirmative action and equal employment opportunity to include: Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, and as amended by the Civil Rights Act of 1991; Title IX of the Education Amendments of 1972 of the Higher Education Act; Equal Pay Act of 1963, as amended; Title VII (§ 799A) and Title VIII (§ 845) of the Public Health Service Act, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; and the Age Discrimination Act of 1975, as amended in 1978. This program also includes the affirmative action policies and programs for disabled veterans and veterans of the Vietnam Era as set forth in the Vietnam Era Veterans' Readjustment Assistance Act of 1974, and individuals with disabilities under the Americans with Disabilities Act of 1990.

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

#### 404.04 Policy on Employment of Disabled Veterans and Veterans of the Vietnam Era

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

#### 404.05 Americans with Disabilities Act (ADA) Employment Policy

It is the policy and practice of Georgia Southern University to comply fully with the Americans with Disabilities Act and to ensure equal opportunity in employment for all qualified persons with disabilities. Georgia Southern is

committed to ensuring nondiscrimination in all terms, conditions, and privileges of employment. All employment practices and activities, whether provided or conducted by Georgia Southern or by another entity on behalf of Georgia Southern, are conducted on a nondiscriminatory basis.

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

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

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

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

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

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

#### 404.06 Americans with Disabilities Act (ADA) Public Accommodation Policy

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

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

Georgia Southern is committed to making reasonable modifications in its policies, practices, and procedures to afford equal opportunity to the goods, facilities, and services which it offers. Where it is reasonably achievable, architectural and communication barriers will be removed. New structures and alterations will comply fully with all accessibility requirements. Auxiliary aids and services, as appropriate to the individual and required by the ADA, will

be provided at no cost.

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

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

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

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

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

The employee will be required to self-identify themselves as having a disabling condition and must apply for reasonable accommodation at Human Resources and provide documentation of disability. Once the University receives a disability-related accommodation request or becomes aware that a qualified employee may need a disability-related accommodation, the University will, to meet its obligations under the ADA, engage in an interactive process with the employee to determine the appropriate course of action and to reach a decision on what, if any, reasonable accommodation(s) will be provided. The University is not required: to provide accommodation that will have the effect of eliminating any essential functions of the individual's job; to provide services that are personal in nature, such as a hearing aid or mobility aid; or to lower performance or conduct standards expected of all employees in similar positions.

##### Procedures

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

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



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

2. Upon receiving the completed Employee Reasonable Accommodation Request form, Human Resources will:
  - a) Review the essential functions of the job (or analyze the job and determine its purpose and essential functions if not already done);
  - b) Consult with the employee with a disability to determine their view regarding the precise job-related limitations imposed by the disability and how those limitations may be overcome with various reasonable accommodations;
  - c) Review the employee's suggestions for reasonable accommodation with the department head or responsible unit administrator; and
  - d) If there are several effective accommodations that would provide an equal employment opportunity, the University will consider the preference of the employee with a disability and select the reasonable accommodation that best serves the needs of the employee and the University.

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

3. If the administrator agrees with the employee's suggested accommodation, the accommodation is authorized, and the employee will be notified by Human Resources or by the administrator. Following the employment accommodation, the chief Human Resources officer, or designee, will periodically review the status of the accommodation made and the satisfaction level for both the employee and the University.

Note: Disability-related accommodations and/or commitments of university resources are not authorized until approved pursuant to the process outlined here and in the University's Reasonable Accommodation in Employment Policy (<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1000&context=humanres>).

4. If a reasonable accommodation is to be provided, the immediate supervisor will be responsible for implementing that accommodation. If the accommodation request is approved, the department will bear the initial responsibility for funding the accommodation. Requests for assistance with funding should be made to the appropriate vice president who must also approve the recommended accommodations and the funding source(s).
5. Employees who disagree with the accommodations or are dissatisfied with the interactive process can file a complaint with the Office of Equal Opportunity & Title IX.

For additional information, please see the Reasonable Accommodation in Employment Policy.

#### University Contacts Regarding Requests for Accommodation from Faculty

- Human Resources, Tel. (912) 478-6947, or via email at [hrrservice@georgiasouthern.edu](mailto:hrrservice@georgiasouthern.edu).
- Director, Office of Equal Opportunity & Title IX, Tel. (912) 478-5136, TDD: (912) 478-0273 or via email at [eeo-titleix@georgiasouthern.edu](mailto:eeo-titleix@georgiasouthern.edu).

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

### Statement of Commitment

As an equal opportunity institution, Georgia Southern University is committed to nondiscriminatory practices consistent with federal and state requirements and objectives. Georgia Southern University affirms its commitment to keeping its programs, activities, and workplace free of discrimination and harassment and maintaining an environment that recognizes the inherent worth and dignity of every person. University policy prohibits any employee, student, or patron from harassing, threatening or physically or verbally abusing another individual with the effect of unreasonably interfering with that person's work or academic performance or of creating an intimidating or hostile work or academic environment based on that person's membership in a protected group. Any member of the university community who feels they have experienced discrimination or harassment is encouraged, but not required, to clearly explain to the alleged offender that the behavior is objectionable and request that it cease.

The University will follow the Board of Regents Sexual Misconduct Policy, *Section 6.7*, found at <http://www.usg.edu/policymanual/section6/C2655> and Human Resources Manual Prohibit Discrimination and Harassment policy found at [https://www.usg.edu/hr/assets/hr/hrap\\_manual/HRAP\\_Prohibit\\_Discrimination\\_Harassment\\_Employee\\_Relations.pdf](https://www.usg.edu/hr/assets/hr/hrap_manual/HRAP_Prohibit_Discrimination_Harassment_Employee_Relations.pdf). All allegations of discrimination and/or harassment not covered by the Board of Regents Sexual Misconduct Policy that are based on the protected classes named in the Equal Opportunity and Affirmative Action Policy will be handled pursuant to these procedures outlined on the website of the [Office of Equal Opportunity & Title IX](https://president.georgiasouthern.edu/eo-titleix/equal-opportunity/complaints/) (<https://president.georgiasouthern.edu/eo-titleix/equal-opportunity/complaints/>).

Any employee, student, or patron who believes they have experienced or witnessed discriminatory, harassing, or threatening behavior should report the incident(s) promptly by notifying their supervisor, the Office of Equal Opportunity & Title IX, or any member of the University's administration, such as a vice president, dean, department chair, supervisor, or director. Students may also notify a faculty member. In the case of violence or the threat of violence, Public Safety (Statesboro: (912) 478.5234; Armstrong/Liberty: (912) 344.3333) or other appropriate local law enforcement agency should be notified immediately.

Complaints should be initiated within 180 calendar days of when the most recent alleged behavior/action occurred or when the complainant first obtained knowledge of the allegation.

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

The following is the contact information for the Office of Equal Opportunity & Title IX.

Director and Title IX Coordinator: Amber J. Culpepper, J.D., CAAP

Physical Address: Rosenwald Building, Room 1066

Mailing Address: P.O. Box 8035, Statesboro, GA 30460-8035

Telephone: (912) 478.5136 (Voice) / (912) 478.0273 (TDD)

Email: [eeo-titleix@georgiasouthern.edu](mailto:eeo-titleix@georgiasouthern.edu)

URL: <https://president.georgiasouthern.edu/eo-titleix/>

Online Reporting Form: Report an Incident

([https://cm.maxient.com/reportingform.php?GeorgiaSouthernUniv&layout\\_id=3](https://cm.maxient.com/reportingform.php?GeorgiaSouthernUniv&layout_id=3))

See the website of the [Office of Equal Opportunity & Title IX](https://president.georgiasouthern.edu/eoo-titleix/) for additional information and updates (<https://president.georgiasouthern.edu/eoo-titleix/>).

## 405 Policy on Events with Alcohol Service

The purpose of this policy is to manage and regulate the use of alcohol at events on campus and other areas controlled by the University.

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

### Exclusions

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

### Procedures

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

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

A. Event Security

Each event will be handled on a case-by-case basis to determine what level of security is needed, if any. The final determination rests with the appropriate vice president/designee. The vice president may make a determination that the event does not require security. If security is required, the number of officers needed to work the event will be determined by University Police. Staffing is based on several factors to include the type of event, location, times, number of attendees, age of attendees<sup>2</sup>, etc. Event sponsors will be responsible for all costs for security staffing and any other costs/fees as required.

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

Level 1

No security staffing needed.

Level 2

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

Level 3

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

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

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

## B. Prohibited Activities

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

## C. Event Guidelines

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

The Georgia Southern University Alcohol Service Permit application can be downloaded at:  
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1082&context=humanres>.

## 406 Centers and Institutes Policy

### I. Purpose

The purpose of the Centers and Institutes Policy is to formalize the University's processes for the establishment, substantive change, deactivation, and review of centers and institutes.

### II. Policy

#### *Research Centers*

A research "center" provides an organizational base for research in a given academic area or closely related areas. It often provides a vehicle for interdisciplinary research in a given area involving faculty and students from a variety of internal administrative structures. A center may be involved in offering continuing education activities related to its area(s) of interest. The center structure may facilitate efforts of the college or University to obtain extramural funding in specific areas. It serves as a formalized link between the academic community and the professional community in the area(s) of focus. A center, however, is not an autonomous structure within the internal statutory organization of a college or university. It is administratively most often an appendage of one of the traditional administrative structures, such as a department. A center is not involved in the independent offering of credit courses or degree programs. (*Academic and Student Affairs Handbook*, § 2.14, Research Centers and Institutes)

#### *Institutes*

An "institute" shares a center's focus on research, provision of opportunity for interdisciplinary activity, involvement in continuing education activities, value in facilitating efforts to obtain extramural funding, and service as a link between the academic and professional communities. An institute, however, is a far more formalized structure and may be equivalent to an autonomous unit within the internal structure of the college or university such as a department, division, school, or (university level) college. Unlike a center, an institute may offer credit courses and degree programs. (*Academic and Student Affairs Handbook*, § 2.14, Research Centers and Institutes)

#### *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 a final decision.

Requests to establish centers and institutes shall include a rationale that outlines the need for the establishment of the center or institute; the proposed center's or institute's mission and an explanation of how that mission supports and advances the University's mission and strategic plan; a statement of long-term goals and specific, measurable objectives of the center or institute; an outline of the proposed budget with short- and long-term revenue sources and projections; a statement of the relationship of the center or institute to existing faculty resources; a description of how the center or institute fits into the University's existing organizational structure along with a copy of the proposed organizational chart; and a description of the process by which the proposal for the center or 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 or institutes shall include a rationale for the deactivation of the unit; a detailed statement of the financial condition of the center or institute; a prospectus for fulfilling any contractual obligations of the center or institute; and a plan for phasing out the activities of the center or institute, including any recommendations for continuing activities of the deactivated center or institute through other organizational units of the University.

At the beginning of each fiscal year, the president shall submit to the Chancellor a list of all academic institutes and centers that are authorized to operate on each campus highlighting those which have been added or deleted since the prior year's submission. The addition or elimination of academic centers and institutes does not require the Chancellor's or Regents' approval. (*Board of Regents Policy Manual, § 2.7, Organization Structure and Changes*)

Furthermore, the applicable dean 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. The completed reviews shall be forwarded to the provost along with a recommendation to either "enhance," "maintain," "reorganize," "reduce," or "eliminate" the center or institute reviewed.

*Approved by President, July 15, 2019*

## 407 Contract Review

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

## 408 Policy on Distance Education

### I. Purpose

Georgia Southern University is committed to ensuring that the growing number of distance learning courses and programs it offers meets the same high level of quality and rigor as face-to-face classes and programs. This document establishes a comprehensive distance education policy, which addresses the development of new distance education programs and courses, the comparability of existing distance and face-to-face courses and programs, and the certification of faculty who teach online. This policy ensures consistency of courses and programs in content, rigor, and overall educational quality, regardless of delivery mode. It is intended to address both existing and future courses and programs to ensure continued comparability over time. The policy complies with the guidelines set forth from the University System of Georgia's Board of Regents and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

### II. Policy Statement

Distance education is defined by the University System of Georgia (*Board of Regents Policy Manual*) as "a formal educational process in which the majority of the instruction in a course occurs when the student and instructor are not in the same place and the instruction is delivered using technology. Instruction may be synchronous or asynchronous." This definition is based upon the SACSCOC Distance and Correspondence

Education Policy Statement which also states, “A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; or video cassettes, DVD’s, and CD-ROMs if used as part of the distance learning course or program.”

Georgia Southern University classifies distance education courses in the following manner for coding purposes in the student information system (Banner):

BANNER CATEGORY	DESCRIPTION
<b>ENTIRELY AT A DISTANCE</b>	A course that is delivered <b>100%</b> through distance education technology. No visits to campus and/or a designated site are required, and no room can be assigned in Banner.
<b>FULLY AT A DISTANCE</b>	<b>More than 95%</b> of class sessions are delivered via distance education technology. This course may require the students to travel to campus and/or a designated site to attend an orientation, take an exam, or participate in other on-site experiences, and no room can be assigned in Banner.
<b>PARTIALLY AT A DISTANCE</b>	<b>More than 50% and up to 95%</b> of class sessions are delivered via distance education technology, but some visits to a classroom and/or a designated instructional site are required. A room cannot be assigned in Banner.
<b>HYBRID DELIVERY</b>	<b>Up to 50%</b> of class sessions are delivered via distance education technology. Half of the class sessions meet in a classroom and/or a designated instructional site, and a room can be assigned in Banner.

Georgia Southern University recognizes that for distance education to be effective courses and programs cannot simply be moved from the face-to-face classroom into the distance education classroom. Rather, face-to-face instruction must be carefully and intentionally adapted to make the best use of resources, pedagogy, and technical support.

New distance education courses and programs are approved using the same curriculum process as face-to-face courses and programs. Existing courses or programs that wish to move to distance education must submit a course or program revision request through the same curriculum process.

Faculty must be certified by the University to teach distance education courses. Certification for delivering courses is granted after faculty complete training through the Faculty Center. This training prepares them to develop content and teach online, employing sound assessment and pedagogical practices, collaborative design, and appropriate technology using the university-mandated Learning Management System. Faculty have ongoing access to resources and professional development through the Faculty Center.



As part of the programmatic student learning outcomes assessment process, core courses and academic programs collect, analyze, and report data according to instructional modality. Attention is given to ensuring comparable student learning across all modes of instruction.

Students enrolled in distance education courses and/or programs must have the same level of access to library, learning resources, and student services as appropriate to the degree level as those students enrolled in face-to-face courses and/or programs. While the scope of these resources will be dictated by the specific program, it is incumbent upon faculty to document (as appropriate) that students have comparable access to these resources. For programs, this documentation is included in the academic program proposal and addresses resources such as: academic advising, counseling, disability services, diversity and inclusion centers, service learning centers, career services, complaint resolution processes, learning resource specialists (e.g., Academic Success Center), student life, technology support, testing centers, and tutoring. For courses, this documentation is included in the Curriculum Inventory Management (CIM) system under the course proposal form or revised course proposal form (as applicable).

Georgia Southern University ensures a student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using a secure login and pass code in the Learning Management System. Additionally, some courses and programs utilize proctored examinations.

Georgia Southern University protects the privacy of students enrolled in distance education courses and programs. The following privacy statement is published to every users' Folio home page: "Georgia Southern University asks that you respect the rights of faculty and other students as you participate in the education process, including your use of Folio. Accordingly, when accessing Folio course materials, please respect the privacy and personal information of faculty, staff, and other students in academic work such as class lists, discussion board postings, drafts of papers, and other work produced in the course."

Georgia Southern University notifies students who enroll in distance education courses and programs in writing at the time of registration of any projected additional fees associated with verification of student identity.

### III. Exclusions (if applicable)

Consortial agreements are governed by Georgia Southern's Procedures on Memorandum of Understanding and SACSCOC Policy on Agreements Involving Joint and Dual Awards. Online programs/courses that are taught by Georgia Southern faculty and are part of consortial agreements with other institutions must be taught within the framework of Georgia Southern's Distance Education Policy and procedures; however, classes and programs being offered to Georgia Southern students by other institutions may not comply with this policy. Aspects of this policy may be waived to accommodate the administration of emergency remote instruction due to a natural disaster or state of emergency.

*Approved by President's Cabinet, June 4, 2020*

## 409 Financial Exigency

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 unit or other unit of an institution, or in the University System of Georgia 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 University System of Georgia component at any level of its organization that has an annual budget for the operation of such component.

#### Definition of Financial Exigency

Financial exigency occurs when circumstances cause a shortfall in projected revenues for general operations as compared with projected expenditures over the same period, and such shortfall would have a material adverse effect on the operation of either an institution, an academic or other unit of an institution, or the University System of Georgia generally. In the event of reduced appropriations, declining enrollments, or other actions or events that compel a reduction in the University System of Georgia’s or an institution’s current operations budget, the Board of Regents may, in its exercise of fiscal responsibility, reduce the operation of, modify, or close one or more University System of Georgia institutions. 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 University System of Georgia mission to provide the best possible education for its students. The University System of Georgia shall make reasonable efforts to ensure that students affected will be allowed to complete their programs, within the limits of budgetary constraints, at the institution or by transfer to another University System of Georgia institution.

The determination of the existence and extent of a financial exigency affecting the University System of Georgia, any individual institution, or an academic unit of an institution shall be the sole responsibility of the Board of Regents. However, 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 that 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 or non-tenured faculty members, or other contracted employees, before the end of their contract term. Layoffs may lead to eventual termination.

Layoffs or terminations may occur within an academic or other units of an institution without a net loss of faculty members or other personnel at the institution; that is, layoffs or terminations in some academic or other units may occur with simultaneous authorization of new positions for different duties in academic or other units depending upon the needs of such units.

The president of each institution, after consultation with faculty and staff, shall determine whether layoffs or terminations are required and which employees will be affected. This determination shall be made in accordance with the procedures established by the Chancellor and will give primary consideration to the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the institution.

Faculty and other employees under contract who are laid off or terminated before the end of their contract terms for reasons of financial exigency shall, whenever possible, be notified at least 90 days in advance of the date of layoff or termination. The notice of layoff or termination shall be delivered personally or by certified mail, with return receipt requested.

This notice shall include, in writing, a statement of the conditions requiring layoff or termination, a general description of procedures followed in making the decision and a statement of the employee's right to respond, orally and in writing, to the appropriate official at the institution as to the reasons for the layoff or termination. The employee(s) shall also have the right, upon written request within 20 calendar days from the date of the final decision of the president or their designee, to apply to the Board's Office of Legal Affairs for a review of that decision, per *Policy 6.26, Application for Discretionary Review*.

#### Program Modification or Discontinuance in the Event of Financial Exigency

Anything in these policies to the contrary notwithstanding, if the Board of Regents finds that a condition of financial exigency exists at an institution, either within an academic or other unit of an institution, or in the University System of Georgia as provided in the *Board of Regents Policy Manual*, then program modifications or discontinuances recommended by the Chancellor and approved by the Board may be made at any such institution, within an academic or other unit of any such institution, or the University System of Georgia generally. If any such program modifications or discontinuances involve the layoff or termination of any tenured or non-tenured faculty, or other contract employees before the end of their contract term, the provisions of this policy as laid out under layoffs or terminations shall apply to any such layoffs or termination.

*Board of Regents Policy Manual, Section 8.5*

### 410 Fundraising

Through major gift prospect identification, cultivation, and stewardship, faculty and staff are encouraged to be involved in the efforts to increase the financial resources of the University. To allow fundraising programs to grow with a sense of balance and priority, the following policy has been established.

As a project is conceived and considered for any philanthropic fundraising initiative, faculty or staff should first discuss the proposal with the unit head and dean or director. Only after this review, and with university administrative concurrence, should the project be presented in writing to the respective unit's director of development. The director of development will present the project to the Office of the Vice President for University Advancement through the executive director of development for university advancement. If no such director serves that unit, written approval should be sought directly from the Office of the Vice President for University Advancement through the executive director of development for university advancement.

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

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

All contracts and grant initiatives fall under the Office of Research Services and Sponsored Programs.

### 411 Policy and Procedures on Handling Complaints

#### Purpose

The Policy and Procedures on Handling Complaints codifies best practice in handling formal, written complaints received from students, faculty, staff, and others as well as ensures that the University maintains appropriate procedures and applies these procedures fairly and consistently. This policy complies with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Principles of Accreditation (Section 12, Number 4)*.

The Policy and Procedures on Handling Complaints is effective with the implementation of the new, consolidated University (fall 2018).

#### Policy

(Source: Southern Association of Colleges and Schools (SACSCOC) *Principles of Accreditation and Complaint Procedures against SACSCOC or Its Accredited Institutions Policy*)

“The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.”

#### Exclusions

None

#### Procedures

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

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

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

## 412 Institutional Effectiveness Policy

### I. Purpose

Institutional Effectiveness’ primary purpose is to ensure maximum effectiveness and continued improvement by engaging the entire institution in systematic and ongoing self-reflection. A policy for Institutional Effectiveness is intended to assure that Georgia Southern University’s planning and decision-making are grounded in the University’s mission, values, and strategic plan; are ongoing and comprehensive; and integrate research-based planning and evaluation processes.

### II. Policy Statement

Georgia Southern University uses a broad-based strategic planning and review process to ensure progress towards achieving institutional priorities and, ultimately, the institutional mission, values, and vision. The Strategic Plan is the culmination of a systematic and inclusive planning process that relates institutional priorities, targeted efforts, and budgetary allocations to the University’s mission. Administrative effectiveness and student learning outcome assessment; college, department, and unit reporting; comprehensive program

review; and professional accreditations combine to achieve the strategic planning goals and objectives as well as the institutional mission, values, and vision. Collectively, these processes ensure that Georgia Southern University uniformly applies research-based planning and evaluation processes to maintain direct alignment with institutional priorities and continually improves.

Georgia Southern University's institutional effectiveness efforts are congruent with the expectations stipulated by the University System of Georgia's *Board of Regents Policy Manual, Section 2.9* (Institutional Effectiveness: Planning and Assessment), and the Southern Association of Colleges and Schools Commission on Colleges' Core Requirement 7.1 (Institutional Planning and Effectiveness). As such, all academic programs, departments, colleges, administrative units, and centers will actively engage in a cyclical assessment process documenting meaningful use of assessment results to achieve improvement and contribute to the advancement of Georgia Southern University's mission, values, vision, and strategic plan. Specific processes and timelines to ensure adherence to this policy will be established by the Office of Institutional Assessment and Accreditation, in collaboration with the President's Cabinet, and made publicly available to the University via the Office of Institutional Assessment and Accreditation website.

*Approved by President's Cabinet, June 11, 2020*

### 413 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 their 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.

### 414 Strategic Planning Process

Strategic planning facilitates and coordinates the development of ideas and programs, provides a process for determining institutional priorities that are mission-driven, and focuses the energies and resources of the institution on the accomplishment of agreed upon goals. During fall 2018, a working committee comprised of 15 faculty, staff, and students was charged with developing a five-year plan, or road map, to guide the newly consolidated University. The plan was to include the new institutional mission, vision, and values statements along with goals, objectives, actions, and key performance indicators (KPIs). The process for the plan's development was to be participatory and transparent, resulting in a "living document" that would be modified annually. Throughout the academic year 2018-2019 the committee engaged over 1,200 constituents (faculty, staff, students, alumni, and community stakeholders) to inform the plan. With the arrival of a new President in April 2019, the plan was finalized and fully adopted on July 1, 2019, encompassing the next five years, through 2024. With the mantra of this being a "living document," annual assessment and environmental opportunities informed the USPC to update and extend the plan through 2026.

The plan is structured around five strategic pillars: student success; teaching and research; inclusive excellence; operational efficiency, effectiveness and sustainability; and community engagement. Like a well-constructed building, these pillars combine to support a larger structure. KPIs are linked to public "scorecards" at the presidential and vice-presidential levels which are measured quarterly with 90-day actions and assessment. All vice presidents, deans, department chairs, faculty members, and representatives of various offices convene to discuss

and develop objectives and action items that advance the University's vision, goals, and KPIs. Deans and department chairs share information from these discussions with faculty members, staff, and students. Administrators record this information in print and disseminate it broadly for review and comments. The president and the provost and executive vice president for academic affairs also meet monthly with the Senate Executive Committee to discuss issues. The provost reports on the content of these meetings to the full Faculty Senate with this report appearing in the minutes of the Faculty Senate. From these multiple and ongoing discussions, action steps emerge, and study teams are convened to move these action steps forward. Study teams consist of faculty, staff, and where appropriate, students. Members of all constituencies are welcome and encouraged to participate in the University's strategic planning process.

## 415 Procedures for Drafting and Vetting Memorandum of Understanding (MOU) for Joint Curricular Ventures with Regionally Accredited Institutions (Including Consortial or Franchise Degree Programs)

### I Purpose

These procedures are provided to assist Georgia Southern University in "ensuring the quality of courses, programs, or awards offered through relationships with other institutions" and to ensure compliance with the requirements of our regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). See SACSCOC Policy Statement "Agreements Involving Joint and Dual Academic Awards: Policy and Procedures" and SACSCOC Standard 10.9: *Cooperative Academic Arrangements*.

### II. Policy Statement

As a SACSCOC accredited institution, Georgia Southern University is responsible for ensuring the quality and integrity of all academic credit awarded, including credit awarded through joint curricular ventures, consortial arrangements, and franchise agreements. When adhering to the following procedures, memoranda of understanding (MOUs) documenting these agreements enable Georgia Southern University to exercise appropriate oversight of each agreement to ensure delivery of a high-quality academic experience supported by appropriate student services.

### III. Exclusions (if applicable)

MOUs including foreign entities are addressed in the related document: Procedures for Drafting and Vetting Memorandum of Understanding (MOU) for International Contractual Agreements.

### IV. Procedures (if applicable)

Process for vetting MOUs for joint curricular ventures:

- MOU is drafted by the parties involved in the agreement following the guidelines noted in this document beginning with the section on Structure and Governance.
- Draft MOUs are submitted to the applicable Provost's Office/Executive Vice President for Academic Affairs and SACSCOC liaison at each institution for review.
- Following any recommended revisions, MOUs are shared with the appropriate Legal Affairs Offices for review.
- All agreements must be signed by the president of the institution or their designee.
- The Office of Institutional Assessment and Accreditation sends a letter of notification prior to implementation to SACSCOC along with a signed copy of the agreement.

MOUs for joint curricular ventures include, *at a minimum*, the following information:

#### Structure and Governance

- Purpose of the agreement, parties involved, and responsibilities of each party.
- Timeframe of the agreement.
- Conditions under which renewal or renegotiation of the agreement would occur.
- Description of the principles guiding the joint curricular venture (e.g., SACSCOC—institutions operate under the Principle of Integrity).
- Identification and description of the academic leadership responsibilities for the joint curricular venture.
- Identification and description of the administrative leadership responsibilities for the joint curricular venture.
- Description of a teach-out agreement that protects enrolled students in the event that one or more parties leave the venture or the program is terminated or renegotiated.
- Detailed articulation of the following:
  - institution(s) awarding the credit;
  - specific courses, programs, and services covered by the MOU.
- Specification of any financial compensation for services provided by each contracting entity and the mechanism used to account for those services.

#### Student Protection (Support Services)

- Identification of the procedures for handling student grievances regarding any aspect of the course or program or for addressing perceived breaches of the MOU.
- Description of how student support services will be assured.
- Description of how access to learning support resources will be assured.
- Assurance that the MOU meets all requirements for federal and state student aid programs that might be used by students of the contracting entities.

#### Academic Oversight

- Description of how each participating institution will share the necessary assessment data with other participating institutions.
- Identification of institution or entity responsible for preparing the final assessment report. (*Note:* This report will be shared with all participating institutions.)
- Description of how the faculty of all involved parties will periodically review the courses and programs.

#### Faculty

- Description of how verification of faculty credentialing will occur.

Sample faculty credentialing language that might be included in each MOU:

*All parties to this contract agree to abide by SACSCOC Guidelines for Faculty Credentials. To comply with the SACSCOC Guidelines for Faculty Credentials, faculty teaching in the [identify program name] will be appointed at the other institutions participating in this program as adjunct (honorary, uncompensated) faculty carrying the same rank as the faculty member holds at their 'home' institution. Additionally, all parties to this contract agree to share with the other institutions 'true copies of the original' official documents, documenting the faculty member's academic degrees*

*(transcripts), external verification of foreign degrees (by a US Department of State recognized evaluating agency), and curriculum vitae.*

Please note that under the SACSCOC Agreements Involving Joint and Dual Academic Awards: Policies and Procedures, Responsibilities of SACSCOC Member Institutions are defined as follows: “Ensure Access to Partner Institutions’ Information: The member institution is responsible for ensuring that SACSCOC has timely access to the partner institutions’ materials, physical site(s), and personnel in conjunction with accreditation activities.”

*Any participating institution who chooses not to share faculty credential documentation with the other participating institutions must sign the following statement:*

*[Name of institution] attests that it follows the SACSCOC Guidelines for Faculty Credentials in credentialing all faculty and verifies that based on this process any faculty member assigned to teach in the [identify program name] is qualified to teach the assigned course(s).*

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*Printed Name of Signatory, Institution, Date*

## 416 Procedures for Drafting and Vetting Memorandum of Understanding (MOU) for International Contractual Agreements

### I. Purpose

These procedures are provided to assist Georgia Southern University in “ensuring the quality of courses, programs, or awards offered through relationships with other institutions” and to ensure compliance with the requirements of our regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). See SACSCOC Policy Statement “Agreements Involving Joint and Dual Academic Awards: Policy and Procedures” and SACSCOC Standard 10.9: *Cooperative Academic Arrangements*.

### II. Policy Statement

As a SACSCOC accredited institution, Georgia Southern University is responsible for ensuring the quality and integrity of all academic credit awarded, including credit awarded through joint curricular ventures, consortial arrangements, and franchise agreements. When adhering to the following procedures, memoranda of understanding (MOUs) documenting these agreements enable Georgia Southern University to exercise appropriate oversight of each agreement to ensure delivery of a high-quality academic experience supported by appropriate student services.

### III. Exclusions (if applicable)

MOUs involving other regionally accredited entities are addressed in the related document: Procedures for Drafting and Vetting Memorandum of Understanding (MOU) for Joint Curricular Ventures with Regionally Accredited Institutions (Including Consortial or Franchise Degree Programs).

### IV. Procedures (if applicable)

When selecting institutions for potential partnerships:

- The faculty or staff member who proposes the partnership first investigates the proposed partner institution for evidence of institutional quality, including sources such as:
  - institutional ranking in the home country,
  - evidence of accreditation, and/or
  - existing partnerships with other reputable institutions.



This information is included with the proposed MOU.

Process for vetting MOUs for joint curricular ventures:

- MOU is drafted by the parties involved in the agreement following the guidelines noted in this document beginning with the section on Structure and Governance.
- Draft MOUs are submitted to the applicable Provost's Office/Executive Vice President for Academic Affairs and SACSCOC liaison at each institution for review.
- Following any recommended revisions, MOUs are shared with the appropriate Legal Affairs Offices for review.
- All agreements must be signed by the president of the institution or their designee.
- The Office of Institutional Assessment and Accreditation sends a letter of notification prior to implementation to SACSCOC along with a signed copy of the agreement.

MOUs for international contractual ventures should clearly identify in the document title if the agreement is for study aboard or exchange and include, at a minimum, the following information:

#### Structure and Governance

- Purpose of the agreement, parties involved, and responsibilities of each party.
- Timeframe of the agreement, with provision for periodic review.
- Conditions of agreement (i.e., number of students and/or faculty, reserved places, applicable rules and regulations governing students, etc.).
- Conditions under which renewal or renegotiation of the agreement would occur.
- Identification of the procedures for addressing perceived breaches of the MOU.
- Description of the principles guiding the international contractual venture (e.g., University System of Georgia, Southern Association of Colleges and Schools Commission on Colleges, and the other institutions comparable bodies; and the role and purpose of each).
- Identification and description of the academic leadership responsibilities for the international contractual venture.
- Identification and description of the administrative leadership responsibilities for the international contractual venture.
- Explanation of arrangement for payment of tuition and fees.

#### Awarding Academic Credit

- A statement must be included indicating that the home institution evaluates the credit earned and transfers the credit to the home institution on a case-by-case basis following all applicable home institution policies on the transfer of credit.
- A statement must be included indicating that all parties to the venture agree to share relevant course syllabi to determine transfer equivalencies.
- A statement must be included that indicates participation in the exchange carries no expectation of subsequent transfer to regular degree program of host institution.

#### Student Protection (Support Services)

- Description of how student support services will be assured.
- Identification of the procedures for handling student grievances regarding any aspect of the course or program.

- Explanation of health care and accommodation requirements.
- Statement of disciplinary procedures.

## Faculty

- A statement must be included indicating that all parties to the venture agree to follow SACSCOC Faculty Credential Guidelines:
- Faculty teaching undergraduate courses will have the equivalent of a U.S. master's degree or doctorate degree in the teaching discipline or master's degree with concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching graduate courses will hold a doctorate/terminal degree in the teaching discipline or a related discipline.
- For agreements including exchange of faculty, the credentialing language below must be included as well.

Sample faculty credentialing language to be included in each MOU that includes exchange of faculty: *All parties to this contract agree to abide by SACSCOC Faculty Credentials Guidelines. To comply with the SACSCOC Faculty Credentials Guidelines, faculty teaching in the [identify program name] will be appointed at the other institutions participating in this program as adjunct (honorary, uncompensated) faculty carrying the same rank as the faculty member holds at their 'home' institution. Additionally, all parties to this contract agree to share with the other institutions 'true copies of the original' official documents, documenting the faculty member's academic degrees (transcripts), external verification of foreign degrees (by a US Department of Education recognized evaluating agency), and curriculum vitae.*

## Equal Opportunity Phrase

For example:

It is understood that Georgia Southern University and \_\_\_\_\_ subscribe to the principle of equal opportunity and do not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, sexual orientation, disability, or status as a veteran. Both Georgia Southern University and \_\_\_\_\_ shall abide by these principles in the administration of this agreement and neither institution shall impose criteria for exchange of scholars or students, which would violate principles of non-discrimination.

## 417 Open Records Act

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

*Approved by Consolidation Implementation Committee, July 12, 2017*

## 418 Religious Holidays

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside in their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who

choose to observe these holidays are not seriously disadvantaged. It is the responsibility of students who wish to be absent to make arrangements in advance with their instructors.

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

*Approved by Faculty Senate, July 13, 1993*

## 419 Substantive Change Policy

### I. Purpose

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

### II. Policy Statement

*Substantive Change for SACSCOC Accredited Institutions, Policy Statement:* [SubstantiveChange.pdf \(sacscoc.org\)](#)

Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. The types of substantive change and the procedures for addressing them appropriately may be found in the Commission's Policy on Substantive Change. Substantive changes most likely to impact Georgia Southern campuses and units include the following.

- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- Closing a program, off-campus site, branch campus, or institution.
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution.

Prospectuses for new programs of study must include a Faculty Roster (see Faculty Roster Instructions), presenting the qualifications of each faculty member in the program to teach the courses they are assigned.

It is expected that the president, or their designated representative, will notify the Commission president of substantive changes. Every institution has an accreditation liaison whose charge is to ensure compliance with accreditation requirements. The accreditation liaison should take the time to become familiar with the Commissions' policies and procedures, ensure that substantive changes are recognized and reported in a timely fashion, and consult with the institution's Commission on College staff member about any questions.

Certain types of substantive changes, such as adding branch campuses, level changes, mergers/consolidations, and changes in governance require a visit by a substantive change committee to determine continued compliance with the *Principles of Accreditation: Foundations for Quality Enhancement*. When a committee visit has been authorized by the president of the Commission, the institution will be asked to provide documentation of the impact of the change on selected requirements in the *Principles of Accreditation*.

### University System of Georgia Policy

([Academic Programs](#) | [Academic Affairs - Approvals and Notifications](#) | [University System of Georgia \(usg.edu\)](#))

Substantive change and/or program modification requests may be made on two different levels: curricular change or significant alteration of mission and academic priorities.

#### *Curricular Change (Individual Program)*

Curricular changes involve the substantive redirection of an academic program which has been precipitated by national norms, disciplinary norms, accreditation requirements for continued good standing, and other factors attributable to strengthening degrees and majors. Such action requires Board approval and generally depicts how the program has been revised to ensure that students receive content instruction that is conducive to successful outcomes.

### III. Procedures

#### Curriculum Substantive Changes

The Provost's Office and the office of Institutional Assessment and Accreditation review agenda items submitted and approved at the Undergraduate Committee and Graduate Committee meetings. This review includes identifying any actions which require the institution to communicate to the University System Office and/or SACSCOC. Working with the applicable unit, the Provost's Office works with the office of Institutional Assessment and Accreditation to send communications forward on the appropriate University System of Georgia and SACSCOC forms, following institutional approval of the action in question.

#### Non-Curriculum Substantive Changes

For non-curriculum substantive changes, it is the responsibility of the institution's SACSCOC accreditation liaison to advise the Provost's Office of actions that need to be taken to remain in compliance with University System of Georgia and SACSCOC. Typically, substantive prospectuses are not submitted to SACSCOC until the institution receives University System of Georgia Board of Regents approval. Securing this approval can take several months. Moreover, most actions need to be submitted to SACSCOC at least 6 months in advance of the implementation date (see SACSCOC policy for specific timeframes). Given these timeframes, it is critical that units begin the process two or three years ahead of the actual implementation date.

## 500 | Policies—Research and Scholarship

### 501 Intellectual Property: Georgia Southern University

#### I. PURPOSE

Georgia Southern University (hereinafter referred to as the University) is dedicated to the synthesis between teaching, scholarship, and the production and dissemination of public knowledge. Inherent in this commitment is an encouragement to produce scholarship, creative works, and the development of new and useful materials, devices, processes, and other inventions, which may have potential for commercialization. Such activities contribute to growing the professional expertise of faculty and staff, enhancing the reputation of the University, fostering expanded educational opportunities, and promoting the general welfare of the public at large.

Scholarship, creative works, and inventions that have commercial potential may be protected under the laws of the United States and other countries that have established rights to Intellectual Property. The definition of Intellectual Property includes patents, copyrights, trade secrets, trademarks, plant variety protection, and other rights (defined in the full policy found at: <https://digitalcommons.georgiasouthern.edu/oraec/18/>). Intellectual Property is often created through the activities of the University's faculty and other employees who have been aided wholly or in part through the use of university facilities and/or equipment. It therefore becomes necessary to secure the protection of such Intellectual Property to encourage business and industry to commit their resources to expedite its development and distribution for the public good. The rights and privileges, as well as the incentives, of the authors, creators, or inventors must be preserved and protected so that the use of their creations and the creations of others at the University may be further encouraged.

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, 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 (<https://digitalcommons.georgiasouthern.edu/oraec/18/>).

This policy addresses both individual and university intellectual property rights and applies to all originators of intellectual property at the University, including but not limited to, faculty and staff. The policy also extends to persons receiving compensation or funding from the University, or funds administered by the University, and volunteers or other persons performing research on campus using university resources, such as visiting scholars. This policy does not apply to intellectual property that was created by University employees outside of their paid time within the employment period and without use of any university resources.

The University encourages, and in some instances requires, the publication of scholarly works as an integral part of teaching, research, and service. The "work-for-hire" doctrine of the Copyright Act provides that the University owns the copyrights of works produced by its employees within the scope of their employment. The University also recognizes, however, the importance of faculty retaining control over their scholarly works, their contractual relationships with academic publishers, and their need to evince progressive scholarship and disciplinary expertise in faculty promotion and tenure requirements. This policy attempts to provide guidelines and procedures for determining the rights and obligations of the University, originators, and project sponsors with respect to works created at the University.

The full Intellectual Property policy can be found here: (<https://digitalcommons.georgiasouthern.edu/oraec/18/>).

## 502 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 their 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 executive vice president for academic affairs (hereafter referred to as provost).

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 their sole discretion, form an Inquiry Committee, the membership of which shall be determined by the provost. The Inquiry Committee's membership will be at least two-thirds members from the corps of instruction at Georgia Southern University. The Inquiry Committee shall include one or more senior colleagues where specific technical expertise is required. The provost will take precautions against conflicts of interest. The provost may confer with appropriate legal advisor(s), as needed.

When an Inquiry is initiated, the provost shall notify the respondent in writing and advise the respondent of the inquiry. The provost, in consultation with appropriate (including legal) advisor(s), shall determine what additional notification is necessary, including if and when external funding agencies should be notified. Any such notification shall include a complete description of the evidence and shall be provided by the provost.

The provost or the Inquiry Committee, as determined by the provost, shall separately meet with the respondent and complainant and shall review all necessary and reasonable documentation to determine if an investigation should be recommended. Refusal on the part of the respondent to cooperate shall be grounds for recommendation of an investigation.

The inquiry shall be completed and a final written report of the findings shall be prepared within 30 working days of its initiation. The final report shall summarize the process followed and state the conclusion of the inquiry. If the inquiry cannot be completed within 30 working days, a report shall be made to the respondent and complainant citing progress to date, the reasons for the delay, and the estimated completion date.

If the inquiry does not produce substantial evidence of misconduct, the provost shall so inform the person who made the allegation, the respondent, 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 undertake an investigation as outlined herein within 30 calendar days. The complainant and the respondent shall be notified that an investigation will follow. The provost shall reach their 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 shall determine what such notification will include and to whom it will be directed.

#### *Investigation*

The purpose of the investigation is to determine whether misconduct has been committed. Upon determining that an investigation is warranted, the provost shall appoint an ad hoc Investigation Committee (herein the "Investigative Committee"). The Investigative Committee's membership will be composed of at least two-thirds members from the corps of instruction at Georgia Southern University. The Investigative Committee shall include one member who possesses specialized expertise in the same field as that of the respondent and may include one member from outside the University as deemed appropriate by the provost. Once formed, the Investigative Committee shall, in consultation with the provost, confirm the procedure to be followed in conducting the investigation. The complainant and respondent shall be fully informed of the procedure. In undertaking this investigation, the Investigative Committee shall act promptly, ensure fairness to all, secure the necessary and appropriate expertise to carry out a thorough and authoritative evaluation of the relevant evidence, and take precautions against conflicts of interest. The investigation may consist of a combination of activities including, but not limited to: (1) review of documents; (2) review of report from the inquiry; (3) interviews of parties and witnesses who may have been involved in or have knowledge about the case; and (4) review of any document or evidence provided or properly obtainable from the parties, witnesses, or other sources.

The Investigative Committee shall take no more than 120 working days to complete the investigation, prepare a report of its findings, including recommended action(s), and submit the report to the provost. (Note that the timeframe may be shorter if mandated by a sponsoring agency.) The Investigative Committee shall be responsible for examining all pertinent information, reviewing all records, and taking statements or testimony as necessary. The Investigative Committee shall provide the respondent an opportunity to comment on the allegations and shall include the respondent's comments in its report. The provost shall 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 will promptly provide 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 their right to appeal or contest the sanctions.

If an appeal is received by the president, the president will render an institutional decision on this matter after considering the report of the Investigative Committee, the recommendations of the provost, and any additional rebuttal by the respondent. The respondent and interested parties will be notified of the president's decision; said decision is subject to appeal to the Board of Regents' Legal Affairs Office under *Section 6.26* of the *Board of Regents Policy Manual*.

If termination is the recommended sanction, a tenured faculty member or non-tenured faculty member in the middle of the contract will be notified that they are 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' Legal Affairs Office under *Section 6.26* of the *Board of Regents Policy Manual*.

*Approved by Consolidation Implementation Committee, May 10, 2017.*

(The Scholarly Misconduct Policy for Federal Research Agencies is available at <http://ori.hhs.gov/assurance-program>.)

### 503 Policy on the Use of Copyrighted Works in Education and Research

The University System of Georgia is committed to respecting the rights of copyright holders and complying with copyright law and recognizes that the exclusive rights of copyright holders are balanced by limitations on those rights under federal copyright law. For the complete University System policy, please refer to <http://www.usg.edu/copyright/>. Additional guidelines for electronic reserves can be found at [http://www.usg.edu/copyright/additional\\_guidelines\\_for\\_electronic\\_reserves/](http://www.usg.edu/copyright/additional_guidelines_for_electronic_reserves/). Fair use exception information is provided at [http://www.usg.edu/copyright/the\\_fair\\_use\\_exception/](http://www.usg.edu/copyright/the_fair_use_exception/) along with a fair use checklist and an introduction to the fair use checklist.

*Approved by Consolidation Implementation Committee, May 10, 2017*

### 504 Financial Conflict of Interest

Georgia Southern University is dedicated to upholding the principles of free and unbiased inquiry, the transfer of ideas and technologies for the benefit of the public, and stewardship of the resources entrusted to it as an integral part of its institutional mission. The University recognizes that faculty and employees are increasingly engaged with private industry and are building complex relationships with private companies. It is essential that financial and other relationships with outside entities do not create situations that are, or appear to be, in conflict with the values of free and unbiased inquiry. The official university policy is located in Digital Commons at <https://digitalcommons.georgiasouthern.edu/oraec/1/>.

#### Research Requirements

Sponsored conflict of interest requirements are stringent. Federal regulations require researchers to disclose significant financial or business interests which, due to their relationship to research or other scholarly activities, could give rise to an actual or apparent conflict of interest. Accordingly, disclosures of financial or other conflicts of interest are to be made prior to the submission of a proposal for funding. Examples of a conflict of interest include:

- scientific collaborations between family members that result in financial benefit to one or both sides of the collaboration;
- ownership or significant financial interest in a private or public company that is a party to a sponsored project (significant financial interest is defined as any value of \$5,000 or more in payments for services,

equity interests and/or value of intellectual property rights including any equity interest in publicly and non-publicly traded entities interests held by significant family members (e.g., spouse, children, domestic partners) and/or 5% or greater ownership interest in any single entity);

- other past or present personal or business relationships that are, or are perceived to be, detrimental to scientific objectivity; or
- travel that is prepaid or reimbursed by any source other than a federal, state, or local government agency, institution of higher education, or academic teaching hospital, medical center, or research institute affiliated with an institution of higher education that is provided based upon the investigator's professional expertise or university association when the researcher is funded by a PHS (Public Health Service) source or another funder that relies on the PHS COI (conflict of interest) guidance.

A disclosure update is required through the Georgia Southern Financial Conflict of Interest portal annually and upon submission of a new external funding proposal or acceptance of award. Disclosure statements are confirmed by investigators at the time of proposal submission by completion of the proposal internal approval form, which is then submitted for routing through the investigator's academic units to the Office of Research and Sponsored Programs (ORSSP) grant coordinator. The portal may be re-entered at any time during the year in the event of a change in circumstances that alters the Financial Conflict of Interest disclosure statement. Investigators are responsible for notifying ORSSP through the Research Integrity Office and updating their disclosure within 30 days of acquiring or discovering a new potential financial conflict of interest or a previously disclosed conflict is terminated. ORSSP will work with the investigator to develop a management plan to reduce or eliminate the conflict. The complete Georgia Southern University financial conflict of interest policy, FCOI portal, and disclosure procedures can be found at <http://research.georgiasouthern.edu/researchintegrity/financial-conflict-of-interest/>.

#### Procurement/State Reporting Requirements

Each year, all public employees and officials are required to file a report disclosing any business transactions (e.g., contract with, sale to, purchase from, service for, or decision) entered into with the state of Georgia or any agency of the state of Georgia over the past calendar year. The report must be filed on an individual basis on or before January 31. The report should include all transactions entered into by the public employee on behalf of himself or herself OR on behalf of any entity in which the employee, employee's spouse, or employee's dependents hold a substantial interest. Transactions do not have to be reported if each individual transaction amounted to less than \$250 and the aggregate of all transactions over the past year amount to \$9,000 or less.

Reports should be filed online. Individuals who need to file a report should visit the following link for instructions on reporting: <http://ethics.ga.gov/state-business-transactions/>. Note that it is necessary to obtain a filer ID and password by email before you will be able to file. The following link provides detailed instructions for completing the report: <http://ethics.ga.gov/wp-content/uploads/2011/06/State-Business-Transaction-Disclosure-Report-instructions-final-6.7.11.pdf>.

*Approved by Consolidation Implementation Committee, May 10, 2017.*

## 505 Export Control

It is the policy of Georgia Southern University that, absent extraordinary circumstances, teaching, research, and service will be accomplished openly and without prohibitions or restrictions on the publication and dissemination of the results of academic and research activities.

Certain federal regulations, however, may require the University to obtain permission from the Department of State, the Department of Commerce, or the Office of Foreign Assets Control before allowing foreign nationals to participate in research involving specific technologies or before sharing research information with persons who are not citizens of the United States or permanent resident aliens. These export control regulations have the potential to limit the research opportunities of university researchers and their students, affect publication rights, and

prevent international collaboration in certain research areas. In addition, violations of these export control regulations can result in the loss of research contracts, monetary fines, or incarceration of individuals. The regulations do not apply, however, to information that is in the public domain or to information that is the result of fundamental research activities.

Therefore, it is the policy of Georgia Southern University to pursue its mission in teaching, research, and service in a manner that is consistent with the applicable export control regulations while making reasonable efforts to maximize the situations in which the University may claim the benefit of the public domain or fundamental research exemptions to the regulations.

It is each faculty member's responsibility to understand the export control requirements related to their work and to ensure that no exports are made contrary to U.S. export control regulations. These regulations have significant potential applications in travel; research; transfers of material, equipment or information; purchasing; surplus property; and contracting. The complete Georgia Southern University policy, procedure, and decision assistance can be found at <http://research.georgiasouthern.edu/researchintegrity/export-control/>.

*Approved by Consolidation Implementation Committee, May 10, 2017*

## 600 | General Information

### 601 Colleges and University Libraries

#### 601.01 Allen E. Paulson College of Engineering and Computing

The Allen E. Paulson College of Engineering and Computing commits to training tomorrow's innovators and entrepreneurs for high demand, high skilled careers in engineering, computer science, construction, and information technology. Named in honor of Allen E. Paulson, the founder of Gulfstream Aerospace, the college builds upon a rich history of educating students and conducting research. There are dynamic, state-of-the-art teaching and research facilities on both the Statesboro and Armstrong campuses. The college offers 11 bachelor's degree programs, including the online Bachelor of Information Technology (BIT) degree through eMajor, and six master's programs, the college also boasts more than 25 student organizations that participate in state, regional, and national competitions and conferences. The hall-marks of all programs are hands-on experiential learning and inclusion of best practices for student success. These are achieved through courses with extensive laboratory activities, co-op and internships, and industry sponsored undergraduate research. Funds are awarded to faculty and students in a competitive process each year for undergraduate research projects and faculty seed grants. Undergraduate and graduate researchers present their work to their peers, faculty, and industry professionals each fall at the Industry Expo and each spring at the Student Research Symposium. The college's Innovation Living-Learning Community provides an opportunity for freshmen to increase their academic performance and network while learning more about their engineering & computing majors and careers.

#### 601.02 College of Arts and Humanities

Faculty and students in the College of Arts and Humanities examine the fundamental questions of life and explore the human experience—past and present—across a broad range of subjects. Whether by studying the world's languages and cultures, exploring complex philosophical arguments, engaging in the experiences of others through various media, or opening their imagination through the creation of artifacts that offer different perspectives of human experience, students in the arts and humanities develop those skills that enable lives of purpose and meaningful contribution to self and society. Skills like (critical and creative thinking) and (written and oral communication) will propel individuals far beyond an entry-level position. Within the College of Arts and Humanities, students will gain a competitive edge and position themselves to succeed in any company or organization. Home to eight departments and numerous interdisciplinary centers and programs, the College of Arts and Humanities prepares students to achieve academic excellence, develop analytical skills, enhance their creativity, understand different points of view, and effectively communicate in all their endeavors.

#### 601.03 College of Behavioral and Social Sciences

The College of Behavioral and Social Sciences consists of an interdisciplinary community of teacher-scholars who utilize a variety of social and behavioral research methodologies to enhance societal well-being and the quality of life of individuals, families, and communities across diverse environments and contexts. The mission of the college is to prepare students to be productive citizens and contributing members of an ever-changing and complex society through the rigorous development of analytical skills, enhanced understanding of individual and collective behavior, culturally inclusive theory and professional work, and experiential learning that applies theory to policy and practice. To that end, faculty and students engage in cutting-edge research and creative scholarship to expand knowledge and understanding in the world. Additionally, through local, state, national, and international service and advocacy, college faculty, staff, and students work collaboratively to strengthen their communities. The College of Behavioral and Social Sciences provides transformative experiences that extend learning from the classroom to the laboratory, studio, and community. As a result, graduates develop skills in ethics, critical thinking, problem-solving, creativity, and communication that prepare them for rewarding careers, lifelong learning, and engaged global citizenship. The college prepares students in baccalaureate majors, master's programs, and a doctoral degree

offered through the following academic units: Criminal Justice and Criminology, Human Ecology, Political Science and International Studies, Psychology, Public and Non-Profit Studies, and Sociology and Anthropology.

#### 601.04 Parker College of Business

The Parker College of Business college has academic units in Accounting, Economics, Enterprise Systems and Analytics, Finance, Logistics and Supply Chain Management, Management, and Marketing, which together offer eight bachelor's degrees, three master's, and one doctorate. The Parker College of Business is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB), with additional and separate accreditation of its School of Accountancy. Its graduates are successfully employed in virtually every sector of the business community, across Georgia, throughout the United States, and in countries around the world.

#### 601.05 College of Education

The College of Education seeks to provide programs and courses of outstanding quality that prepare educators to teach, lead, counsel, and model lifelong learning and engage in scholarship that provides new pathways to meet the needs of a dynamic diverse society. The college offers undergraduate and graduate programs in a broad spectrum of majors to prepare students for professional careers in research and evaluation, curriculum studies, counseling, school psychology, higher education administration and student services, instructional technology, educational leadership, and teacher education (initial and advanced). Degrees include the Bachelor of Science in Education (BSEd), Master of Education (MEd), Master of Arts in Teaching (MAT), Education Specialist (EdS), and Doctor of Education (EdD). Undergraduate and graduate programs are approved by the Georgia Professional Standards Commission, and the College of Education is accredited by the National Council for Accreditation of Teacher Education.

At the center of the college's programs is a group of highly committed faculty who continually contribute to the renewal of their profession through thoughtful teaching and mentoring, shared research, and responsive service. They work closely with schools and other community agencies/organizations to improve the quality and context of learning for all students. The college's programs span a wide range of content areas with program formats that include face-to-face, hybrid, and fully online so that faculty may meet the unique needs of their students. The College of Education is home to the Center for STEM Education that provides outreach and professional development to regional teachers, school-aged students, and community members to promote learning in the STEM fields; and also home to the National Youth Advocacy and Resilience Research Center that is holistically concerned with fostering the intellectual, social, emotional, and physical well-being of youth and families within schools and communities in Georgia and across the nation.

#### 601.06 College of Science and Mathematics

The College of Science and Mathematics strives for excellence and innovation in undergraduate and graduate teaching, research, and service. With an emphasis on high-impact teaching strategies, faculty foster learning in the classroom and beyond by promoting student engagement and offering cutting-edge research opportunities to students. Degree programs prepare students for careers where they will apply scientific discoveries that inform public policy, education, health and wellness, the environment and sustainability, and economic development. By combining state-of-the-art research and teaching facilities with numerous regional, national, and global collaborations, the College of Science and Mathematics is a leader in producing graduates to meet tomorrow's challenges.

The college offers one associate degree, eight bachelor's degrees, five master's degrees, and one Ph. D degree through the following units: Biology; Biochemistry, Chemistry and Physics; Mathematical Sciences; and the School

for Earth, Environment and Sustainability. The Department of Military Science, housed in the college, administers the Army ROTC program which leads to commission as a second lieutenant at graduation. Additionally, the college promotes interdisciplinary research and outreach opportunities through the COSM Core Research Laboratory, Applied Coastal Research Laboratory, the Sustainable Aquaponics Research Center, the James H. Oliver, Jr. Institute for Coastal Plain Science, the Georgia Southern University Planetarium, and the Botanic Garden. The college is a leader in public impact research and contributes to each of the research impact areas of the university, with particular focus on the areas of Coastal Resilience and Sustainability and Advanced Materials and Manufacturing. Through its College and Pre-Professional advisors, and the Science and Mathematics Academic Resource and Tutoring Center (SMART Center, Armstrong campus) as well as many academic student organizations, community outreach events, and student success initiatives, the College of Science and Mathematics actively supports all students to achieve their educational goals.

### 601.07 Honors College

The Honors College is an inclusive community of scholars that fosters intellectual and professional development through undergraduate research and creative scholarship, experiential learning, global engagement, and personalized mentorship. The Honors College is open to students majoring in any discipline offered at the University and requires that honors students complete additional requirements in their curriculum, through experiential learning, and with advanced work at the upper division level.

During their four years at Georgia Southern, Honors College students enroll in honors sections of courses which are smaller and more dynamic than the typical class. These honors courses involve innovative approaches and pedagogies and give students a seminar-like experience. During the junior and senior years, students demonstrate their development as scholars through upper division pathways.

The Honors College expects students to be active outside their studies as well, and all Honors College students apply themselves in at least one experiential learning activity each year. These activities include volunteering with community organizations, participating in study abroad or alternative break trips, taking on leadership roles in campus organizations, or working on research teams or as teaching assistants in the classroom. The Honors College also creates professional development opportunities for its students and provides guidance for them as they prepare for their next steps after graduation.

What makes the Honors College experience unique (beyond the requirements listed above) is the sense of community. The college brings together students from all disciplines at the university and creates an environment for cross-disciplinary conversations and the start of a lifelong network of friends.

Admission to the Honors College is competitive. Students may apply to the program as incoming freshmen, incoming transfer students, and as current Georgia Southern students. Full details about the Honors College, its requirements, and the application process are found at the website: <https://honors.georgiasouthern.edu/>.

### 601.08 Jack N. Averitt College of Graduate Studies

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

### 601.09 Jiann-Ping Hsu College of Public Health

The mission of the Jiann-Ping Hsu College of Public Health is to improve health and eliminate health disparities and health inequities of rural communities and underserved populations globally through excellence in teaching, public health workforce development, research, scholarship, professional service, and community engagement. The college offers three degrees: a Bachelor of Science in Public Health (BSPH), a Master of Public Health (MPH), and a Doctor of Public Health (DrPH). The college also offers a fully online graduate certificate in public health. To help facilitate and guide the research and service, the college is supported by Biosafety Level 1, 2, and 3 Laboratories and three centers. The laboratory is a collaborative research and training facility for public health and applied environmental microbiology. The Karl E. Peace Center for Biostatistics and Survey Research functions as a technical operation support center to Georgia Southern University and the external community engaged in health-related research. The Center for Public Health Practice and Research serves as a focal point for the improvement of health status and quality of life of individuals in Georgia by creating successful partnerships with community health care providers, public health agencies, and other organizations. The Center for Addiction Recovery promotes the academic success of students in recovery and develops and evaluates approaches, policies, and interventions that support addiction recovery.

### 601.10 Waters College of Health Professions

The Waters College of Health Professions houses distinguished, nationally recognized and accredited undergraduate and graduate programs in the Department of Diagnostic and Therapeutic Sciences, Department of Health Sciences and Kinesiology, Department of Rehabilitation Sciences, and the School of Nursing. The college offers 10 bachelor's degree programs, eight master's degrees, two doctorate degrees, and several certificates and minors. Additionally, the college houses the RiteCare Center for Communication Disorders, Magnolia Coastlands Area Health Education Center (MCAHEC), Waters College of Health Professions Advisement Center, Biodynamics and Human Performance Center, Center for Rehabilitation and Independent Living, and Center for Nursing Scholarship and Research.

### 601.11 University Libraries

The University Libraries support Georgia Southern's academic programs and the scholarly needs of students, faculty, and staff by providing educational resources and quality research services. The University Libraries are a gateway to a world of information that includes electronic journals and databases, books, government documents, periodical articles, electronic books, audio-visual materials, and educational software. The University Libraries are also an ideal place for quiet study and group collaboration.

#### Henderson Library, Statesboro Campus

The Henderson Library opened in 1975 after outgrowing the Rosenwald building. A \$22.75 million expansion and renovation project began in summer 2004 and was completed in August 2008. This expansion added 101,000 square feet to the original building and included the first Automated Storage and Retrieval System in any library in the southeast. The total square footage of the building is 245,888, and the building includes 27 group study rooms, which can be reserved by students. Henderson Library houses over 400 Internet-accessible personal computers, both PCs and Macs.. Wi-Fi access is available throughout the building. Laptops, iPads, and electronic equipment are also for students to borrow

#### Lane Library and the Learning Commons, Armstrong Campus

Named for Mills B. Lane, a prominent Savannah-Atlanta banker, philanthropist, and an early patron of the University, Lane Library was built in 1966 and substantially enlarged in 1975. The building was completely renovated in 2005-2006. Lane Library measures 50,000 square feet and seats about 500. The space devoted to library services

grew by about 25% with the 2013 opening of the Learning Commons in an adjacent, renovated building. The Learning Commons is one of the most popular spots on the Armstrong campus. It seats about 250 and provides space and furniture for group learning activities. Both the Lane Library and the Learning Commons feature group study rooms, Macs, PCs, Chromebooks, tablets and laptops that students can borrow.

### Liberty Center

Georgia Southern University Libraries (GSL) has a cooperative agreement with Live Oak Public Libraries which allows students to use library resources through the Hinesville Public Library, located across from Georgia Southern's Liberty Center. Library staff are available to provide in-person assistance to Georgia Southern students and faculty, and to connect the Hinesville community to library resources. Liberty Center students may request print materials, multimedia, and other resources from the Armstrong and Statesboro campuses to pick up at the Liberty Center. Librarians are available to provide in person and virtual instruction to Liberty Center students.

### Collections

The University Libraries are a major academic resource for the three campuses, with their extensive collections of scholarly books and journals, government publications, special book and manuscript collections, AV materials, and links to networked information resources in various electronic formats. Currently, the University Libraries' collections contain over 947,213 volumes of printed books and bound periodicals, and 51,370 physical media items. In addition to the extensive physical collections, the University Libraries also provide access to a growing number of electronic resources which includes over 916,140 electronic books, 121,802 electronic journals and related resources, 178,586 digital media titles, and 315 databases that contain indexes, abstracts, full-text articles, and digital images. These electronic resources are easily accessible both on and off campus to current students, staff, and faculty 24/7.

Special Collections at Georgia Southern University Libraries has been established to collect, organize, describe, preserve, and make available materials of permanent institutional and historical value to the University and the local community. Collections span both the Armstrong and Statesboro campuses and include personal papers, organizational records, photographs, campus publications, ephemera, rare books, and digitally-born materials. Special Collections also presents exhibits and forums for lectures, presentations, and academic discussions. Users can explore our holdings from the [Special Collections Campus Collections](#) pages and our [digital collections available in Digital Commons](#). We are committed to teaching with and about primary sources and actively work with faculty to integrate Special Collections into undergraduate and graduate curricula.

### Services

Books and other materials held at Henderson Library in Statesboro and Lane Library at the Armstrong campus may be requested for delivery to patrons at the other campuses within one or two business days. In addition, books from other University System of Georgia libraries can be requested free-of-charge through the GIL (GALILEO Interconnected Libraries) Express service. Through the state-sponsored GALILEO (Georgia Library Learning Online) system and through locally selected resources, library users have online access to hundreds of databases, five million book titles, thousands of academic journals, and many forms of media. Most journal articles and books that are not otherwise available can be requested from other libraries in the United States and around the world via an interlibrary loan service.

A notable resource is Digital Commons@Georgia Southern, an open access digital collection whose purpose is to collect and disseminate the intellectual and creative output of the University's faculty, staff, and students. Contributions come from all over the University and include theses and dissertations, conference proceedings, research publications, brochures, newsletters, as well as non-print materials like photographs, video files, and sound recordings



The Library Liaison Program facilitates an active partnership between each academic department (or program) and Librarians who are knowledgeable about that department's library collection, curriculum, and research needs.

Liaison librarians:

- Provide research consultations for students, staff and faculty
- Conduct library instruction sessions
- Partner with faculty to integrate information literacy into the curriculum
- Create subject guides for disciplines, courses, topics, and events
- Collaborate with researchers on data management plans for grant proposals
- Develop collections to support the teaching, learning, and research needs of the students and faculty

Librarians also offer in-person and online workshops on data management, author rights, scholarly communications, and open educational resources.

The University Libraries offer extensive service hours during academic semesters, with some variation between facilities. The schedules vary for holidays and between terms. Off-campus library services are supported through the online services and by local libraries. Off-campus faculty and students have access to online library resources via the University Libraries' web page using their My.GeorgiaSouthern login credentials. Off-campus students may also request materials that are not available in full text online by using the University Libraries' online fulfillment service. The majority of the Libraries' collections are available online 24/7.

## 602 Centers and Institutes

The Consolidation Implementation Committee approved maintaining centers and institutes with their current configurations and missions, August 7, 2017.

Business Innovation Group  
Dr. Patrick Woock, Director  
City Center  
58 East Main Street, Suite D  
Statesboro, GA 30458  
(912) 478-0872  
[PWooock@georgiasouthern.edu](mailto:PWooock@georgiasouthern.edu)  
<http://cob.georgiasouthern.edu/big/>

Center for Business Analytics and Economic Research (CBAER)  
Mr. Ben McKay, Director  
City Center  
58 East Main Street, Suite D  
Statesboro, GA 30458  
(912) 478-0872  
[bpmckay@georgiasouthern.edu](mailto:bpmckay@georgiasouthern.edu)  
<https://parker.georgiasouthern.edu/big/big-programs/cbaer/>

Small Business Development Center  
Ms. Valerie McElveen, Area Director  
City Center  
58 East Main Street, Suite D  
Statesboro, GA 30458

(912) 478-7232  
statesboro@georgiasbdc.org  
<http://cob.georgiasouthern.edu/sbdc/>

Center for Addiction Recovery  
Mr. Bret Frazier, Interim Director  
Hendricks Hall, Room 2004 (Statesboro campus)  
Solms Hall, Room 109K (Armstrong campus)  
P.O. Box 8015  
Statesboro, GA 30460  
(912) 478-2288  
[cfar@georgiasouthern.edu](mailto:cfar@georgiasouthern.edu)  
<http://jphcoph.georgiasouthern.edu/addiction/>

Center for Africana Studies  
Dr. Maxine Bryant, Director  
Carroll Building  
P.O. Box 8049  
Statesboro, GA 30460  
(912) 478-5387  
[africana@georgiasouthern.edu](mailto:africana@georgiasouthern.edu)  
<http://cah.georgiasouthern.edu/africana/>

Center for Biodynamics and Human Performance  
Dr. Bryan Riemann, Director  
11935 Abercorn Street  
Savannah, GA 31419  
(912) 344-2934  
[briemann@georgiasouthern.edu](mailto:briemann@georgiasouthern.edu)  
<https://chp.georgiasouthern.edu/about/centers-and-outreach/biodynamics-and-human-performance-center>

Center for Irish Research and Teaching  
Dr. Howard Keeley, Director  
Interdisciplinary Academic Building, Room 2008  
P.O. Box 8142  
Statesboro, GA 30460  
(912) 478-2297  
<http://cah.georgiasouthern.edu/irish/>

Center for Public Health Practice and Research  
Mr. Charles Owens, Director  
Hendricks Hall, Room 2023  
P.O. Box 8015  
Statesboro, GA 30460  
(912) 478-2023  
[jphcoph@georgiasouthern.edu](mailto:jphcoph@georgiasouthern.edu)  
<https://jphcoph.georgiasouthern.edu/cphpr/>

Center for Rehabilitation and Independent Living

Keagan Kiely, Director  
912-478-0558  
[cril@georgiasouthern.edu](mailto:cril@georgiasouthern.edu)  
<https://chp.georgiasouthern.edu/cril/>

Center for Sales Excellence  
Mr. Travis Brickey & Dr. Linda Mullen, Directors  
P.O. Box 8154  
Statesboro, GA 30460  
(912) 478-5437 or (912) 478-0513  
[dbrickey@georgiasouthern.edu](mailto:dbrickey@georgiasouthern.edu)  
[lgmullen@georgiasouthern.edu](mailto:lgmullen@georgiasouthern.edu)  
<http://cob.georgiasouthern.edu/cse/>

Center for Social Gerontology  
Dr. Adrienne L. Cohen, Director  
1360 Southern Drive  
Carroll Building, Room 1019  
Statesboro, GA 30460  
(912) 478-5012  
[acohen@georgiasouthern.edu](mailto:acohen@georgiasouthern.edu)  
<http://cbss.georgiasouthern.edu/gerontology/>

Center for Teaching Excellence  
Mr. Michael McCurdy, Interim Director  
11935 Abercorn Street  
Savannah, GA 31419  
(912) 344-3607  
[cte@georgiasouthern.edu](mailto:cte@georgiasouthern.edu)  
<http://academics.georgiasouthern.edu/ct2/>

Center for Wildlife Education and The Lamar Q Ball, Jr. Raptor Center  
Mr. Steven M. Hein, Director  
P.O. Box 8058  
Statesboro, GA 30460  
(912) 478-0831  
[shein@georgiasouthern.edu](mailto:shein@georgiasouthern.edu)  
<https://academics.georgiasouthern.edu/wildlife/>

Child Development Center  
Ms. Marianne Nordahl, Director  
789 Forest Drive, Bldg. #219  
P.O. Box 8021  
Statesboro, GA 30460  
(912) 478-5537  
<http://cbss.georgiasouthern.edu/human-ecology/cdc/>

Coastal Georgia Center for Economic Education  
Dr. Jason Beck, Director

Hawes Hall, Room 208f  
11935 Abercorn Street  
Savannah, GA 31419  
(912) 344-2536  
[jbeck@georgiasouthern.edu](mailto:jbeck@georgiasouthern.edu)

FORAM Sustainable Aquaponics Research Center (SARC)  
Dr. Brent Feske, Director  
11935 Abercorn Street  
Savannah, GA 31419  
(912) 344-3210  
[aquaponics@georgiasouthern.edu](mailto:aquaponics@georgiasouthern.edu)  
<https://cosm.georgiasouthern.edu/sarc/>

The Center for STEM Education (i<sup>2</sup>STEM<sup>e</sup>)  
Contact: Dr. Kania Greer  
275 COE Drive, Room 3161  
P.O. Box 8013  
Statesboro, GA 30460  
(912) 478-2549  
[kagreer@georgiasouthern.edu](mailto:kagreer@georgiasouthern.edu)  
<http://coe.georgiasouthern.edu/stem/>

Institute for Water and Health  
Dr. Asli Aslan, Director  
P.O. Box 8015  
Statesboro, GA 30460  
[IWH@georgiasouthern.edu](mailto:IWH@georgiasouthern.edu)  
<https://research.georgiasouthern.edu/water-health/>

National Youth Advocacy and Resilience Research Center  
Dr. Juliann Sergi McBrayer and Dr. Chad Posick, Directors  
College of Education, Room 2122  
[jmcbayer@georgiasouthern.edu](mailto:jmcbayer@georgiasouthern.edu), [cposick@georgiasouthern.edu](mailto:cposick@georgiasouthern.edu)  
[nyarcc@georgiasouthern.edu](mailto:nyarcc@georgiasouthern.edu)

James H. Oliver, Jr., Institute for Coastal Plain Science  
Dr. Daniel F. Gleason, Director  
P.O. Box 8042  
Statesboro, GA 30460  
(912) 478-5564  
[icps@georgiasouthern.edu](mailto:icps@georgiasouthern.edu)  
<http://cosm.georgiasouthern.edu/icps/>

Karl E. Peace Center for Biostatistics and Survey Research  
Dr. Kelly Sullivan, Director  
Hendricks Hall, Room 1006  
P.O. Box 8015  
Statesboro, GA 30460

(912) 478-1011

[ksullivan@georgiasouthern.edu](mailto:ksullivan@georgiasouthern.edu)

<http://jphcoph.georgiasouthern.edu/centers/biostatistics-and-survey-research/>

Performing Arts Center

Mr. Brent Tharp, Interim Director

847 Plant Drive

Statesboro, GA 30460

(912) 478-7999

[pac@georgiasouthern.edu](mailto:pac@georgiasouthern.edu)

<http://academics.georgiasouthern.edu/pac/>

RiteCare Center for Communication Disorders

Ms. Tory Candeia, Clinic Coordinator

13040 Abercorn Street, Suite 25

Savannah, GA 31419

(912) 344-2735 or (912) 344-2969

[mclark@georgiasouthern.edu](mailto:mclark@georgiasouthern.edu)

<http://chp.georgiasouthern.edu/rehabilitation/centers-and-labs/ritecare-center-for-communication-disorders/>

Southern Center for Logistics and Intermodal Transportation

Dr. Scott Ellis, Director

P.O. Box 8036

Statesboro, GA 30460

(912) 478-3940

[sellis@georgiasouthern.edu](mailto:sellis@georgiasouthern.edu)

<https://parker.georgiasouthern.edu/sclit/>

Women's, Gender, and Sexuality Studies

Dr. Lisa Costello, Co-Director

Dr. Jane Rago, Co-Director

Carroll Building, Room 2288

P.O. Box 8049

Statesboro, GA 30460

(912) 478-7978

[lacostello@georgiasouthern.edu](mailto:lacostello@georgiasouthern.edu)

<http://cah.georgiasouthern.edu/wgender/>

Writing Center

Dr. Michael Pemberton, Director

Henderson Library, 2<sup>nd</sup> floor

Statesboro, GA 30460

(912) 478-1413

[michaelp@georgiasouthern.edu](mailto:michaelp@georgiasouthern.edu)

<http://cah.georgiasouthern.edu/writing-center/>

## 603 The Faculty Center

The Faculty Center embraces a broad mission for faculty support including teaching, research, scholarship, and leadership. In partnership with departments across campus, an extensive catalog of workshops, events, badges,

awards, and consultations are offered to support professional growth of Georgia Southern faculty. Consultations can address an individual course, a research group, or an entire department and cover all teaching modalities such as face-to-face, blended, and online classes. The Faculty Center fosters pedagogical excellence through the implementation of evidence-based research on effective learning and teaching methods, as well as updated technological resources for instruction design and assessment. Reflective and research-based instructional practices are promoted through support and promotion of the Scholarship of Teaching and Learning (SoTL), which includes Faculty Learning Communities, publication of the *International Journal for the Scholarship of Teaching and Learning* (ijSoTL), and hosting the annual SoTL Commons Conference. The Faculty Center's main role is the support of faculty and their support of students while advancing professional development and learning competence.

## 604 Resources for Instruction

- Awards for Excellence in Contributions to Instruction  
<https://academics.georgiasouthern.edu/cte/home/gs-faculty-dev-awards/>
- Awards for Excellence in Research/Creative Activity  
<http://research.georgiasouthern.edu/orssp/excellence-research/>
- Awards for Excellence in Service  
<https://academics.georgiasouthern.edu/faculty-resources/>
- Learning Technology Support  
<https://its.georgiasouthern.edu/lts/>
- Faculty Center  
<http://academics.georgiasouthern.edu/cte/>
- Georgia ONmyLINE  
<http://www.georgiaonmyline.org/>
- Governor's Teaching Fellows Program  
<http://ihe.uga.edu/programs/governors-teaching-fellows>
- Grants for Development of Instruction  
<https://academics.georgiasouthern.edu/cte/home/gs-faculty-dev-awards/>
- MERLOT II  
<http://www.merlot.org/Home.po>
- Regents' Teaching Excellence & Scholarship of Teaching and Learning Awards  
[http://www.usg.edu/faculty\\_affairs/awards](http://www.usg.edu/faculty_affairs/awards)
- Tuition Assistance Program  
[Tuition Assistance Program \(TAP\) | University System of Georgia \(usg.edu\)](https://www.usg.edu/tuition-assistance-program)

## 605 Division of Continuing and Professional Education

The Division of Continuing and Professional Education is committed to enhancing skills, elevating careers, and enriching lives. This is accomplished by providing the highest quality professional development and customized

training programs, conference planning services, and personal enrichment opportunities for individuals and organizations. The Division serves people of all ages, from youth to working adults to senior citizens. The Division also partners with a wide range of businesses, industries, and government agencies to promote economic development, ensure a highly skilled workforce, and support innovative and effective organizational leadership.

### 606 Office of Global Engagement

The Office of Global Engagement administers a variety of programs and services to enhance the global profile of Georgia Southern and provide access to global educational opportunities for students, staff, and faculty through virtual, domestic, and international programs. The office facilitates global outreach through strategic partnerships with a variety of higher education institutions abroad. The portfolio of current agreements provides outlets for student and faculty exchanges and collaborative project and research opportunities. Study abroad, study away, and exchange programs are offered in a variety of disciplines, and all majors are eligible to participate. Through its own partnerships and as a member of the International Student Exchange Program, a global consortium of universities, Georgia Southern participates in exchange programs all over the world. These programs allow students to pursue semester or year-long studies in English in their majors and foreign languages while experiencing the culture of the host country. Students may also participate in a variety of summer study abroad or study away programs customized by Georgia Southern faculty to reflect their interests and expertise, typically lasting 2-5 weeks. Summer programs also include a partnership with the University System of Georgia Goes Global to offer faculty-led study abroad experience for undergraduate students focusing on the core curriculum.

### 607 Information Technology Services

Information Technology Services (ITS) consists of the following:

- Information Security—provides direction for the University by establishing and enforcing the policies and procedures necessary to achieve a secure environment and maintain the confidentiality, availability and integrity of the university's electronic information while also reducing the risk of security incidents and data breaches;
- Executive Technology & Athletics Support – responsible for recommending, implementing, and maintain technology-based systems used by all executive offices, GS Athletics, University Advancement, GATA Productions as well as Marketing & Communications.
- Enterprise Infrastructure researches, designs, deploys, and maintains technology infrastructure services in support of the university's mission, leading to innovative, efficient, reliable, and secure information systems and solutions that promote student success and support prospective students, parents, alumni, community, faculty, and staff and is responsible for providing innovation and operational excellence of technical infrastructures and applications across a multi-campus enterprise. Our team of dedicated Developers focused on our Student Information System and resources focused on web development. In addition, the Learning Technology Support team is also a part of Enterprise Infrastructure as they provide learning and support to all instructional technologies. The LTS team is focused on identifying, delivering, and improving access to learning technologies that foster academic excellence, exceptional learning experiences and student success. Areas of service include telecommunications, computational research, life safety, network services, endpoint management, cloud services, developers, Learning Technology Support, and systems administration/data center management.
- IT Solutions Management – provides strategic direction to guide the University in its use of technology resources, define and improve business processes, gain capacity through automation, enforce the best technology practices, and improve the quality and speed of the services offered. Partners with divisional

directors and managers to create and maintain a holistic view that in turn leads to data driven decisions. Areas of service include the IT Business Analysts, Business Process Management, Enterprise Reporting, and the IT Project Management office.

- Support Automation—provides numerous technology services for the University. IT Support Automation’s main goal is to use automation where possible to provide a higher level of service for faculty, staff, and students. IT Support Automation achieves this by leveraging several efficiencies to streamline support-related workflows in field/desktop support, classroom AV solutions, device management, identity management, point of sale systems, and cloud application services.

ITS also coordinates technology support with the following:

- IT-University Advancement—provides consultation and support for University Advancement.

#### Technology Resources

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

#### Email and Office Productivity Technology

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

#### Learning Technology Support (LTS)

- LTS provides and supports learning technological resources for the University. LTS is focused on identifying, delivering, and improving access to learning technologies that foster academic excellence, exceptional learning experiences, and student success.

#### Instructional Technology

- Folio is the university-branded name for Georgia Southern’s suite of online course delivery capabilities (Brightspace by D2L, Zoom, Turnitin, Respondus). Folio can be used to provide online content augmenting traditional classroom instruction, create hybrid delivery courses, or deliver an entire degree program fully online. Folio supports the integration of publisher-provided content and works in conjunction with the University’s course registration system.



- Zoom is integrated with Desire2Learn and enables instructors to create an online classroom or meeting space with full audio/visual interactive features.
- Video streaming capabilities and services are available using MyMedia-YuJa.
- Google Applications are available to faculty, staff, and students, including personal web pages, blogs, document collaboration, video chat, and other tools in the Google suite. Google Apps are available via single sign-on at the <http://my.georgiasouthern.edu> web portal.

#### Computational Research

- Computational Research is a specialized area of IT Services to build and support a comprehensive program for research advancement at Georgia Southern University. That includes offering and supporting traditional high-performance computing (HPC) systems, as well as systems for high throughput and data-intensive computing. CR also helps researchers transition their analyses and models from the desktop to more capable and plentiful resources, providing the opportunity to explore their data and answer research questions at a scale typically not possible on desktops or departmental servers. Partnering with units like ICME as well as the NSF XSEDE program and vendors, it also offers training and learning opportunities around HPC tools and technologies.
- Offers custom software, GUI interface development, (big) data analytics, and scientific programming support. Courses in high-performance computing, training, and workshops in specific aspects of high-end computing are also available.

#### Classroom Technology

- Technology enhanced classrooms provide integrated multimedia technology such as projectors, document cameras, and specialized audiovisual equipment. There are various configurations of these classrooms ranging from traditional settings to highly collaborative designs that support “Flipped” classroom concepts.
- Lecture capture capabilities utilizing Zoom or My Media-YuJa are available in classrooms and on faculty computers. This technology allows faculty to record lectures, seminars, and tutoring sessions and make them available to students for playback via the web.
- Student response systems are available for real-time student feedback and response during lectures. iClicker is the university standard device. iClicker allows instructors to conduct classroom polls and questions that help measure comprehension, elicit perspectives on subjects, and facilitates faculty feedback to enhance instruction.
- Computer labs and print stations that are open to all students are located across campuses. Lab schedules vary from limited access to the library’s 24-hour access.
- Mobile print stations are available for students to print from any device in locations across campuses.
- Faculty and students have access to the University’s virtual lab environment which is branded as AVD which provides faculty and students the ability to access a virtual computer lab environment that closely mirrors our physical computer labs from any location with an internet connection. Requests to add software to the AVD environment can be made to IT Services; additional details can be found at <http://its.georgiasouthern.edu/virtuallab/>.

#### Telephone & Network Services

- Directory services are provided on the university web site. The online directory provides the most current listing of faculty and staff.
- Telephones are provided to every faculty member with each phone holding a unique 4-digit extension. For dialing on campus, dial the appropriate campus' steering digit + the 4- digit extension. For dialing off campus, dial 9 + xxx + xxxx. Campus steering digits: Statesboro—8, Armstrong—4, Liberty—7.
- Voicemail is included with telephone service. To access voicemail from any phone on- or off-campus, call x4637.
- Long distance is included with telephone service. International long distance is available to faculty upon approval of their department chair.
- Faxing is available via web faxing services accessible in the MyGeorgiaSouthern portal.
- Smart phones are available to faculty upon approval of the department chair, dean, and provost. ITS supports the “bring your own device” or BYOD concept and the integration of personal devices such as Androids and iPhones among other devices with Google Apps.
- Internet services available to faculty include a hard-wired internet network connection in each office. Additional connections can be requested. Wireless access is offered throughout most of the campuses, providing authenticated service to faculty, staff, and students and public service to university guests.

#### Technical Support Services

Information Technology Services coordinates technical support services for the entire multicampus University through technical support specialists assigned to colleges. ITS also provides general support for IT through the MyTech Support service desk, the library commons, and a full range of IT planning, consultation, and support services.

If a technical support specialist is unknown or unreachable, contact the MyTech Support to request technical help at (912) 478-2287, sending an email to [helpdesk@georgiasouthern.edu](mailto:helpdesk@georgiasouthern.edu) or submitting a ticket through your MyHelp portal.

MyTech Support	478-2287
The Tech Corner	478-7744
TechHub	478-2287

#### ITS Service Directors

Chief Information Security Officer	478-1592
Chief Technology Officer	478-5336
Director of Executive Technology & Athletics Support	478-0589
Director of Enterprise Systems & Computational Research	478-1553
Director of Telecom & Strategic Support	478-1262
Director of Life Safety & Construction Planning	478-8416
Director of Support Automation	478-5552
Director of Learning Technology Support	344-3181

## 608 Office of Institutional Assessment and Accreditation

The Office of Institutional Assessment and Accreditation (IAA) ensures the quality of the student experience through collaboration with faculty, staff, and administrators to continuously improve programs, resources, and services both in and outside the classroom. IAA serves the goals of the institution through ongoing tracking and reporting of university initiatives relevant to federal and state requirements and regional accreditation guidelines. The office provides support for the development and maintenance of meaningful assessment processes for academic courses, programs, departments, colleges, and administrative units, including best practice guidelines for assessment methods, data collection and analysis, and strategies for meeting desired targets and objectives. IAA addresses the unique assessment needs of courses, programs, departments, colleges, or units through individual and group consultations, professional development workshops, recommendations for technology implementation, and best practice reference materials.

## 609 Office of the Registrar

The Office of the Registrar operates according to our established Mission, Vision, and Values. These can be found by accessing the following [link](#).

## 610 Office of Research

The Office of Research provides support for faculty, staff, and students engaged in research, scholarship, economic development, and creative activities at Georgia Southern. The Vice Provost for Research and Scholarship supervises the operations of the office and reports directly to the Provost. The Office of Research engages in a variety of enterprises to fulfill its mission, including the following: training and development, institutional compliance and ensuring the ethical conduct of research, the acquisition and management of externally funded sponsored projects, support for faculty on fellowships and/or academic leave, directing internal grant programs, coordinating Undergraduate Research, and engaging with regional partners.

1. Research Integrity
  - a. Responsible Conduct of Research
  - b. Institutional Review Board
  - c. Research Involving Animals
  - d. Biohazard Safety
  - e. Financial Conflicts of Interest
2. Research Services
  - a. Sponsored Program proposal submissions
  - b. Project budget developments
  - c. Routing proposals for institutional approval and endorsements
  - d. Award negotiation and acceptance on behalf of the institution
  - e. Assistance in managing project budgets
  - f. Sub-award preparation and negotiation
  - g. Coordination of project closeout
3. General Services
  - a. Start-up Funding
  - b. interpretation of and guidance on sponsor policy and regulations
  - c. Research development
  - d. Coordination of Core Lab and University Research equipment and facilities

The Office of Research works closely with the Research Council, the Intellectual Property Committee, the Faculty Research Council, the Office of Legal Affairs, the University Libraries, Computational Research, and the Deans' Council to ensure the strategic direction of the University's research enterprise. The Office of Research maintains

physical offices on the Armstrong and Statesboro campuses.

### 611 Research and Service Foundation, Inc.

The Georgia Southern University Research and Service Foundation, Inc., is a nonprofit 501(c)(3) organization that supports and furthers the research, service, and educational missions of Georgia Southern University. The Foundation functions as a cooperative organization to the University and is subject to and complies with all policies of the Board of Regents of the University System of Georgia regarding cooperative organizations (*Board of Regents Policy Manual, § 11.5*). The Foundation secures gifts, contributions, grants, and contractual organizations from individuals, government agencies, public agencies, industrial organizations, financial organizations, and private organizations to support sponsored research, instruction, and service activities at Georgia Southern University.

Through memoranda of understanding with the University, the Foundation serves as the prime recipient of external funds and subcontracts the performance of sponsored research projects and service delivery programs to the various colleges and departments of the University, providing to the University the financial means needed to complete the research projects and operate various external educational service programs. With few exceptions, all grants and contracts are transmitted and accepted in the name of the Georgia Southern University Research and Service Foundation on behalf of Georgia Southern University. The Foundation also provides capital resources needed to purchase/lease research equipment, facilities, and real property that support the University's research components. The activities of the Foundation are conducted by its Board of Directors. Daily operations are managed by the Executive Director.

### 612 Student Accessibility Resource Center

The Student Accessibility Resource Center partners with students, faculty and staff to facilitate disability access essential to advancing an inclusive campus experience. Access and accommodations ensure equal opportunity for students with disabilities to participate in all of the programs, activities and services designed to transform our students into global citizens. Services are coordinated through the Student Accessibility Resource Center (SARC). Students meet with SARC staff (in-person, virtually or by phone) to discuss accommodation needs on campus. Students may submit documentation to support their accommodation requests. Every request is considered on a case-by-case basis and there are guidelines for documentation set by the University System of Georgia that SARC staff will use in our review. Upon successful completion of the eligibility process, students may request an accommodation letter be sent to their faculty outlining the approved accommodations that should be implemented. SARC staff email accommodation letters to faculty. If a faculty member believes that providing a particular accommodation might violate academic integrity or would constitute a fundamental alteration, they should contact the director of the SARC immediately. SARC is available as a resource to faculty who have accommodation questions. Staff are able to discuss concerns about accommodations and welcome the opportunity to consult with faculty members.

Please observe the following:

- a. No academic accommodations should be provided until a faculty member receives a valid accommodation letter for the current semester.
- b. Test proctoring services are provided for faculty who may not be able to implement testing accommodations on their own because of scheduling conflicts, facility availability, or a lack of accessible software or equipment.
- c. In certain cases, support may be sought for moving classes to more accessible floors or buildings.
- d. Accommodations cannot be denied without consulting with SARC staff.
- e. Please keep information about the student and accommodations confidential.

Additional information about the SARC is available on the SARC website:

<http://students.georgiasouthern.edu/sarc/>

## 613 University-Sponsored Faculty Grants

Faculty apply for university-sponsored grants through the Faculty Development, Research, and Service committees. Categories of funding include grants for the development of instruction, professional travel, summer instructional projects, research support, summer research stipends, and faculty service grants. Additional information and application forms are available from the following offices:

- |                                 |   |          |
|---------------------------------|---|----------|
| • Faculty Development Committee | Center for Teaching Excellence                                | 478-0049 |
| • Faculty Research Committee    | Office of Research  | 478-5465 |
| • Faculty Service Committee     | Office of the Provost and Vice President for Academic Affairs | 478-5258 |

## 614 University System of Georgia

The University System of Georgia is a part of the community in each of Georgia's 159 counties and provides services across the state. The University System is composed of 26 higher education institutions, including four research universities, four comprehensive universities, 10 state universities, and 10 state colleges. It also includes the Georgia Public Library System, which encompasses approximately 389 facilities with the 61 library systems throughout the state of Georgia. Additionally, the University System includes the Georgia Archives which identifies, collects, manages, preserves and provides access to records and information about Georgia.

### The Board of Regents

The Georgia Constitution grants the Board of Regents the exclusive right to govern, control, and manage the University System of Georgia and all of its institutions. Established in 1931, the Board exercises and fulfills its constitutional obligations, in part, by promulgating rules and policies for the governance of the University System and its constituent units. The governor appoints members of the Board to a seven-year term and regents may be reappointed to subsequent terms by a sitting governor. These positions are voluntary and without financial remuneration. Today the Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large and one from each of the state's 14 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees the public colleges and universities that comprise the University System of Georgia and has oversight of the Georgia Archives and the Georgia Public Library System.

### Institutional Mission

The mission of the University System of Georgia is achieved through the collective missions of the state's public colleges and universities. The role of public higher education in Georgia is to drive economic development and produce more educated individuals to contribute to the quality of life in the state. University System institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia's strong future in the knowledge-based and global economy. The individual mission and function of the institutions within the University System must be aligned with the overall University System mission to strategically meet the higher education needs of the state. To that end, the function and mission of each institution in the University System of Georgia is determined by the Board of Regents, and any change in institutional function and mission must be approved by the Board. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. the level at which the institution will operate;
2. the types of educational degree programs to be offered;
3. the cost of attending the institution (student tuition and fees);
4. the admissions selectivity of the institution and the extent to which the institution serves as a primary

5. point of access to higher education for underrepresented students in a geographical region of Georgia; and the extent to which the institution engages in teaching, research, and service.