

# FACULTY HANDBOOK

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The Faculty Handbook has been developed to assist faculty with those policies, procedures, processes, and practices used by the faculty at East Georgia State College (EGSC). The policies and procedures listed in the Handbook are but a few of the policies and procedures of EGSC.

All EGSC employees are referred to the president's webpage at [http://www.ega.edu/offices/presidents\\_office/policies\\_and\\_procedures\\_of\\_the\\_college](http://www.ega.edu/offices/presidents_office/policies_and_procedures_of_the_college) to access all policies and procedures of the College. At various points in this Handbook, the faculty member is supplied with links to the most complete and most up-to-date statement of the policy or procedure. In some cases a policy or procedure might be listed as under revision. In such cases the policy as outlined is in effect until the revised policy has been vetted and approved through the proper channels.

In addition, each faculty member should become familiar with some of the programs of Academic Affairs at East Georgia State College. Most of these programs can be located on the Academic webpage at [www.ega.edu/academics](http://www.ega.edu/academics).

## **ACADEMIC AFFAIRS ORGANIZATION AND FACULTY GOVERNANCE**

### **Academic Affairs Organizational Chart**

The East Georgia State College Organizational Chart, including a complete listing of administrative and staff positions, and the organizational structure of Academic Affairs is located on the [presidents' webpage in the Policies and Procedures page under Section 2: Institutional Organization and Governance](#).

### **Faculty Governance Structure: The Faculty Senate**

The East Georgia State College Faculty Senate functions in an advisory capacity directly to the president of the College, as the official representative of the Faculty in regard to all matters of import to the Faculty or any other matters which the president brings before it. A more complete descriptions functions and operational procedures of the Faculty Senate can be found on the [president's webpage in the Policies and Procedures page under Information about the College](#).

## **POLICIES, PROCEDURES, AND RESOURCES**

### **Examination Policies**

#### **Regents' Testing Exemption Program**

Students enrolled in undergraduate degree programs leading to the baccalaureate degree are required to satisfy the requirements of the Regents' Testing Program as outlined in [Section 2.8.1 of the Academic Affairs Handbook](#) of the University System of Georgia.

Students may exempt Regents' Testing Program by one of the following methods:

- Completion of English 1101 and Engl 1102 with a grade of "B" or higher in both classes.
- College Board Advanced Placement (AP) English Language and Composition exemption score: 3
- International Baccalaureate (IB) higher-level English exemption score: 4
- SAT II English Writing exemption score: 650
- SAT Reasoning Test, Writing Section exemption score: 560
- SAT Reasoning Test, Writing Section exemption score: 500 and who also have at least a 510 on the SAT Reasoning Test, Critical Reading Section

Students not satisfying one of the methods of exemption are referred to the Dean of the School of Humanities as outlined in the [East Georgia State College Catalog](#).

### **Research Papers and Final Examinations Retention**

Faculty should return written tests and reports to students for review within a reasonable time. They should keep final examinations and research papers on file for at least one year and should allow students to review their papers upon request. Copies of all final examinations must be filed with the school dean for five years.

### **Grading Policies**

Prior to midterm, all faculty members will record a preliminary student grade on the BANNER system class roll. Midterm deficiency reports are emailed to the student by the vice president for academic affairs.

The college follows the uniform grading pattern of the University System. ([See Catalog](#)). Plus and minus grades may not be placed on the permanent record and are not considered in the calculation of averages. Final course grades are to be recorded directly into the computer through BANNER.

Students who have dropped a course officially through the Registrar's Office may be given a (W). The withdrawal deadline for giving a (W) is normally the midpoint of the term. Students who drop courses after this date receive a (F). Only the vice president of academic affairs may grant exceptions to this policy. Students can request a medical, military, or hardship withdrawal after the official withdrawal date. A form is available to request the late withdrawal in which the student can attach documentation to support the request. A late withdrawal cannot be requested after the last day of class for the term. The vice president for academic affairs will approve a withdrawal after the completion of a withdrawal form and adequate justification and documentation for the requested withdrawal. The vice president for academic affairs determines the adequacy of the justification and documentation.

An I (incomplete) should be given only when a student has satisfactorily completed a significant portion of a course but for nonacademic reasons beyond his or her control was

unable to meet the full requirements of the course. An (I) must be removed by the end of the next term of enrollment. Without regard to enrollment, an (I) must be removed within one calendar year. An (I) that is not removed will become an (F).

To give an incomplete, faculty must complete the online “I” Grade Control Form which is electronically submitted to the Registrar’s Office. The information will provide a record of the specific understanding between the instructor and the student; it will also serve as the basis for assisting the student to remove the incomplete in the event of subsequent non-availability of the instructor. Once the student has fulfilled the requirements for removal of the incomplete, the instructor will need to complete a Grade Change Form and file it with the Registrar’s Office. Refer to [myEGSC](#) under “Online Forms” for forms.

On the final grade rolls, numerical grades as well as letter grades must be assigned for all Move on When Ready (MOWR) students.

### **Grade Book Retention**

Grade books, hard copy or electronic copy, are required to be kept by faculty as a part of the college’s records. At the end of the academic year or before terminating employment, all grade books must be turned over to the appropriate dean unless the faculty member is teaching the subsequent semester.

### **Grade Change Policy**

Faculty who need to make a change in a student’s grade must fill out an electronic Grade Change found on [myEGSC](#) under “Online Forms.” The instructor will need the student’s student-ID number, the name of the course, the term in which the course was taken, the previous grade, and the reason for the change.

### **Directed Study Policies**

Directed study is a formal agreement between an instructor and a student or students, with administrative approval, whereby a course listed in the *College Catalog* may be taken at a time and place other than indicated in the term class schedule. In extraordinary and justifiable circumstances, a student may request a course through directed study. Although neither the instructor nor the college is bound to accede to such a request, grounds for approval may include one or more of the following: (1) A course in a student’s program of study has not been offered such that a student would otherwise be unable to complete degree requirements in a reasonable amount of time; (2) a course is needed in the student’s last term of residency in order to graduate; or (3) a course, while required in a program of study, typically does not attract sufficient numbers of students to make.

Directed study is rarely offered, and the student is expected first to explore all options such as online courses offered by the College, courses offered at all of our instructional

sites, or transient study at another college or university. Directed study courses are not offered for convenience.

Course content will be the same as in a regularly held course, and academic quality will not be sacrificed in directed study courses. Students are expected to perform at equivalent levels to those in regular courses. If necessary, directed study courses will be modified to reflect the need for students to do a workload equivalent to students in a regularly scheduled course.

Application for directed study begins with the student's discussing the possibility with the academic advisor. Next, the advisor will confer with the instructor who is being asked to do the directed study. The decision, however, lies with the instructor in consultation with the respective dean. Final approval must be obtained from the vice president for academic affairs. A form for this purpose may be obtained from the Registrar's Office or online at [http://www.ega.edu/images/uploads/Directed\\_Study\\_Course\\_Request\\_\(07-05-12\).pdf](http://www.ega.edu/images/uploads/Directed_Study_Course_Request_(07-05-12).pdf). When completed, the form should be returned to the Registrar's Office. The form will include a written agreement between the instructor and student, specifying a schedule of tasks, dates, and times related to the completion of required course components.

### **Move on When Ready (MOWR) Program Grade Reporting**

East Georgia State College participates in the MOWR Program in cooperation with public high schools in the state of Georgia. Students who are in the ninth to twelfth grade who meet all eligibility requirements may take college courses either as a Move on When Ready student. A student who is interested in this program should make the initial contract with his/her high school counselor.

Faculty must assign numerical grades in addition to letter grades on the final grade rolls for all MOWR Program students enrolled in their classes.

### **Course Development, Approval and Implementation**

Although curricular change may begin at any level in the institution, the formal process usually follows these steps:

- I. Individual Faculty
- II. School/Department
- III. Vice President for Academic Affairs
- IV. Academic Policies and Curriculum Committee
- V. Faculty Senate
- VI. President
- VII. Office of the Chancellor (new programs) or General Education Council for Area A-E Core Curriculum
- VIII. Board of Regents (new programs)

However, before a proposal comes before the Academic Policies and Curriculum Committee and the Faculty Senate, all who would be affected should have the opportunity to make suggestions, criticisms, or objections. The vice president for academic affairs and the president should have a similar opportunity as well to determine if the proposal is legally or economically possible and within the role and scope of the college.

Faculty who desire to propose a new course should fill out the Application for Proposed New Course fillable form which includes the following major sections:

1. Justification of the need for the course (narrative)
2. Course description
3. Estimated budget to support this course
  - a. Operating costs
  - b. Capital outlay
  - c. Additional library resources
4. Institutions in the University System offering similar courses (including course titles and numbers)
5. Course syllabus
6. Major topics to be covered
7. Objectives of the course
  - a. Objectives
  - b. Purpose (replacement or additional course)
  - c. Effect on enrollment of other courses
8. Institutional resources which make the offering desirable (including qualifications of available instructors)

Before presentation to the Academic Policies and Curriculum Committee, the Academic Policies and Curriculum Changes Form must be submitted in order to track the location of a curriculum change. Refer to [myEGSC](#) under “Online Forms” for academic forms under the group/employee/faculty link.

## **Library**

### **General Library Hours**

Monday through Thursday	7:45 a.m. to 7:30 p.m.
Friday	7:45 a.m. to 5:00 p.m.

Hours are subject to change during summer terms and holidays, and hours may be extended during exam periods; please see the EGSC Library website for the most updated schedule.

### **Circulation**

EGSC faculty may checkout books for 112 days with a renewal period of 28 days and media items for 14 days with no renewals. Print newspapers and periodicals circulate for 7 days



with no renewals. Reference books and microforms do not generally circulate, but exceptions can be made based upon specific requests. All items should be checked out at the Circulation desk. A current EGSC faculty ID card is required to check out materials.

### **Course Reserves**

Faculty members may place items on course reserve for students to use in-house. These items may include, but are not limited to, faculty-owned books, media items, artifacts, models, library-owned books and journals, library-owned media items, and copies of journal articles. All reserve items must be accompanied by a Reserve Request Form which may be obtained by contacting the EGSC Library. Most items remain on reserve for a period of one week to a semester; however, if an item is being used in a course for multiple consecutive semesters, it may be placed on permanent reserve. Permanent reserve items are kept on reserve until they are no longer in use by the faculty member for a particular course.

Reserve items for EGSC-Statesboro should be routed to the EGSC Library in Swainsboro for processing and then will be brought to the ACE in Statesboro. EGSC-Statesboro items will be for in-house use in the Statesboro ACE only. Faculty members at EGSC-Augusta wishing to place items on reserve should contact the Reese Library at Augusta University. If a faculty member has any questions about course reserves, he or she should contact the Library Director.

### **Acquisition of Materials**

Allocation of funds for library purchases is administered by the Library Director with the approval of the vice president for academic affairs. At present, no allocations are made by schools. Individual requests for materials should be submitted to the Library Director either via email or via the [Suggest a Purchase Form](#) found on the EGSC Library website. Requests should include a listing of the author, title, publisher, date, and ISBN, if possible. If a publisher's announcement or catalog listing is available, it may be submitted in lieu of filling out the request form. When items are received faculty members are notified via email. New books are announced monthly on the [New Books Research Guide](#) which can be found on the EGSC Library website. The EGSC Library strives to keep the library collection current while representing the needs of all schools equally.

### **Library Committee**

The Library Committee is a standing committee of the Faculty Senate, comprised of membership from each academic school, the Library Director, and others as may be appointed. The bylaws of the Faculty Senate can be found at <http://www.ega.edu/images/uploads/FacultySenateBylaws.pdf>.

## **Library Instruction**

EGSC Librarians provide Library Instruction sessions to all Student Success courses. This instruction consists of a basic overview of library resources as well as a tour of the library facility. Other library instruction is available for any course upon request. This instruction can include, but is not limited to, any of the following: library tour, specific database instruction, GALILEO instruction, training on how to use the library catalog, how to conduct scholarly research, and how to find primary sources. Each faculty member that requests a library instruction session will receive a Course Guide created specifically for his or her class including specific library resources and instructional materials pertaining to the instruction session. For a complete listing of Course Guides, see the EGSC Library Research Guides website: <http://ega.libguides.com/index.php>.

## **Interlibrary Loan Service**

Books and journal articles not available in the EGSC Library may be requested from other libraries through Interlibrary Loan (ILL) Services. All EGSC faculty, staff, and students are entitled to self-request books (not articles) found in [GILUC](#), the USG Universal Catalog, by using a service named GIL Express. Books borrowed via GIL Express usually arrive in 2-5 days.

Faculty members who need articles not available in a GALILEO database or books not available at EGSC or in GILUC, can request these items using the [Interlibrary Loan Book Request](#) or [Interlibrary Loan Articles Request](#) forms found on the library webpage. After completing and submitting these forms, library staff will submit the requests to a provider called OCLC. Books and articles requested from OCLC may take as long as 3 weeks.

East Georgia State College faculty members are allowed to personally checkout items from other USG libraries by presenting a valid EGSC ID. The EGSC Library endeavors to provide faculty with all materials that they need for research and course use.

## **Audio-Visual Services**

Audio-visual services are offered by the library in conjunction with the Office of Information Technology. The Library and Information Technology will coordinate the circulation of equipment. The library has a collection of VHS and DVDs available for checkout. Each classroom has video and DVD players for viewing videotapes. Faculty also have access to the Films on Demand database through GALILEO, which provides over 7,000 streaming video titles that faculty can stream live in their classrooms or have access to on their personal computers.

## **GALILEO**

GALILEO stands for Georgia Library Learning Online, a project sponsored by the Board of Regents of the University System of Georgia. A World Wide Web-based virtual library, GALILEO provides access to multiple information resources, including secured access to licensed products. Through GALILEO, East Georgia State College faculty has

access to over 100 databases that index thousands of periodicals and scholarly journals. Over 10,000 journal titles are provided in full-text. Other resources include encyclopedias, business directories, and government publications. Links to GALILEO are on the library website.

### **eBooks on EBSCOhost**

Over 31,000 electronic books are accessible through EGSC's participation in [GALILEO](#). These may be accessed through the eBooks on EBSCOhost database on the GALILEO website as well as through searches in the EGSC library catalog (GIL). These eBooks may be downloaded for a seven-day period to a computer or other e-reader device by creating a free account with EBSCO. Faculty may also print and save portions of eBooks.

### **The Heritage Center**

The Heritage Center at East Georgia State College houses print items, images, manuscripts, maps, artifacts, microforms, and digital and audio-visual materials, most items of which relate to the college, local history, regional and state history, and genealogy. As such the collection includes many items that are unique, historical, rare, and/or irreplaceable. Beyond any strictures placed upon materials by donors, Heritage Center circulation policies are as follows:

1. The Heritage Center is open for use of all faculty, students, and staff as well as visitors during library hours.
2. Manuscript, image, and map materials in the Heritage Center are to be used in the center and are not to be removed from the premises except by library staff for cataloging, maintenance, or other archival purposes.
3. Manuscript materials may be copied under the supervision of library staff with payment following standard college policy.
4. Print, digital, microform, and audio-visual materials may be used within the premises of the library.
5. Faculty and staff may use books and media items in their offices for research.
6. Unless authorized by the Library Director or Coordinator of the Heritage Center, no Heritage Center materials are to be taken off-campus.

### **The Ehrlich Military History Collection**

Named for Mr. Bennie M. Ehrlich, the Ehrlich Military History Collection was created in honor of Mr. Ehrlich, who was an Emanuel County philanthropist and war veteran. On October 17, 1991, the Ehrlich Military History Collection was dedicated by Dr. Willie D. Gunn, President Emeritus of East Georgia College.

The Ehrlich Military History Collection contains books and media items related to military history of all types. Materials in this collection circulate according to the EGSC Library's normal circulation policy.

### **Advisement and Placement Program**

Advisors are assigned to each student to provide help and guidance in planning a college career; however, it is the responsibility of the student to know and to fulfill the graduation requirements of his/her major. The Academic Advising Centers in the Academic Centers for Excellence, provide academic assistance and advising to students.

East Georgia State College has a **learning support** program designed to assist students who have deficiencies in English, reading, and mathematics. Refer to the [East Georgia State College Catalog](#) and for the information on the policies and procedures which apply to learning support.

### **Academic Calendar**

The academic calendar is maintained by the Office of Student Affairs. A copy of the calendar can be found on the college website at [www.ega.edu](http://www.ega.edu).

### **Online Instructional Policies**

**Authentication of Online Students** - Adopted September, 2007; Revised August, 2012

The passage of the Higher Education Opportunity Act and its attending regulations in 2009 requires student authentication for enrollment in distance or correspondence education.

The regulation requires an institution accredited by an accrediting body that is recognized by the U.S. Secretary of Education to "demonstrate that the student who registers in a distance or correspondence 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, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification."

The following policy/procedure was developed as a part of the substantive change request and will be utilized to satisfy this regulation:

Essential to an online course structure is an array of security features. These measures are utilized to maintain the integrity of online courses, ensuring that the student's work is indeed his or hers. This problem is partially addressed through the incorporation of both lower and higher levels of cognition. Online tests can be compromised if not carefully constructed. That being the case, all online classes will require students to take tests at approved testing sites, at approved times or during approved time intervals. The USG

has a list of approved proctored test sites for students unable to test on the Swainsboro or Statesboro campuses. In some cases, the exams comprise a relatively small percentage of course grades. Discussions, writing assignments, essay questions, and portfolios, necessary for higher levels of cognition, are required for successful online course completion at EGSC and make it more difficult for students to use another's work. The College also has a site license for the "Turnitin" service. This web service ([www.turnitin.com](http://www.turnitin.com)) is used to combat plagiarism while aiding students with proper research citation.

All current GaView D2L courses are housed on the USG GaView D2L servers located at the University of Georgia where they are regularly maintained on a multi-redundant basis. Student accounts (usernames and passwords) are generated for each student at the time of enrollment and kept for the duration of their matriculation at EGSC. Passwords may be changed at anytime by the student, faculty, or GaView D2L Administrator. Additionally, all course content and computer stations are password protected and sit behind highly configured firewalls at both the state and institutional levels.

### **Academic Ethics**

#### **Academic Honesty - *Policy Currently Under Revision by Faculty Senate***

It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. Instructors should clarify any situation peculiar to the course that may differ from this policy and should furthermore endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of faculty members to provide for appropriate supervision of examinations.

Academic Honesty requires the presentation for evaluation and credit one's own work, not the work of others. In general, academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering, or soliciting information on any examination.
2. Plagiarism. Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person's actual work; whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials.
3. Collusion in the preparation of editing notes, themes, reports, or other work offered for evaluation and credit unless such collaboration is specifically approved in advance by the instructor.

All faculty must promote academic honesty not only through their own high standards of scholarly conduct but also by anticipating conditions which may lead to dishonesty on the student's part. At the beginning of each course or prior to the first test, faculty should make explicit statements about their expectations of high standards of conduct. In *all* classes that require students to prepare term papers, research reports, and projects, faculty should instruct students in the proper method of documenting, citing, and adapting source materials.

Faculty should avoid placing student assistants in compromising positions by requesting them to type or handle testing materials. Faculty should allow only school administrative assistants to type and duplicate tests.

East Georgia State College has adopted plagiarism prevention software to assist the faculty in helping students understand intellectual honesty. The software is called Turnitin and students are informed by the advisor of the utilization of the software in a particular course. The course utilization information is also available on the semester course schedule. The faculty also explains how Turnitin works through the presentation of the course syllabus at the first class meeting each semester. Turnitin allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases using the industry's most advanced search technology. Every Originality Report provides instructors with the opportunity to teach their students proper citation methods as well as to safeguard their students' academic integrity.

The procedures dealing with Academic Honesty are outlined for students in the [\*East Georgia State College Student Handbook\*](#). The procedures are stated as follows:

Upon encountering a violation of academic honesty by a student, a faculty member should:

1. Confront the student and make the charge known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. Decide what action is appropriate.
4. Inform the student that he/she may appeal the decision of the faculty member to the dean. If the dean is the faculty member in question, the initial appeal is to be directed to the vice president for academic affairs.

If the action is less severe than a "WF" for the course, a faculty member should:

1. Report the violation and the action taken to the dean of the school in which the violation occurred, who will then report the matter to the vice president for academic affairs.
2. Recommend whether the incident shall be made part of the academic dishonesty file in the office of the vice president for academic affairs.

If a "WF" for the course is appropriate, a faculty member should:

1. Notify the dean and initiate a "WF" withdrawal form. At this point, the matter shall be reviewed by a school committee and the dean.
2. If those reviewing the matter do not agree with the interpretation of the evidence or with the action taken by the faculty member, they may ask

him/her to reconsider. After reconsidering the matter, the faculty member may stand by the original decision and forward the “WF” withdrawal form to the vice president for academic affairs.

3. If those reviewing agree with the faculty member, the withdrawal form shall be forwarded to the vice president for academic affairs.

The vice president for academic affairs shall:

1. Review each faculty member’s recommendation for a “WF,” check the academic honesty status of the student via the academic dishonesty file, and either let the “WF” stand or make some other recommendation.
2. Send the withdrawal form to the Registrar and enter the violation in the academic dishonesty file if the “WF” is to stand.
3. Notify the student in writing of the action taken, remind the student of his/her right to appeal, and inform the student that if he/she plans to appeal, the appeal must be filed within three (3) calendar days.
4. Notify the involved faculty member in writing of the action taken.
5. Upon a student’s second offense requiring a “WF” for a course, expel the student from East Georgia State College and direct the Registrar to enter the phrase “Ineligible to Register” on the student’s student information record.
6. Maintain the academic dishonesty file so that all appropriate administrators have access to the record of violations but also so that the student’s rights to limited access shall be safeguarded.

### **Student’s Right to Privacy (FERPA)**

Annually, through distribution of the Student Handbook, East Georgia State College informs students of the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

### **Tutoring**

The Academic Centers for Excellence on the East Georgia State College Swainsboro, Statesboro, and Augusta Campus provides tutorial services, supplemental instruction, and guided practice in mathematics, reading, writing, and grammar. Instructors should refer students to the ACE for academic assistance and advising. In addition, instructors are encouraged to volunteer their services at the ACE and to contribute supplemental course-specific exercises and practice tests to the Center for student use.

## **Counseling**

### **Counseling and Testing**

**The staff of the Office of Counseling and Disability Services provides guidance and counseling services. Students may seek help at any time by contacting the offices of Counseling Services or by visiting the college's Counseling Center located in the Student Center in Swainsboro and in the administrative area in Statesboro.**

Testing is available to assist in placing students, in diagnosing problem areas, and in determining career interests and aptitude.

### **Students with Disabilities**

Students who have documented learning disabilities are allowed certain accommodations to improve chances of success. Instructors will be notified in writing by the college ADA office at the beginning of each term as to which students qualify for academic accommodations. Accommodations may include, but are not limited to, extended time for tests and quizzes, in isolation; permission to audiotape lectures; permission to write English essays on a computer with a spell-check. Additional information may be requested through the Office of Counseling and Disability Services. Students with documented learning disabilities may be able to request special accommodations for the COMPASS Test and must notify the Counseling Office at least one week prior to testing to assure the accommodation is met.

## **Disciplinary Rules**

### **Student Absences**

Courses at East Georgia are provided for the intellectual growth and development of students. To attain maximum success, students must attend their classes regularly and are expected to attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures.

Regular and punctual attendance and adherence to the course schedule is the student's responsibility. Students are expected to account for absences to each instructor and, at the discretion of the instructor, to make up all work missed because of the absence. Final approval for any class absence remains with the individual instructor.

At the beginning of each semester, instructors will clearly explain to each of their classes specific attendance requirements.

The general attendance policy at East Georgia State College is that after the equivalent of one week of absences regardless of the cause, instructors may penalize the student. The "one-week equivalent" means three absences in a three hour credit course that meets



three times a week during a fifteen week semester; however, the “equivalent week” will vary depending on the class meeting schedule and the length of the term.

Faculty are responsible for accurate records of student absences. This is required for attendance verification by the Records Office. This information is also needed by the vice president for academic affairs in making decisions about a student’s academic or disciplinary status as well as in counseling and by the Business Office to determine refund status when a student withdraws without formal notification.

### **Discipline Problems**

Faculty members who have difficulty with unruly students are asked to first attempt to resolve the problem themselves with tactics to deal with the incivility in the classroom. Faculty are asked to document any incident as such with as much detail as possible. If the student(s) continue to be unruly, the faculty should take the next measure and contact his/her dean. If the problem is deemed that needs attention beyond the dean, the dean should then notify the vice president for student affairs and vice president for academic affairs should be notified.

Appropriate documentation should accompany any request for their assistance with unruly students. See [Student Handbook](#), “Student Code of Conduct” and “Regents’ Statement on Disruptive Behavior”.

Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged or held on any campus of the University System is considered by the Board of Regents to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.

Note: Research shows that student expectations in class should be clearly outlined in the syllabus to establish expectation of conduct and to reduce the chance of unruly behavior.

### **Field Activities**

All field activities must be pre-approved by the dean and follow the procedure set forth in the Trip Approval and Travel Policy located on the Presidents’ webpage in the Policies and Procedures page under Section 8: Human Resources.

A Trip Approval and Travel Proposal form must be submitted to the dean with all supporting documentation. The form will be routed to appropriate departments for review and approval. Plans should not be finalized not funds expended until final approval is obtained. Faculty participating in field activities should abide by the East Georgia State College Travel Regulations.

## **Student Publications**

The official student publications on campus are *The Hoopee Bird*, the student newspaper, and *Wiregrass*, the literary magazine. These publications are produced by students under the supervision of faculty advisors. Financed in part by the Student Activity Fund, these publications provide opportunities for students in creative writing, reporting, business, and design.

## **Copyright Guidelines and Patents**

The copyright law limits what instructors may copy, under what conditions, and for what purposes. Authors and producers have specific rights under the law that cannot be denied. However, the copyright law was also designed to allow educators and students to reproduce copyrighted materials under certain limitations for educational purposes. An understanding of the fair use concept is important in determining what may or may not be copied. Section 107 of the copyright law states that:

“fair use of copyrighted work, including such use by reproduction in copies . . . or by any other means specified by that section (Section 106) for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research is not an infringement of copyright.”

Furthermore, Section 107 lists the four criteria for evaluating fair use of copyrighted materials in an educational setting:

- the purpose and character of the use, including whether such is of a commercial nature or is of nonprofit educational purposes,
- the nature of the copyrighted work,
- the amount or portion used in relation to the copyrighted work as a whole,
- and the effect of the use upon the potential market for or value of the copyrighted work.

For additional information on patents and copyrights, see the [\*Policy Manual of the Board of Regents, Section 6.3.\*](#)

# **FACULTY**

## **Academic Tenure Status, Titles and Ranks**

Faculty positions may be designed by the College as tenure-track or non-tenure track. Positions designated as non-tenure track positions or as tenure track positions may be converted to the other type only with approval by the president. There shall be no maximum time limitation for service in non-tenure track faculty positions.

Non-tenure track positions may be established for full-time professional personnel employed in administrative positions or to staff research, technical, special, career, and public service programs or programs which are anticipated to have a limited lifespan or

which are funded, fully or partially, through non-System sources. There shall be no maximum time limitation for service in positions in this category.

The following provisions shall apply to all non-tenure track faculty or professional personnel:

1. Individuals employed in non-tenure track positions shall not be eligible for consideration for the award of tenure.
2. Probationary credit toward tenure shall not be awarded for service in non-tenure track positions.
3. Notice of intention not to renew contracts of non-tenure track personnel who have been awarded academic rank (Instructor, Assistant Professor, Associate Professor, Professor) shall follow the schedule required for tenure track personnel as stated in the Policy Manual of the Board of Regents. This schedule of notification shall not apply to other professional personnel.
4. Individuals employed in non-tenure track positions may apply on an equal basis with other candidates for tenure track positions which may become available.

The transfer of individuals from tenure-track positions to non-tenure track positions shall be affected on a voluntary basis only.

Full-time professors, associate professors, assistant professors, instructors, and teaching personnel with such other titles as may be approved by the Board of Regents shall be the Corps of Instruction. A duly certified library director may be included in the Corps of Instruction on the basis of comparable academic training.

### **Types of Contracts**

Full-time faculty are on a ten month or twelve month contract. These contracts are given to tenure-track and non tenure-track faculty.

### **Recruitment and Appointment**

#### **Faculty Transcripts**

All faculty must have official transcripts on file in the vice president for academic affair's office for each degree completed. A faculty member whose last degree was pending when employed should be certain that a transcript has been sent which shows the conferral of the degree. Faculty members who attain a higher degree after employment should do likewise.

#### **Verification and Certification of Degrees**

Verification of all degrees held by individuals being considered for full-time or part-time positions on the faculty is a requirement before a definite commitment for employment becomes valid. The chair of the search committee or the appropriate dean in the case of

part-time faculty has the responsibility for obtaining this certification and checking the number of subject specific graduate level courses. This tabulation and the official transcripts are sent to the vice president for academic affairs with a written recommendation. If the vice president concurs, a written recommendation is transmitted to the president.

### **Full-time Faculty Selection**

When a need for a full-time faculty position is approved, the appropriate dean is requested to begin a search for qualified candidates. The search process is as follows:

1. The dean identifies the vacant position and the necessary qualifications of the faculty member.
2. A search committee is recommended by the dean, selected by the vice president for academic affairs, and approved by the president.
3. The position vacancy is announced.
4. The committee reviews applicants and selects a list of candidates to be interviewed.
5. After receipt of applicant resume, references, and official college transcripts, the committee interviews the candidates.
6. The applicant performs a teaching demonstration on a topic suggested by the dean.
7. The applicant is interviewed by the search committee, the dean, the president and the vice president for academic affairs.
8. The committee recommends candidates to the vice president for academic affairs for the position.
9. The vice president for academic affairs recommends a candidate for the position to the president. The recommendation includes a recommended rank, salary, and tenure-track status.
10. The successful full-time faculty candidate must complete a loyalty oath and security questionnaire prior to being offered employment. In addition, the faculty member must successfully pass a criminal background check.

### **Part-time Faculty Selection**

Part-time faculty at East Georgia State College must meet the same high standards for employment as full-time faculty. It is the intention of the administration of East Georgia State College to use the minimum number of part-time faculty as possible.

When a need for part-time faculty is identified by the vice president for academic affairs, the appropriate dean is requested to begin a search for qualified candidates. The search process is as follows:

1. The dean identifies the vacant position and the necessary qualifications of the part-time faculty member.
2. The position vacancy is announced in the college service area.
3. After receipt of applicant resume, references, and official college transcripts, the dean interviews the part-time faculty candidates.
4. The applicant performs a teaching demonstration on a topic suggested by the dean.
5. The dean recommends to the vice president for academic affairs a candidate for the part-time position.
6. The vice president for academic affairs makes a recommendation to the president, who makes the final determination for hiring the candidate.
7. The successful part-time faculty candidate must complete a loyalty oath and security questionnaire prior to being offered employment.

### **Evaluation of Faculty – *Policy Currently Under Review by the Faculty Senate***

The faculty of East Georgia State College in accordance with the University System Board of Regents' [\*Policy Manual\*](#) will be evaluated on an annual basis during the Spring Term of the academic year. The purpose of faculty evaluation is to maintain high standards of instruction and commitment to academic advising, community service, and professional development. The results of faculty evaluation will be used for counseling faculty about teaching, academic advising, community service, and professional development. The results are further used to determine merit pay raises, promotion, and tenure.

Faculty evaluation is achieved through two instruments: the East Georgia State College Student Faculty-Course Evaluation Questionnaire and the Faculty Member Evaluation Report. Both instruments were composed and approved by the faculty of East Georgia State College. See the EGSC intranet for copies of these forms.

The Student Faculty-Course Evaluation Questionnaire (Appendix 1) is administered for courses during the fall term each academic year. The Questionnaire may be administered in the spring term for new hires, if issues arise in the fall evaluation, or the faculty member requests a spring administration. The vice president for academic affairs and appropriate dean may initiate and must approve the spring administration. The objective

section results are summarized and printed for each course and each faculty member and are available to the vice president for academic affairs, deans, and faculty members. All Student Faculty-Course Evaluation Reports are filed with the executive secretary for the vice president for academic affairs for future reference, should the need arise for referencing these documents.

Faculty Member Evaluation Reports (Appendix 2) are administered by the appropriate Dean and include these criteria: 1) teaching, 2) service to the institution, 3) academic achievement, 4) professional growth and development. The criteria further include: a) demonstrated classroom performance; b) influencing students to accomplish objectives; c) encouraging and assisting students' self-development and favorable disposition toward education; d) demonstrated flexibility in teaching assignments and working conditions; e) conscientious, effective student advising; f) contributions to institutional tasks; g) promotion of harmonious working relationships and team effort; h) support of the college's education outreach programs; and ) contributions to community service.

The following are a part of the evaluation system:

1. The dean will schedule individual conferences with faculty members to discuss the content of the faculty member's annual written evaluation.
2. Faculty members will sign a statement indicating that they have been apprised of the content of the annual written evaluation.
3. Faculty members will be given the opportunity to respond in writing to the annual written evaluation, and these responses will be attached to the evaluation.
4. The dean will acknowledge in writing receipt of this response, noting changes, if any, in the annual evaluation made as a result of either the conference or the faculty member's written response. This acknowledgment will also become a part of the record.

**Promotion and Tenure Policies and Procedures - (*See the Policies and Procedures Section of the President's Webpage under Section 3: Academic Affairs*)**

**Post-Tenure Review - *Policy Currently Under Study by a Faculty Committee***

### **Criteria**

The Board of Regents has mandated that each unit of the University System of Georgia develop and implement procedures for conducting post-tenure reviews of all faculty. The main objective of the reviews is to enable each faculty member to reach his/her full potential in service to East Georgia State College. This review should be a positive part of each faculty member's career development. In keeping with the mission of East

Georgia State College, each faculty member will be evaluated according to the following criteria:

1. Teaching
2. Service to the Institution and Community
3. Academic Achievement
4. Professional Growth and Development.
5. Other. This is a category that allows a faculty member to submit for evaluation activities, such as judging in academic contests and other activities that do not fit into the first four categories.

With the understanding that teaching is of primary importance at East Georgia State College, noteworthy achievement need not be demanded in criteria 2, 3, and 4 but should be expected in at least one of them.

### **Frequency**

According to policies of the Board of Regents, faculty will undergo review every five years after being granted tenure. Each year a portion of the tenured faculty will undergo post-tenure review. The process cycle was begun with a random drawing to determine the year of review. The fifth year will be used to evaluate faculty members who achieve tenure after the process began. Faculty members will be informed as to the year of their review by the chair of the three-member Steering Committee during the fall term of their fifth year.

### **Administration**

There will be a three-member Steering Committee appointed by the vice president for academic affairs to resolve questions and difficulties. The committee will be appointed for a period of three years. The Faculty Review Board will consist of all tenured faculty members.

### **Methodology**

The faculty member being reviewed may select a member of the Faculty Review Board to serve as chair of the Review Panel. Two other tenured faculty will be chosen by a random drawing conducted by the Steering Committee. The chair will be responsible for convening the panel, making assignments, keeping the minutes, and communicating the results only to the faculty member, the dean, and the vice president for academic affairs.

To document accomplishments pertaining to the criteria, each faculty member will submit to the Review Panel a portfolio containing the following information in the order

listed and tabbed for ease of reference. To help ensure completeness of the faculty member's portfolio, an informal review will take place at the school level prior to the official review.

1. A letter of evaluation from the immediate supervisor.
2. A current curriculum vitae.
3. A summary of student evaluations from one class per year for the past five years.
4. Annual reports for the past five years.
5. A copy of evaluations from the dean for the past five years.
6. A realistic career development plan for the next five years.
7. Any additional information the individual wishes to submit.

If, after examining the material submitted by the faculty member, the Review Panel feels there are significant omissions, the faculty member will be informed and given the opportunity to fill in the missing data.

By majority vote, the Review Panel will determine whether the faculty member's performance is satisfactory or unsatisfactory.

### **Outcomes**

At the conclusion of the review, the Review panel will report its decision to the vice president for academic affairs. If the vice president for academic affairs agrees with the decision of the Review panel, he/she will notify the faculty member, the dean, the chair of the Steering Committee, and the president that the review has been successfully completed.

If the vice president for academic affairs does not agree with the decision of the Review Panel, he/she will give his/her points of disagreement to the Review Panel in writing and ask that they reconsider the faculty member's portfolio. If there is further disagreement, the Steering Committee will look at the portfolio and make the final determination on the portfolio. In any case, the faculty member, the dean, the chair of the Steering Committee, and the president will be notified of the outcome of the review.

If performance is deemed to be unsatisfactory, the faculty member will, in consultation with the dean, establish a two-year plan of development, which may incorporate features of the five-year plan but will address deficiencies noted in the evaluation. After two years, the faculty member will be evaluated again under the guidelines of this procedure.



If the evaluation is again unsatisfactory, the vice president for academic affairs in consultation with the dean will propose a plan of action to the president.

## **Appeals**

A faculty member has the right to appeal an evaluation to the full Faculty Review Board, diminished by the three faculty who constitute the Review Panel. The appeal **must** then go to the Steering Committee and finally to the vice president for academic affairs. The appeal may encompass any action that has been taken, including an unsatisfactory evaluation, the development plan, or the evaluation of progress after the third year.

## **Faculty Workload**

Faculty at East Georgia State College are expected to teach classes, do college and community service, and develop professionally.

## **Teaching**

Teaching involves those activities associated with the design and delivery of course material to the student. It is a process designed to advance the student's learning experience.

## **Faculty Course Loads**

The normal teaching load for a full-time faculty member is 15-16 credit hours of instruction per term. Adjustments in the faculty load may be made by the vice president for academic affairs when necessary with the approval of the president and when budget and availability of personnel permit. Deans normally are assigned no teaching because of release time for administrative duties.

## **Teaching Overloads – *Policy Currently Under Revision by the Faculty Senate***

Even though faculty do much more than teach, in the USG faculty workload at two-year colleges is usually described in terms of teaching credit hours. The normal full-time teaching load for East Georgia College faculty is 15-16 credit hours per semester. In 2006 EGC faculty were surveyed about workload. The executive summary of the survey states “the faculty indicated they spend an average of **50-55 hours per week** during the 10-month contract period. The average faculty member works in the classroom, in his/her office, at other locations on campus (such as the library and meeting rooms), at home (preparing lessons and grading papers), and at other locations (such as academic conferences and volunteer and civic group functions). As such, the average professor works days, nights, and weekends in a flexible schedule. The breakdown of weekly hours, expressed in averages, is as follows: **(1) Teaching Responsibilities** account for 40 to 45 hours per week, **(2) Professional Development Activities** account for 5 hours per week, and **(3) College and Community Service Work** account for 5 hours a week.” This would imply an extra 3-hour class would require an additional 8 hours per week. An extra 4-hour class would take approximately 10 additional hours per week.

In the past, the American Association of University Professors has suggested a faculty member spends 1.5 hours outside of class for every hour spent in class. A 15-16 credit hour teaching load would thus correspond to 37.5-40 hours per week on just the teaching portion of their job.

The USG requires all employees who take on additional responsibilities to obtain the permission of the college president to assure the employee not engage in any occupation, pursuit, or endeavor which will interfere with the regular and punctual discharge of official duties. All full-time faculty, administrators, and other professional staff members employed by an institution of the University System are expected to give full professional effort to their assignments of teaching, professional development, and service. The institution should protect faculty from assuming or being assigned internal and external responsibilities which might encroach upon the quality and quantity of the work they are employed to perform for the institution.

The System Office discourages the payment of extra compensation for teaching overloads. However, if special circumstances warrant extra compensation for teaching overloads, the president must approve such compensation. According to USG policy, “payment of extra compensation for teaching overloads must be kept to an absolute minimum and must be justified by circumstances that clearly warrant such action.”

In light of this, the academic affairs staff makes the following proposal for faculty overloads and compensation:

1. Any overload should satisfy the following conditions: (a) the work is carried in addition to a normal full load; (b) no qualified person is available to carry the workload; (c) the work produces sufficient income to be self-supporting; and (d) the additional duties must not be so heavy as to interfere with the performance of regular duties.
2. The extra compensation should be the same as paid to a part-time instructor teaching the course.
3. Any full-time faculty member requesting a single overload (3-4 hours) should make that request in writing to the appropriate dean, who should attempt to accommodate the request if it satisfies the four conditions stated in part 1. The vice president for academic affairs must approve the overload. Faculty are encouraged to consider the extra workload carefully before making the request for an overload.
4. If multiple faculty request overloads in the same discipline and there are limited overloads available, college teaching experience will be the deciding factor.
5. In rare situations a faculty member may be given a second overload (3-4 additional hours) up to 21 hours for the combined normal load and overloads. Such special requests must be in writing to the dean, approved by the vice president for academic affairs, and approved by the president.
6. The dean should carefully monitor faculty who teach overloads to determine if the performance of the regular duties of the faculty member have declined because of the overload. If the overload does interfere with the performance of

the faculty member, the faculty member will not be allowed to teach an overload until such time as the faculty member can provide evidence that overloads will not impede his or her performance.

### **Professional Development and Achievement**

The professional development and achievement role encompasses original contributions to knowledge or understanding; creative work in the arts; efforts which advance scholarship and/or improve professional competence; and endeavors which contribute to the teaching/learning process of college education.

While the primary mission of East Georgia State College is undergraduate teaching, faculty may from time to time receive grants for research. Faculty members who receive a grant may be given release time to conduct research.

### **Tuition Assistance Program (TAP)**

Faculty may take courses for credit or work on a degree provided that they fulfill their contractual obligations and pay the required fees. Faculty may take courses at East Georgia State College on a noncredit basis if space is available. Full-time employees who have been employed at East Georgia State College for at least six months are eligible to participate in the Tuition Assistance Program. Detailed guidelines can be found at the following website: <http://www.usg.edu/employment/benefits/tuition/>.

**Faculty Development Opportunities/Faculty and Staff Development** (*See the Policies and Procedures Section of the President's Webpage under Section 3: Academic Affairs*)

### **Service**

The service role constitutes all faculty activities linked to academic specialty, faculty status, or professional/personal skills which promote the mission of the institution at the department, school, college, system or larger community levels. (In general, compensated activities will not be considered service if the dean or other administrator determines that these activities do not interfere with the faculty member's primary duties or constitute second employment).

### **Extra-Institutional Employment**

- 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. 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.
- c. For all activities, except single-occasion activities, the employee shall report in writing through official channels the proposed arrangements and secure the approval of the president, or designate, prior to engaging in the activities. Such activities include consulting, teaching, speaking, and participating in business or service enterprises.

## **Faculty Expectations and Obligations**

### **Faculty Performance Plans**

Faculty are required to prepare a Faculty Performance Plan (Appendix 3 and Appendix 4) for each academic year and give these to their deans at the time requested. The plan must include “precise activities to achieve the goals set, a time frame for achievement, and criteria to determine progress”. Faculty should work with their deans in the development of the plan. The three areas of teaching, service, and professional development must be included. These are the same areas used for tenure and promotion.

### **Advising Students**

Faculty are expected to be available during announced advising days and evenings and should maintain posted office hours. In addition to being knowledgeable about the fields assigned, each advisor must become thoroughly familiar with the current college catalog and advisement policies and procedures. These documents contain changes in programs and regulations, which must be understood before appropriate advice can be given to students.

The vice president for academic affairs selects faculty advisors for the various degree programs. In assigning faculty to the various degree programs, the vice president for academic affairs considers, insofar as possible, the interests and competence of individual faculty members. The Registrar’s Office then assigns students to a faculty advisor.

From time to time, students need to change advisors. The most common reason for such a change is the desire to change from one major course of study to another or from “undecided” to a major. If either of these situations exist, the student begins the process by informing the current advisor of his or her decision to change majors. The advisor then contacts the Registrar’s Office and asks who the new advisor should be. The advisor then delivers the signed Change of Advisor Form to the newly designated advisor. The new advisor signs the Change of Advisor Form and forwards the signed Change of Advisor Form to the Registrar’s Office for recording.

## **Class Rolls**

On the first day of class, instructors may access an unofficial roll in Banner from which roll will be taken for the first five days of classes. A student who is not on the roll should be sent to the Registrar's Office for clarification, and under no circumstances should a student be allowed to attend class if his/her name is not on the official roll. The instructor should also indicate if a student is not attending class during this initial time through the attendance verification feature of Banner.

## **First Day of Classes Procedures**

At the first class meeting, all faculty members should provide a syllabus to introduce their courses clearly in terms of objectives, topics to be covered, attendance policy, ways to contact the instructor, types of learning activities, number and nature of tests and reports, system of evaluation and grading, and any course or instructor-unique requirements. In addition, it is also beneficial to suggest course-specific success strategies.

## **Office Hours**

Faculty members should announce their office hours to their students and post their schedules on their office doors. Faculty should be available consistently during those hours. The total office hours shall not be less than ten hours per week and should include morning and afternoon periods on most days. Other conference hours should be arranged for the mutual convenience of students and faculty members. The vice president for academic affairs may approve the adjustment of office hours for alternative activities such as time spent in the ACE. During the early advisement period, a faculty member may need to provide more hours on campus to advise students.

## **Required Format for Syllabi**

The college has adopted a standard format for all syllabi (see Appendix 5). Each faculty member is required encouraged to use this format. Any deviation should be approved by the appropriate dean.

## **Textbook Adoption and Ordering Procedure**

East Georgia State College promotes increased communication between and among students, faculty, and the college bookstore concerning the use of textbooks in the classroom, the designation of required versus recommended texts, textbook costs, textbook adoption schedules, alternative acquisition methods, and other factors affecting the designation and sale of textbooks in order to increase the options available to students in meeting their cost of education. In addition, EGSC strives to ensure that bookstore operations offer the best value to students in acquiring textbooks and actively promote alternative options to help minimize student cost. EGSC disallows faculty to resell

sample texts provided by publishers or to take advantage of any financial incentives offered by publishers in the assignment of specific texts. Procedures were developed according to Section 3.10 of the Board of Regents' Policy Manual which establishes guidelines concerning the designation and sale of textbooks required for coursework at USG institutions.

The general textbook adoption procedure is as follows:

1. All changes in textbooks must be made at least two semesters in advance of the first use of the new textbook if possible. Changes made with less than a two-semester lead time will require sufficient justification for the change and must have the prior approval of the appropriate dean and the vice president for academic affairs.
2. All changes in which faculty use self-authored texts in their classroom will require a third-party review. The vice president for academic affairs will appoint a group of three faculty (one from each School) to ascertain the quality of the textbook and recommend approval to the vice president for academic affairs before the self-authored textbook is approved for use.
3. Unless special justification can be made, a single textbook (or set of textbooks) should be used by all sections of the same course.

The general textbook ordering and posting procedure is as follows:

1. The school administrative assistant will inform faculty of the deadline for submitting Textbook Requisition forms for the classes they will be teaching. Usually this is six months before the class begins.
2. In order to insure efficient service, individual faculty members should turn their orders in to the school administrative assistant who will consolidate the book orders for the school.
3. The dean will approve the textbook orders for the school prior to submission to the college bookstore.
4. The school administrative assistant will submit the orders to the college bookstore after approval by the dean. The school administrative assistant will also order desk copies for the faculty through the publishers.
5. The dean will be responsible for collecting information about school textbooks to be placed on the EGSC web site for student information. This information will include the course number; the name of the course; the course instructor; the name of the textbook; an indication of whether the textbook is required or optional; the textbook ISBN number; and a suggested retail price for the textbook.

### **Faculty Annual Reports**

During the spring term, faculty are required to complete their Annual Reports (See Appendix 6) and submit them to their school's dean. A copy of this form can be found on the EGSC intranet. It is suggested that faculty have this form stored in their computers so that they can work on the form periodically throughout the academic year.

## **Academic Processions and Regalia**

Members of the faculty are expected to attend all formal academic exercises of the college and to wear on such occasions appropriate academic regalia. Absences from formal academic exercises must be approved by the president of the college.

## **Faculty Liability**

Occasionally, questions arise concerning the liability of faculty for injuries to students engaged in laboratory work, physical education, and field trips. Since faculty members are employees of the State, they enjoy sovereign immunity in the performance of their duties. It is well-established in Georgia that a suit against the State cannot be maintained without its consent, nor may such an action be maintained against an officer or employee of the State in his or her official capacity (*Roberts v. Barwick*, 187 Ga. 691 [1939]). However, if faculty members should commit some act of negligence, they could be individually and personally liable to the injured party. The college provides coverage under the institutions liability insurance at no expense to the employee. The purpose of this coverage is to protect the employee from claims while acting in an official capacity. This insurance does not provide coverage for employees who are traveling on official business in a personal vehicle. Employees are responsible for carrying adequate personal liability insurance.

## **End-of-Term/End-of-Year Procedures**

At the end of each term, the following items should be completed:

1. Grades should be recorded on the final class roll in Banner and submitted by the published deadline.
2. Vacation address, telephone number, date of departure, and date of expected return should be filed with the dean and the vice president for academic affairs.
3. The faculty Annual Report should be filed with the dean (end of spring term only, if no earlier deadline has been set).

**Final Course Grade Appeal Policy and Procedure - (*See the Policies and Procedures Section of the President's Webpage under Section 3: Academic Affairs*)**

**Student Appeals Process Following Academic Exclusion - (*See the Policies and Procedures Section of the President's Webpage under Section 3: Academic Affairs*)**

## **College-wide Faculty Meetings**

A general faculty meeting shall be scheduled each term. All teaching faculty and the general administrative staff shall be in attendance, unless excused by the president or the vice president for academic affairs. The teaching faculty may meet as a separate group on

occasion as determined by the vice president for academic affairs. All shall be in attendance unless excused by the vice president for academic affairs. School faculty may meet on a regular basis as determined by the dean.

**Animal Care and Use – (See the Policies and Procedures Section of the President’s Webpage under Section 3: Academic Affairs)**

## **Working Conditions**

### **Salary**

The salary of faculty upon initial employment is determined by degrees obtained; the number of years of experience, at the college level primarily and secondarily through relevant experience in the discipline of the position; critical or high demand disciplines; and institutional need.

### **Salary Increases**

Salary increases are used as one instrument to improve the quality of the college’s personnel and through its personnel, its own performance as an institution. The Board of Regents’ policy requires that salary increases be based upon merit.

The following system was designed to insure that faculty members are evaluated fairly and that the evaluation process becomes an instrument to promote changes as needed. The system employs a series of salary steps. The average dollar raise to be available is equal to two steps. Individual faculty members are rated as deserving raises between one and three steps. Those faculty who are not thought to be deserving of a one step raise should not be retained, and faculty members with marginal performance will be discouraged from remaining here, while those with above average performance will be encouraged to do so. Raises beyond three steps will rarely be justifiable. Individuals who consistently perform at the “noteworthy” level can be justly rewarded and retained by annual three step increases.

### **Procedure for Merit Salary Increases – *Procedure Currently Under Review by Faculty Senate***

The vice president for academic affairs requests written recommendations from all deans on the step increases they recommend for each of their faculty. The vice president for academic affairs then makes recommendations to the president. Each proposed step increase should be justified in terms of the following criteria: teaching performance, research and other scholarly work, professional activities and advanced studies, service on institutional projects and committees, assistance with student activities, and participation in Continuing Education programs and civic activities. In addition, the vice president for academic affairs may make recommendations to rectify inequities in salaries.

### **Example:**



The average step increase for each school will normally equal two.

Faculty Member A	2.0 Steps
Faculty Member B	1.0 Step
Faculty Member C	1.5 Steps
Faculty Member D	3.0 Steps
Faculty Member E	<u>2.5 Steps</u>

10 Steps for 5 members; i.e.,  
2 Steps = Average

The president may choose to modify some of the recommended step increases for certain reasons, such as to rectify major inequities or to adjudicate differences in proposals between the vice president for academic affairs and a dean. Once funds for salary increases are allocated by the Board of Regents, the amount of money equal to the various step raises can then be determined.

### **Salary Adjustments**

Salary adjustments are normally made when a faculty member finishes a higher level degree which is relevant to the discipline in which the faculty member is teaching. In addition, faculty who are promoted or are granted tenure will receive an adjustment in salary to fall within the acceptable range for faculty in that status.

Salary for teaching in the summer session is based on a credit-hour rate for all faculty, no matter degree or experience.

### **Salary Determination for Summer School Faculty – *Policy Currently Under Review by Faculty Senate***

Full-time academic-year (10-month) faculty are under contract from the beginning of the academic year (August 1) until spring term graduation. Summer teaching is voluntary. Faculty members may request to teach during the designated summer sessions. Availability of classes is dependent upon student need as determined by the vice president of academic affairs and the deans. Assignment of classes is determined by seniority as outlined in the policy on page 34 of this *Manual*.

Summer school pay is calculated using a per-credit-hour rate which is provided annually by the vice president for business affairs at the time of final budget approval by the USG. The current per-credit-hour rate is \$1,050 per credit-hour.

Faculty teaching in summer school will receive the per-credit-hour rate for a full class. A full class is defined as a class with 18 enrolled students at the end of the schedule adjustment period. Compensations for classes with fewer than 18 students will be pro-rated based on enrollment. The pay will be calculated by dividing the enrollment of the

class by 18 and multiplying by the per-credit-hour rate. For example, a 3-credit-hr class with an enrollment of 15 students would result in compensation of \$2,625 ( $\$1,050 \times 3 \times 15/18 = \$2,625$ ) rather than \$3,150 ( $\$1,050 \times 3 = \$3,150$ ) for a class with 18 or more students.

If a faculty member has more than one course, the course enrollments are averaged if the total pay is greater than each class taken individually. For example, one 3-hr class has an enrollment of 22 students and another 3-hour class has an enrollment of 12 students. Figured individually the total pay would be \$5,250 (\$3,150 for the full class and  $\$3,150 \times 12/18 = \$2,100$  for the unfilled class). If averaged, the pay would be \$5,950 ( $\$6,300 \times 17/18 = \$5,950$ ), which is more than when the classes are taken individually, but not as much as if both classes were full (\$6,300).

The full-time faculty pay rate is used for the first 6 hours (or 8 hours if an instructor is teaching in learning support or science-lab classes). Faculty teaching more than 6 hours (or 8 hours for learning support and science-lab faculty) will be paid at the part-time faculty per-credit-hour rate for each hour above 6 (or 8). The maximum teaching load for full-time faculty in the summer as prescribed by the USG as 9-10 hours. The part-time faculty pay will also be pro-rated but not averaged.

Faculty must decide whether to teach a pro-rated class to which they have been assigned. Faculty members are given preliminary enrollment and pay information on the last working day prior to the first day of classes. The total pay for each class will be calculated the day after the schedule adjustment period.

Any special exceptions to this policy are approved by the vice president for academic affairs based on the needs of the students and the institution.

### **Procedure for Assigning Courses for Summer School for Full-Time Faculty – *Policy Currently Under Review by the Faculty Senate***

Full-time instructional faculty are under contract from August 1 through spring semester graduation. This time period does not cover summer school. Tentative summer semester schedules are usually developed a year in advance by each academic school and are based on the needs of the students and the institution. To assist the school chair in developing the summer schedule the following procedure will be used:

1. A faculty member wishing to teach in a summer semester should inform the appropriate dean at least one year in advance if they wish to teach in a particular summer semester. The dean will communicate deadlines for this initial request for summer teaching.
2. The faculty member must confirm their wish to teach in a particular summer semester by the end of the fall semester prior to the beginning of the summer semester. Faculty may also make an initial request for summer teaching at this point in time. The dean will communicate deadlines for this final request for summer teaching.

3. At the time of the initial and final requests, the faculty member should request the number of hours they wish to teach (up to 10 hours or 2/3rds of the normal semester teaching load for the faculty member); the specific courses they wish to teach; the delivery method for the class (face-to-face, hybrid, online); the campus location of the courses; and the timeframe for the courses (session, days of the week, and time-of-day). The dean will consider each request and attempt to honor as much of the request as possible with the understanding that the needs of the students and the institution will be considered as primary in setting the summer schedule.
4. Since summer semester must be self-supporting, the dean must balance the use of full-time and part-time faculty to stay within the summer semester budget parameters. To assist with this balance, full-time faculty receiving more than two courses (3 to 4 credit hour credit courses) will be paid at the part-time rate for an additional course.
5. In the event a large number of full-time faculty wish to teach in a summer semester, decisions may have to be made to limit the number of hours taught by full-time faculty. To be as fair as possible to spread summer teaching among all members of the faculty, decisions will be based on a system of seniority and previous summer teaching. Within each discipline and each school, faculty will be ranked according to seniority at EGSC. Faculty who taught a previous summer will shift below faculty who did not teach in the seniority ranking. In all cases, the needs of the students and the institution will be considered as primary in setting the summer schedule.

## **Security**

A Public Safety officer and a security officer are on duty at all times. Faculty should notify the officer when on campus during times when classes are not in session. The Public Safety Office is located in the Student Center. Public Safety can be reached by dialing **478-289-2090 or 478-455-0125 in Swainsboro and 912-623-2462 in Statesboro.**

## **Political Activities**

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

- a. Employees may not manage or take an active part in a political campaign which interferes with the performance of duties or services for which compensation is received from the System.
- b. Employees may not hold elective political office at the state or federal level.

- c. Employees who seek elective political office at the state or federal level must first request a leave of absence without pay beginning prior to qualification as a candidate in a primary or general election and ending after the general or final election. If elected to state or federal office, such person must resign prior to assuming office.
- d. Employees may seek and hold elective office at other than the state or federal level, or appointive office, when such candidacy for or holding of the office does not conflict or interfere with the employee's duties and responsibilities to the institution or the System.

**Academic Freedom and Responsibility - *Policy Currently Under Revision by the Faculty Senate***

Members of the faculty are free to express, inside or outside the classroom, opinions on any matter that falls within the field of knowledge the faculty members are employed to teach, subject only to those restrictions that are imposed by high professional ethics, fair-mindedness, common sense, accurate expression, and a generous respect for the rights, feelings, and opinions of others.

It is the faculty members' scholarship in their disciplines which entitles them to teach. As members of a learned profession and of the academic community, faculty members have an obligation to respect the dignity of others.

Academic Freedom shall be distinguished clearly from constitutional freedom, which all citizens enjoy equally under the law. Academic Freedom is an additional assurance to those who teach and pursue knowledge, and thus, properly should be restricted to rights of expression pertaining to teaching and research within their areas of recognized professional competencies. Beyond this, expressions by members of the academic community carry no more weight or protection than accorded any other citizen under the guarantee of constitutional rights; that is, outside of one's professional field, one must accept the same responsibility which all other individuals bear for their acts and utterances. In these cases, there is and should be no guaranteed immunity from possible criticism under the guise of academic freedom. However, when a member of the academic community speaks or writes as a citizen, the faculty member should be free from institutional censorship or discipline, but as persons of learning, faculty members should remember that the public may judge the education profession and institution by their utterances. Therefore, the faculty should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should indicate that they are **NOT** speaking for the Institution.

Personal written utterances, from members of the faculty to public officials, editors, or others shall be written on personal, not college stationery. No mention of rank or college affiliation should be made. Personal written utterances when typed on University System stationery will be construed by the public as representative of the Institution or the University System, and therefore, should be avoided.

The universal responsibility of the teaching faculty member is effective teaching. A proper academic climate can be maintained only when members of the academic community meet their fundamental responsibilities regularly, such as preparing for and meeting their assignments, conferring with and advising students, evaluating fairly and reporting promptly in all student achievements, and participating in group deliberations which contribute to the growth and development of students and the institution. All members of the academic community also have the responsibility to accept those reasonable duties assigned to them within their fields of competency, whether curricular, co-curricular, or extra-curricular. Additionally, the concept of institutional loyalty still has a proper place within the academic community to accept, honestly and with **good** faith, to preserve and defend the institution and its goals, without restricting the rights to advocate change.

Faculty members are also to make every effort to assure unimpeded intellectual diversity in their classes, and they must avoid particularly even the appearance that students who disagree with their views on matters of opinion will in any way be penalized or put at a disadvantage.

**Conflicts, Grievance, Discrimination, and Harassment Policies and Procedures -**  
*(See the Policies and Procedures Section of the President's Webpage under Section 4: Student Affairs and Section 8: Human Resources)*

**Student Academic Grievance Policy - *Policy Currently Under Review by Academic Affairs Staff***

East Georgia State College encourages students to seek an informal resolution by speaking with those closest to the problem – the faculty member, chair and/or vice president of academic affairs. If the student is not comfortable pursuing this route, or the complaint is not resolved at this level, the student may file a formal grievance with vice president for academic affairs or request mediation of the dispute through the Conflict Resolution Committee.

### **Informal Procedure**

Any student who has an academic fairness complaint with a faculty is encouraged, but not required, to meet with the faculty and/or the faculty member's dean seeking to resolve the problem informally at the lowest level. If the dean is unsuccessful in resolving the complaint, the matter will be referred to the vice president for academic affairs for final resolution. However, if the student is uncomfortable confronting the faculty or the faculty is the dean and the student is uncomfortable confronting the dean, the student may complain directly to the vice president for academic affairs for resolution. If the vice president for academic affairs is the instructor and has a conflict of interest in the case, the matter will be referred to the vice president for student affairs. In each instance, the faculty, dean and/or vice president for academic affairs, vice president for student affairs should provide written documentation of the meeting(s) and the resolution. The student

may also elect to have the dispute heard via mediation, either before the above informal meetings, or after, if the matter remains unresolved. For mediation procedures, the student should follow the procedures outlined in the [East Georgia State College Student Handbook "Conflict Resolution: Mediation Procedures for Employees and Students."](#) This policy is also located in the [East Georgia State College Faculty Handbook](#) and the [East Georgia State College Employee Handbook](#). At any time during or upon completion of the informal resolution processes outlined above, the student may file a formal complaint. Students should therefore become and remain familiar with the formal complaint process and timelines, stated below.

## **Formal Procedure**

The student academic grievance procedure serves primarily as a means of resolving concerns about academic fairness that arise between a faculty member and a student within a particular course during a single term. Matters which are grievable include allegations that a faculty member failed to observe course syllabus policy, partiality in grading\*, undue or excessive disciplinary measures, or failure of a faculty member to satisfy all of the instructional responsibilities outlined in this *Handbook*. Intellectual diversity issues may be legitimate grounds for complaints. Every effort is made to assure unimpeded intellectual diversity in classes, and faculty must avoid even the appearance that students who disagree with their views on matters of opinion will in any way be penalized or put at a disadvantage. See [the EGSC Student Handbook](#) for an explanation of Intellectual Diversity. All other matters, not included above, will be referred to the appropriate college administrator for investigation and resolution.

A student must begin the formal process by filing a written complaint with the vice president for academic affairs. If the vice president for academic affairs is unavailable, or has a conflict of interest in the case, the student may file a complaint with the vice president for legal and external affairs or the vice president for student affairs. The complaint must state the name of the faculty member against whom the grievance is made, the specific complaint, and the specific remedy or sanction desired. All statements should be concise and factual, and avoid personal attacks. Grievances should be filed in as timely a manner as possible, but no later than ten (10) college working days of the term following the term in which the dispute arose. Exceptions to this limitation will only be made for extenuating circumstances beyond the control of the student, such as military service or hospitalization.

Due process for formal academic grievances at East Georgia State College includes (1) written notification of charge(s), (2) the opportunity to review evidence supporting the charge(s), (3) opportunity to present evidence in response to the charge(s), (4) the right to have an advisor from the college community present during any hearing, and (5) unless time extensions have been granted, the right to a written decision based on the evidence within forty (40) college working days from the date of filing the formal grievance.

After the grievance is filed, the faculty member will have a chance to respond to the complaint. The faculty member has three options:

- (1) contest whether the matter is grievable;
- (2) request a formal meeting with the student;
- (3) volunteer to participate in mediation.

In any case, the faculty member must provide a written response to the complaint. If the faculty member contests the grievability of the matter, the complaint will go to the Grievance Committee to determine whether or not the case is grievable. If the faculty member requests mediation, the case will be referred to the Conflict Resolution Committee Chair and a mediation date will be set. If the case has not been settled through formal meeting or mediation, and the matter is deemed grievable, the Grievance Committee will hear the case and make a recommendation to the vice president of academic affairs. If the matter is not grievable, but should be reviewed by another committee, the matter will be referred to the appropriate faculty or administrative committee for resolution as outlined in the [\*East Georgia State College Statutes\*](#).

The complaint may be further investigated and a determination be made as to whether disciplinary action is necessary. If so, such action, ranging from an official reprimand to dismissal, will be administered according to due process through the Office of Academic Affairs in accordance with provisions in the [\*East Georgia State College Statutes\*](#), the [\*East Georgia State College Faculty Handbook\*](#), the University System of Georgia [\*Academic Affairs Handbook\*](#), and the [\*Policy Manual of the Board of Regents\*](#). Faculty members are encouraged to be familiar with the American Council on Education "Statement of Academic Rights and Responsibilities" endorsed by a number of major education organizations and found on the East Georgia State College web site. See Appendix 7 for a copy of the Statement.

\*A separate grade appeal process exists for appeal of the final grade in a course. The process is designed for a student who does not understand the reason a final course grade is assigned and begins with the course instructor. See page 40 of this *Handbook* which outlines the formal process for final course grade appeal.

## **Severance**

### **Non-reappointment/Discharge of Faculty**

All appointments and terminations of staff shall be made by the head of the unit of the staff member subject to the approval of the president.

The president of the College may at any time terminate any faculty member or other employee of the College for cause. Cause shall include, but is not limited to, willful or intentional violation of the policies of the Board of Regents, responsibilities described in these statutes or responsibilities described in the Faculty Handbook or the Employee Handbook.

In addition before the end of any employee's contract term for any of the following reasons, employment may be terminated provided the institution has complied with procedural due process requirements:

Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment, or prior thereto if the conviction or admission of guilt was willfully concealed;

Professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship;

Unlawful manufacture, distribution, sale, use or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with faculty member's performance of duty or his/her responsibilities to the institution or to his/her profession;

Conviction or admission of guilt in a court proceeding of any criminal drug offense;

Physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;

False swearing with respect to official documents filed with the institution;

Disruption of any teaching, research, administrative, disciplinary, public service or other authorized activity;

Violation of, among other policies, [Board Policy 8.2.1 \(non-discrimination\)](#), [Board Policy 8.2.16 \(sexual harassment\)](#), or [Board Policy 8.2.23 \(amorous relationships\)](#);

Such other grounds for dismissal as may be specified in the statutes;

Further causes or grounds for dismissal are set forth in the tenure regulations of the policies of the Board of Regents and in the approved statutes or bylaws of an institution.

Faculty are encouraged to become familiar with the East Georgia State College policies on discrimination and harassment, sexual discrimination and harassment, and amorous relationships. These policies can be found on the policies and procedures page of the president's webpage.

## **Notice of Employment and Resignation**



The following notification requirements apply to those members of the faculty who have been awarded the ranks of instructor, assistant professor, associate professor, or professor:

**Tenured Faculty:** All tenured faculty members employed under written contract for the fiscal or academic year shall give at least sixty days written notice of their intention to resign to their respective dean, the vice president for academic affairs, and the president of the institution.

**Non-Tenured Faculty:** All non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor), are employed under written contract, and who 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 an institution or his/her authorized representative, of the intent not to renew. Written notice of intent not to renew shall be delivered by hand or by certified mail, to be delivered to the addressee only, with receipt to show to whom and when delivered and the address where delivered.

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

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

**Non-Tenure Track Faculty:** Notice of intention not to renew contracts of non-tenure track personnel (Lecturer, Senior Lecturer, Instructor, Assistant Professor, Associate Professor, Professor) shall follow the schedule required for tenure track personnel. This schedule of notification shall not apply to other professional personnel.

This schedule of notification does not apply to persons holding temporary, limited-term, or part-time positions, or persons with courtesy appointments such as adjunct appointments.

Letters of resignation should be sent to the president with copies to the vice president for academic affairs and the dean. Keys must be returned to the vice president for business affairs, all college property and books must be returned to the appropriate offices, and all grades and grade books must be turned in before a final paycheck will be released.

### **Reduction in Work Force (Layoffs) and Furloughing**

The term layoff, as used in this policy, is defined as the temporary dismissal of any employee, including tenured faculty members or non-tenured faculty or other 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, which will give primary functions and responsibilities of the institution.

Faculty and other employees under contract who are laid off or terminated before the end of their contract term for reasons of financial exigency shall, whenever possible, be notified at least ninety (90) days in advance of the date of the layoff or termination. The notice of layoff or termination shall be delivered personally or by certified mail, with return receipt requested. This notice shall include, in writing, a statement of the conditions requiring layoff or termination, a general description of procedures followed in making the decision and a statement of the employee's right to respond orally and in writing to the appropriate official at the institution as to the reasons for the layoff or termination. The employee(s) shall also have the right, upon written request within twenty (20) days from the date of the final decision of the president to apply to the Board of Regents for a review of the president's decision in accordance with the provisions of the Bylaws of the Board. (Source: [Section 8.5 of the Board of Regents Policy Manual](#)).

Furloughs are mandatory time off work with no pay. Used as an alternative to a layoff, furloughs can occur when revenue or projected revenue fails to match expenses. The Board of Regents has authorized the president to implement a mandatory furlough program requiring employees to take not more than 10 days of unpaid leave during the contract period. In the event it becomes necessary for the president to exercise this authority, employee furloughs will be implemented in accordance with guidelines promulgated by the Office of the Chancellor.

## **Leaves**

**Faculty Absences** – Approved by President – 11/26/2013 – Effective January 1, 2014

Faculty members shall report for each term on the date and the time published by the college. Only extreme emergencies are considered as valid excuses for not reporting on time. The appropriate dean and vice president for academic affairs must be notified as soon as possible. The vice president for academic affairs will notify the president.

Faculty are expected to meet all classes without fail. When a faculty member must be absent, for whatever reason, he/she shall notify the dean and shall make arrangements so that classes will be met in the instructor's absence. The dean should assist the instructor to assure that classes are met. The deans shall report all absences to the vice president for academic affairs in writing, giving details for the absence. Faculty who teach at off-

campus sites are expected to notify the site director's office if they are going to be absent as well as the appropriate dean at East Georgia State College.

Each institution in the University System of Georgia is held accountable for the proper reporting and usage of leave. If a faculty member is absent for any reason, the faculty member must request leave for the absence, and it must be approved through the proper administrative channels, starting with the dean. Academic-year faculty (10-month) may request professional leave and sick leave, but do not have personal leave. 12-month faculty may request professional leave, sick leave, and personal (vacation) leave. Professional leave is requested through the school office, with approval by the dean. Anticipated sick leave and personal leave are requested through ADP. Unanticipated sick leave and personal leave must be requested through the school office using the form provided.

For both 10-month and 12-month faculty, if the absence is due to illness or other medical reasons, the faculty member must complete a sick leave request in ADP or in the school office immediately upon his or her return to work. For absences of more than five (5) consecutive days, the leave request must be accompanied by a medical certification from the employee's doctor.

In reporting sick leave, the [Board of Regents policy 8.2.7](#) stipulates that "academic year faculty will report leave based on the number of whole hours sick...with the full day being eight (8) hours, a half day being four (4) hours, and less than a half day based on whole hours missed, with a full week being the equivalent of a forty-hour workweek." 12-month faculty report sick leave as prescribed by the policy covering all full-time employees. All employees are encouraged to be familiar with the leave policies of the College, this includes annual leave, professional leave, paid and unpaid leaves-of-absence, sick leave, military leave, and Family Medical leave as outlined in the [Employee Handbook \(pp 24-29\)](#).

## APPENDIX

### Appendix 1: Student Faculty-Course Evaluation Questionnaire

#### East Georgia State College Teach – Learn Course Evaluation Questionnaire

CRN Number					<b>Directions:</b> ← Use a <b>No. 2 pencil</b> to complete this questionnaire. <b>Do not identify yourself.</b> Write the CRN number for this course in the table to the left and <b>fill in bubbles</b> for the corresponding digits below the number.  Presented below are ten multiple choice and five related short answer questions that address five important activities of the teaching and learning process: organize, connect, assist, respond, and think. Use the following scale to respond to the multiple choice questions by <b>filling in the bubble</b> that best matches your opinion for each of the ten multiple choice statements presented below. <b>Do not circle the bubbles</b> that represent your preferred answers.  <b>(a)</b> Strongly agree <b>(b)</b> Agree <b>(c)</b> Disagree <b>(d)</b> Strongly disagree <b>(e)</b> Decline to answer
(0)	(0)	(0)	(0)	(0)	
(1)	(1)	(1)	(1)	(1)	
(2)	(2)	(2)	(2)	(2)	
(3)	(3)	(3)	(3)	(3)	
(4)	(4)	(4)	(4)	(4)	
(5)	(5)	(5)	(5)	(5)	
(6)	(6)	(6)	(6)	(6)	
(7)	(7)	(7)	(7)	(7)	
(8)	(8)	(8)	(8)	(8)	
(9)	(9)	(9)	(9)	(9)	

Teach			Learn	
<b>1.</b> The professor manages the class in an organized manner by stating course expectations clearly in the syllabus and in class.	(a) (b) (c) (d) (e)	<b>Organize</b>	<b>2.</b> I come to class prepared to learn by completing reading and writing assignments when those assignments are due.	(a) (b) (c) (d) (e)
<b>3.</b> The professor presents the material in an understandable manner.	(a) (b) (c) (d) (e)	<b>Connect</b>	<b>4.</b> I participate actively in the class by attending each class, taking notes, and speaking in class discussions and contributing to exercises.	(a) (b) (c) (d) (e)

5. The professor is helpful by answering questions in class and being available during office hours.	(a) (b) (c) (d) (e)	Assist	6. I ask for help when I need it.	(a) (b) (c) (d) (e)
7. The professor provides useful feedback by grading tests and assignments promptly and by commenting based on clearly stated criteria.	(a) (b) (c) (d) (e)	Respond	8. I make good use of the feedback provided by adapting study strategies to improve performance.	(a) (b) (c) (d) (e)
9. The professor stimulates thinking by posing interesting questions and encouraging new thinking.	(a) (b) (c) (d) (e)	Think	10. I am learning to think in new ways in this class.	(a) (b) (c) (d) (e)

The five short answer questions are printed on the back of this form. Please respond to the short answer questions in the space provided.

**Directions:** Please respond to each of the following questions using complete sentences. Identify the course and instructor at the bottom of the page.

<b>Organize</b>	<b>11.</b> What did you like best about the way this course was organized and/or how could the course be better organized?
<b>Connect</b>	<b>12.</b> What teaching techniques in this class worked well for you and/or how could the material be taught more clearly?
<b>Assist</b>	<b>13.</b> Please describe what methods proved most effective in reaching your professor and/or how the various methods could be improved.
<b>Respond</b>	<b>14.</b> Please explain how the professor's feedback concerning your work or progress was useful to you and/or how this professor's feedback could be improved.
<b>T</b>	<b>15.</b> How will this course benefit your professional and/or personal life?


**Appendix 2: Faculty Member Evaluation Report**

**FACULTY MEMBER EVALUATION REPORT**

Faculty Member's Name \_\_\_\_\_

School \_\_\_\_\_

Reporting Chair \_\_\_\_\_

Academic Year \_\_\_\_\_

Instructions: Check the box that applies in according with the following categories:

Superior	Excellent	Meets or Exceeds Requirements	Minor Shortcomings	Serious Shortcomings
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--	--	--	--	--

**I. Teaching**

A. Teacher's demonstrated class performance.

--	--	--	--	--

B. Influencing students to accomplish objectives.

--	--	--	--	--

C. Encouraging and assisting students' self-development and favorable disposition toward education.

--	--	--	--	--

D. Demonstrated flexibility in teaching assignments and working conditions.

--	--	--	--	--

Enter total number of boxes checked.

--	--	--	--	--

	Meets or Exceeds	Minor	Serious	
Superior	Excellent	Requirements	Shortcomings	Shortcomings

## II. Service to Institution

A. Conscientious, effective student advising.

--	--	--	--	--

B. Contributions to institutional tasks.

--	--	--	--	--

C. Promotion of harmonious working relationships and team effort.

--	--	--	--	--

D. Support of the college's continuing education program.

--	--	--	--	--

E. Contributions to community service.

--	--	--	--	--

F. Support of Institutional and School Goals.

--	--	--	--	--

Enter total number of boxes checked.

--	--	--	--	--

## III. Academic Achievement

Instructions: Check the appropriate box in accordance with the following criteria.

All full-time faculty are considered to have met the conditions for the position they hold. One or more years of course work beyond the master's degree is considered to be excellent achievement. Those who have been awarded a doctorate (or a master's in those areas where it is considered terminal) are considered to have attained a superior rating in academic achievement.

Superior	Excellent	Meets or Exceeds Requirements	Minor Shortcomings	Serious Shortcomings

**IV. Professional Growth and Development**

All full-time faculty members are expected to engage in some tangible and quantifiable activity (excluding work toward a degree) identified as professional growth and development such as publishing, attending seminars, participating in field trips, presenting exhibitions, or providing professional consultations.

Superior	Excellent	Meets or Exceeds Requirements	Minor Shortcomings	Serious Shortcomings

**V. Justification Comments**

Each evaluation of “superior,” “minor shortcomings,” or “serious shortcomings” should be identified and supported in this section with documentary evidence.

**VI. Signal Contributions During This Year**

**VII. Additional Evaluation Comments**

I have read this faculty evaluation.

\_\_\_\_\_  
Signature of Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Date

**Note for Faculty Member:** If you feel that you need to respond to any part of your evaluation, use this space for comments. Please comment and return within five days.



---

Signature of Faculty

---

Date

---

Signature of Dean

---

Date

### **Appendix 3: Faculty Performance Plan Guidelines**

#### **Teaching**

Teaching involves those activities associated with the design and delivery of course material to the student. It is a process designed to advance the student's learning experience. For purposes of evaluation, the teaching role may include the following components:

##### **A. Instructional Delivery**

For example,

1. Teaching classes
2. Explaining concepts and procedures and demonstrating skills
3. Conducting help/problem sessions
4. Communicating with students
5. Establishing good relationships with students
6. Encouraging student participation
7. Directing research projects
8. Planning/participating in field trips
9. Conducting independent studies
10. Helping students with academic problems
11. Mentoring students outside the classroom

##### **B. Content Expertise**

For example,

1. Keeping up with current information in the field
2. Conveying content to students
3. Conferring with faculty in own discipline

##### **C. Course Design**

For example,

1. Preparing for classes
2. Previewing materials for possible classroom use
3. Developing pedagogy to bring latest developments to students
4. Creating or revising programs and courses
5. Preparing laboratories
6. Developing and revising course syllabi
7. Conferring with faculty in own discipline
8. Evaluating and revising instruction

**D. Evaluation and Feedback to Students**

For example,

1. Preparing and grading exams and make-up tests
2. Assigning grades for courses
3. Evaluating class presentations, projects, and research work

**Service**

The service role constitutes all faculty activities linked to academic specialty, faculty status, or professional/personal skills that promote the mission of the institution at the department, school, college, system or larger community levels. (In general, compensated activities will not be considered service if department chair or other administrator determines that these activities do not interfere with the faculty member's primary duties or constitute second employment). For purposes of evaluation, the service role may include the following:

**A. Service to Students**

For example,

1. Advising students
2. Advising student organizations
3. Participation in student programs
4. Recruitment
5. Placement
6. Writing letters of recommendation
7. Tutoring
8. Selecting students for awards
9. Registering students

**B. Service to Other Faculty**

For example,

1. Teaching/guest lecturing to classes of other faculty
2. Preparing/directing workshops for faculty
3. Consulting with other faculty (e.g., in class planning or reading a manuscript)

**C. Service to Department/School**

For example,

1. Handling specific administrative tasks for department (e.g., scheduling classes)
2. Grant writing or directing/arranging other special projects for department
3. Budget work
4. Departmental paperwork
5. Active service on department committees such as search committees and others

**D. Service to East Georgia State College (college-wide)**

For example,

1. Active work and service on college committees, standing and ad hoc (including search committees)
2. Serving actively as an officer on a committee
3. Special projects or consultation for college (e.g., archaeological digs)
4. Participation/attendance at college functions including faculty meetings, graduations, honors ceremonies, Lyceum, library programs, faculty presentations such as poetry, sporting events, alumni events

**E. Service to Community**

For example,

1. Continuing Education (if not paid)
2. Leadership in organization
3. Club membership
4. Volunteer charity work
5. Education Support Leave

**Professional Development and Achievement**

The professional development and achievement role encompasses original contributions to knowledge or understanding; creative work in the arts; efforts which advance scholarship and/or improve professional competence; and endeavors which contribute to the teaching/learning process of college education. For purposes of evaluation, the professional development and achievement role may include the following:

**A. Publication of scholarship or research, including pedagogical research, appropriate to one's academic expertise**

For example,

1. Books
2. Articles
3. Book reviews
4. Manuals and teaching materials
5. Other media (software design, electronic publishing, etc.)

**B. Presentations appropriate to one's academic/artistic expertise**

For example,

1. Papers
2. Practicums, workshops, seminars, and master classes
3. Other media (posters, graphic designs, videos, electronic media, etc.)

**C. Artistic production, performance, and composition**

For example,

1. Poetry
2. Musical performance
3. Visual arts

4. Theater
5. Other media

**D. Proposals, reports, and works in progress**

For example,

1. Grant proposals
2. Research proposals
3. Technical reports

**E. Conferences, seminars, workshops, exhibitions, and competitions**

For example,

1. Chair/organizer/curator/adjudicator
2. Respondent/discussant
3. Participant/attendee

**Appendix 4: Format for Faculty Performance Plan**

**Faculty Performance Plan for 20XX-20XY**

**Faculty** \_\_\_\_\_

**Dean** \_\_\_\_\_

**Area # 1: Teaching**

**Area # 2: Service**

**Area # 3: Professional Development**

\_\_\_\_\_  
**Signature (Faculty)**

\_\_\_\_\_  
**Signature (Dean)**

**Appendix 5: Standard Format of Syllabus – *Currently Under Review by Faculty Senate***

**EAST GEORGIA STATE COLLEGE**  
A unit of the University System of Georgia  
131 College Circle  
Swainsboro, Georgia 30401-2699  
Phone Number

Semester / Year  
Course Prefix & Number: Course Name  
(e.g. ENGL1101: Composition I)  
CRN #  
Meeting Day(s), Location(s) and Time(s)

\*Students are responsible for their own academic progress and must make themselves familiar with EGSC Learning Support policies. Decisions regarding fulfillment of College Preparatory Curriculum (CPC) deficiencies should be made with the help of an academic advisor. EGSC Learning Support polices can be found at <http://www.ega.edu/academicpp/LearningSupportPolicies.pdf>.

***\*SPECIAL NOTE: To be placed at the beginning of all syllabi for learning support classes only.***

- I. Instructor
- II. Office information: Location, Phone, E-Mail, Office Hours
- III. Course Description from EGSC Catalog (<http://www.ega.edu/policy/egsc-catalog-2015-2016.pdf>)
- IV. Prerequisites
- V. Textbooks: Author, Title, Publisher, and ISBN #
- VI. Course Learning Outcomes with linkages to General Education Student Learning Outcomes
- VII. Evaluation (i.e. description of how Student Learning Outcomes will be evaluated)
- VIII. Grading (i.e. how grades will be assessed, including percent of total grade for each major assignment)
- IX. Attendance Policy

- X. Make-up Policy
- XI. Plagiarism & Academic Dishonesty (please see EGSC Student Handbook [http://www.ega.edu/counseling\\_center/handbook2008.pdf](http://www.ega.edu/counseling_center/handbook2008.pdf))
- XII. ADA Statement (can be found at [http://www.ega.edu/counseling\\_center/disabilityaccommodations.htm](http://www.ega.edu/counseling_center/disabilityaccommodations.htm))
- XIII. Course Withdrawal Policy Statement: Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course, students must meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found in the EGSC catalog at <http://www.ega.edu/registrar/catalog/Catalog0809.pdf>
- XIV. Campus Emergency Policy:
  - a. In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion, using the nearest exit. In the event of a severe weather warning everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGSC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulties locating either ask your instructor to assist you.
  - b. The **Connect-ED** system is a communication service that enables East Georgia State College administrators and security personnel to quickly contact all East Georgia State College students, faculty and staff with personalized voice and text messages that contain emergency-related campus information (e.g., campus closing, campus threat, health scare, etc.) With **Connect-ED**, East Georgia State College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, e-mail, TTY/TDD receiving devices, or other text-receiving devices. (<http://www.ega.edu/connected.pdf>)
  - c. EGSCS students should make themselves familiar with Georgia Southern University's Emergency Response Plan <http://services.georgiasouthern.edu/ess/Emergency%20Response%20Plan.pdf>  
In the event of an emergency, EGSCS students should follow the instructions of EGSCS faculty and staff members and GSU campus officials.
- XV. Additional Course Requirements
- XVI. Daily Course Schedule
- XVII. Optional Policies
  - a. Cell Phones & Electronic Devices
  - b. Recording (e.g. audio, video, cell phone pictures)

- c. Classroom Behavior
- d. Any additional course objectives

**Appendix 6: Faculty Annual Report Format**

**FACULTY ANNUAL REPORT  
20XX-20XY**

Information contained in this report is used in the Annual Institutional Report submitted to the Regents' Office.

**Faculty Member** \_\_\_\_\_

**School** \_\_\_\_\_

The faculty annual report will help your Dean and the administration in evaluating your performance for this year. Do not hesitate to list all of your accomplishments and contributions.

Insert additional sheets where needed. Show that an additional sheet has been added and keep the same numbering system.

**I. Teaching**

**A. Summary of year's academic classes**

Summer		Fall	
Course Number	# of Students	Course Number	# of Students
1.		1.	
2.		2.	
3.		3.	

Spring

Course Number	# of Students
1.	
2.	
3.	

**B. What significant contributions have you made to the instructional programs of the college?**

II. **Professional Development**

**A. Advanced Study Since July 1, 20XX.**

1. Degree awarded since July 1, 20XX
  - a. Institution
  - b. Degree
  - c. Major field
  - d. Date of Conferral
  
2. Other advanced study since July 1, 20XX
  - a. Institution
  - b. Nature of Study
  - c. Dates of Attendance
  - d. Is (was) this a degree program?
  - e. If so, what degree?
  - f. When do you expect the awarding of the degree?

**B. Research and Creative Projects**

1. Research projects underway. Give the nature of the project and a synopsis of it.
  
2. Projects of a creative nature. Art works, art shows, and similar creative work should be included here.

**C. Books Published Since July 1, 20XX**

Author(s):  
Title:  
Publishing Company:  
Publishing Date:  
Number of Pages:

**D. Articles Published Since July 1, 20XX. Include published book reviews here.**

- a. Author:  
Title:  
Periodical:  
Volume, Number, and Date of Periodical:
  
- b. Author:



Title:  
Periodical:  
Volume, Number, and Date of Periodical:

**E. Articles Submitted for Publication Since July 1, 20XX, But Not Yet Accepted.**

- a. Author(s):  
Title:  
Periodical submitted to:  
Date article submitted:  
Nature of article:
- b. Author(s):  
Title:  
Periodical submitted to:  
Date article submitted:  
Nature of article:

**F. Grants and Proposals Approved Since July 1, 20XX (Originated and Written by You)**

Project Director:  
Title of Proposal:  
Program Sponsor:  
Date Submitted:  
Dates of Implementation:

Faculty and others involved in project--indicate percentage of participation in each.

**G. Faculty Member's Participation in Non-budgeted, Non-curricular Public, Civic, Charitable, and other Organizations not Directly Related to the College. Do not abbreviate names of organizations. State your position in the organization(s).**

**H. Faculty Member's Participation in Professional Organizations. Do not abbreviate names of organizations. State your position in organization.**

**Professional Memberships**

**Presentations/Panels**

**I. Professional Meetings Attended      Location      Date(s)**

**III. Institutional Service**

- A. East Georgia State College Activities, Committees, Special Projects. Omit Continuing Education projects here. State your position, e.g., chair or other position such as advisor, etc.**
- B. Have you encountered any special difficulties in any aspect of the college during this year? What suggestions could you offer which you believe would improve this aspect?**
- C. Is there any other information that will give the school and administration a better understanding of the activities and problems you encounter that will enable us to make a better appraisal of you?**
- D. What support have you given to the diversity efforts of the College (e.g. - Minority Advancement Program, The African-American Male Initiative, etc.)?**
- E. What assessment activities have you completed?**
- F. How have you supported the institution's retention-progression-graduation efforts of Complete College Georgia?**

**IV. Community Service**

- A. Public service programs (Continuing Education) conducted under the auspices of the college (budgeted). List successful programs first.**

<u>Category</u>	<u>Title</u>	<u>Location</u>	<u>Attendance</u>	<u>Dates</u>	<u>Hours</u>
-----------------	--------------	-----------------	-------------------	--------------	--------------

Other faculty or person involved in program with you.

- B. Participation in other activities which may not fit well in any other category (e.g., PTA, judging, science fairs, reading seminars, clinics, hospital service, task forces, day care, housing authority).**

## **Appendix 7: American Council on Education "Statement of Academic Rights and Responsibilities"**

### **Statement on Academic Rights and Responsibilities**

Intellectual pluralism and academic freedom are central principles of American higher education. Recently, these issues have captured the attention of the media, political leaders and those in the academy. This is not the first time in the nation's history that these issues have become public controversies, but the current interest in intellectual discourse on campus suggests that the meaning of these terms, and the rights and responsibilities of individual members of the campus community, should be reiterated.

Without question, academic freedom and intellectual pluralism are complex topics with multiple dimensions that affect both students and faculty. Moreover, America's colleges and universities vary enormously, making it impossible to create a single definition or set of standards that will work equally well for all fields of academic study and all institutions in all circumstances. Individual campuses must give meaning and definition to these concepts within the context of disciplinary standards and institutional mission.

Despite the difficulty of prescribing a universal definition, we believe that there are some central, overarching principles that are widely shared within the academic community and deserve to be stated affirmatively as a basis for discussion of these issues on campuses and elsewhere.

- American higher education is characterized by a great diversity of institutions, each with its own mission and purpose. This diversity is a central feature and strength of our colleges and universities and must be valued and protected. The particular purpose of each school, as defined by the institution itself, should set the tone for the academic activities undertaken on campus.
- Colleges and universities should welcome intellectual pluralism and the free exchange of ideas. Such a commitment will inevitably encourage debate over complex and difficult issues about which individuals will disagree. Such discussions should be held in an environment characterized by openness, tolerance and civility.
- Academic decisions including grades should be based solely on considerations that are intellectually relevant to the subject matter under consideration. Neither students nor faculty should be disadvantaged or evaluated on the basis of their political opinions. Any member of the campus community who believes he or

she has been treated unfairly on academic matters must have access to a clear institutional process by which his or her grievance can be addressed.

- The validity of academic ideas, theories, arguments and views should be measured against the intellectual standards of relevant academic and professional disciplines. Application of these intellectual standards does not mean that all ideas have equal merit. The responsibility to judge the merits of competing academic ideas rests with colleges and universities and is determined by reference to the standards of the academic profession as established by the community of scholars at each institution.
- Government's recognition and respect for the independence of colleges and universities is essential for academic and intellectual excellence. Because colleges and universities have great discretion and autonomy over academic affairs, they have a particular obligation to ensure that academic freedom is protected for all members of the campus community and that academic decisions are based on intellectual standards consistent with the mission of each institution.

June 23, 2005

The following organizations have endorsed this statement:

- American Association of Community Colleges
- American Association of State Colleges and Universities
- American Association of University Professors
- American Council on Education
- American Dental Education Association
- American Political Science Association
- Association of American Colleges and Universities
- Association of American Law Schools
- Association of American Universities
- Association of Catholic Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Association of Higher Education Facilities Officers
- Association of Jesuit Colleges and Universities
- The College Board
- College Student Educators International
- College and University Professional Association for Human Resources