

# Faculty Handbook



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## PURPOSE:

The *Faculty Handbook* is one of several key documents that outline the operations of Gordon State College. All institutional policies are intended to be consistent with the mission of the College, the policies of the University System of Georgia's Board of Regents, the requirements of all relevant accrediting agencies as well as state and federal statutes.

The purpose of the *Faculty Handbook* is to state the policies, guidelines, practices and expectations that govern faculty activities at Gordon State. The *Faculty Handbook* will be available to the faculty at all times on the website of the Provost and Vice President of Academic Affairs of Gordon State College. The provisions of the *Handbook* derive their authority from various sources. Provisions are largely statements of customary practice, administrative organization, and explicit policy established by the Georgia Board of Regents or Gordon State College.

The Faculty Welfare Committee, a standing committee of the Faculty Senate, is charged with the establishment, update, and revisions to the *Faculty Handbook*. Amendments to the *Faculty Handbook* follow the same path as any change to *Faculty Senate By-laws* and *Statutes of the College*. The Faculty Welfare Committee will receive suggested amendments from the Instructional Corps of the College. The Committee reviews and revises the proposed amendment and sends the revision to the Executive Board of the Faculty Senate. After examining the proposed revision, the Executive Board places the item on the Agenda of the next Faculty Senate meeting. Following approval by the Faculty Senate, the amendment is presented to and voted on by the full faculty at their next regularly scheduled meeting. Changes will go into effect when signed into approval by the President of Gordon State College and published in the *Gordon State College Faculty Handbook*. No change will be deemed retroactive. Changes from the Georgia Board of Regents will be communicated to the faculty by the President of Gordon State College and automatically become part of the *Faculty Handbook*.

Any questions concerning information given in this *Handbook* should be addressed to:

Provost and Vice President of Academic Affairs  
Gordon State College  
419 College Drive  
Barnesville, GA 30204



## Title IX

Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Gordon State College does not discriminate on the basis of sex in its education programs and activities. Prohibited sex discrimination covers sexual harassment including sexual violence. "Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol, or due to an intellectual or other disability. Sexual violence includes rape, sexual assault, sexual battery and sexual coercion. All such acts of violence are forms of sexual harassment covered under Title IX." (View [Gordon State College Title IX Policy](#), as approved by Board of Regents.)

Inquiries concerning the application of Title IX may be referred to:

Title IX Coordinator  
Office of Human Resources  
419 College Drive  
Barnesville, GA 30204  
Phone: 678.359.5011  
Email: [HumanResources@GordonState.edu](mailto:HumanResources@GordonState.edu)

Complaints may also be submitted to the Title IX Coordinator via the Online Complaint Form at [https://cm.maxient.com/reportingform.php?GordonStateCollege&layout\\_id=0](https://cm.maxient.com/reportingform.php?GordonStateCollege&layout_id=0).

OR

U.S. Department of Education  
Office of Civil Rights  
Phone: 800.421.3481  
Email: [ocr@ed.gov](mailto:ocr@ed.gov)

If you wish to fill out a complaint form online, you may do so at:

<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

## CHAPTER 1. THE CORPS OF INSTRUCTION

Full-time Professors, Associate Professors, Assistant Professors, Instructors, Lecturers, Senior Lecturers, and teaching personnel with such other titles as may be approved by the Georgia Board of Regents, constitute the Corps of Instruction at Gordon State College. Duly certified librarians will also be included in the Corps of Instruction on the basis of comparable training. Persons holding part-time or adjunct appointments or other honorary titles shall not be considered to be members of the faculty. (*Board of Regents Manual*, § 3.2.1)

In the remainder of this document, the phrase *Academic Unit Head*, shall be understood to mean Department Head, or if there is no Department Head, then Director of Library Services, or Dean as appropriate for the faculty member under discussion.

### 1.1 Teaching Faculty Ranks: Assistant Professor, Associate Professor, or Professor

Teaching faculty ranks include Professor, Associate Professor, Assistant Professor, Instructor, Senior Lecturer, Lecturer, Academic Professional, and Clinical (*Board of Regents Manual*, § 8.3).

#### 1.1.1. Functions of the Tenured and Tenure-track Faculty:

Tenured and tenure-track faculty members of Gordon State College fulfill three primary functions: teaching, service and professional growth and development.

- 1.1.1.1. Teaches undergraduate courses appropriate to his/her appointment and credentialing.
- 1.1.1.2. Plans and conducts classes in a manner conducive to creating an effective learning environment which helps students achieve the educational outcomes set by the college, **the standards of the discipline, and external accrediting agencies.**
- 1.1.1.3. Compiles, administers and evaluates examinations and assignments appropriate to the educational outcomes of the college. These evaluations should be based on student performance.
- 1.1.1.4. Serves as an effective advisor to students on academic curricula, course selection, and graduation requirements. Also provides career advice when applicable.
- 1.1.1.5. Attends and participates in student orientation and registration activities as required.
- 1.1.1.6. Serves on faculty committees at the department, college, or system level as elected by the faculty or appointed by the administration.
- 1.1.1.7. Supports student activities by serving as a club advisor and/or by attendance at student functions.
- 1.1.1.8. Serves the college and community by providing expertise in his/her field to colleagues, schools, businesses, and other organizations.

**1.1.1.9.** Professional growth and development may be grouped along three categories: (a) Academic performance, (b) Personal learning, and (c) Discipline enrichment.

- a) **Academic performance** refers to work output and quality and pertains to teaching, advising, service to the institution and community, and professional development.
- b) **Personal learning** is defined as an ongoing accumulation of new knowledge and skills or increasing depth of understanding in one's field of study.
- c) **Discipline enrichment** is defined as the continuation of contributions to one's field of study or relevant social community.

Gordon State College will provide faculty the opportunity to continue their professional development, including but not limited to leaves of absences for study and research, additional graduate study in their discipline, participation in professional meetings, and in-service training [SACSCOC § 4.8.7].

#### 1.1.2 Other Responsibilities:

**1.1.2.1.** Maintains the required number of office hours each week.

**1.1.2.2.** May help with student recruitment when requested.

**1.1.2.3.** Prompt and regular in performing job responsibilities.

**1.1.2.4.** Available to teach classes at night and off-campus.

**1.1.2.5.** Attends formal academic exercises of the College, including the President's Convocation and Graduation, and on such occasions to wear appropriate academic attire.

**1.1.2.6.** Faculty will comply with requirements of TITLE IX, Americans with Disabilities Act, FERPA, and other applicable state and federal statutes.

#### 1.1.3. Education, Experience and Skills Required:

**1.1.3.1.** Degrees will vary according to requirements in the *Faculty Handbook* for tenure track personnel. For further information, consult the sections of this Handbook concerning Faculty ranks.

**1.1.3.2.** Faculty will have strong written, verbal, analytic, presentation and interpersonal skills.

**1.1.3.3.** Minimum qualifications for all academic ranks include:

- a) Consistency with the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) requirements for institutional accreditation;
- b) Evidence of ability as a teacher;

- c) Evidence of ability and activity as a scholar in all other aspects of duties assigned;
- d) Successful experience (this must necessarily be waived in the case of those just entering the academic profession who meet all other requirements).  
(*Board of Regents Manual*, §8.3.1.2)

### ***1.2 Teaching Faculty Ranks: Senior Lecturer, Lecturer, Instructor and Limited Term Faculty***

The appointment and promotion of Lecturers are based on the experience and academic background of the candidate as well as the instructional needs of the College. The title of Lecturer or Senior Lecturer applies to assignments that call for academic background similar to that of a faculty member with professorial rank but that focuses primarily on teaching and learning. The position is not a tenure-track position and the holder is not eligible for consideration for the award of tenure (*Board of Regents Policy Manual* §§ 8.3.8.1 and 8.3.8.2).

At Gordon State College, the teaching and teaching-related responsibilities outlined in Section 1.2.1 of the *Faculty Handbook* also apply as the primary workload obligations of Lecturer faculty. Even though it is not required of the Lecturer, service to the institution is highly encouraged, particularly teaching and student-centered service activities. Lecturers are eligible to be members of faculty committees and may participate fully as a member of the Corps of Instruction at Gordon State College if they so choose. It is highly recommended that Lecturer faculty show continued professional development especially as it relates to teaching.

Not more than 20 percent (20%) of Gordon State College's full-time equivalent Corps of Instruction may be Lecturers and/or Senior Lecturers (*Board of Regents Manual*, §§ 8.3.8.1 and 8.3.8.2).

#### **1.2.1 Functions of the Lecturer and Senior Lecturer**

- 1.2.1.1** Teaching: undergraduate courses appropriate to her or his appointment and credentialing.
- 1.2.1.2** May teach upper division classes only upon the approval of the Academic Unit Head.
- 1.2.1.3** Plans and conducts classes in a manner conducive to creating an effective learning environment, which helps students achieve the educational outcomes set by the college, the standards of the discipline, and external accrediting agencies.
- 1.2.1.4** Compiles, administers and evaluates examinations and assignments appropriate to the educational outcomes of the college. These evaluations should be based on student performance.
- 1.2.1.5** Serve as academic advisor to students in the Lecturer/Senior Lecturer's discipline.
- 1.2.1.6** May serve on appropriate faculty committees at the department, college or system level as elected by the faculty or appointed by the administration.
- 1.2.1.7** May serve the college and community by providing expertise in his/her field to colleagues, schools, businesses and other organizations.

### **1.3 Faculty Meetings**

The Corps of Instruction (full-time Professors, Associate and Assistant Professors, Instructors, Senior Lecturers, Lecturers, Academic Professionals and Clinical faculty) will meet a minimum of four {4} times each year: Twice at the beginning of each academic year and at the end of Fall and Spring semesters (to approve upcoming graduates). Faculty meetings will be led by the Provost and Vice President for Academic Affairs, who will notify Faculty at least seven {7} days prior to the meeting informing Faculty of meeting time and location. At one of the first-of-the-academic-year Faculty meetings, all Faculty-at-large representatives for standing committees of the college and standing committees of the Faculty Senate will be elected by the Faculty.

The Provost and Vice President for Academic Affairs will collect Agenda items and distribute Agenda to Faculty three {3} days before the meeting. At the first meeting of the academic year, the Faculty will elect a Recorder from the Faculty. The Recorder will be responsible for recording Minutes of all Faculty meetings for the academic year and disseminating Unapproved Minutes and Approved Minutes to the Faculty within ten {10} days of the meeting. Electronic copies of Approved Minutes of Faculty meetings will be archived in the Office of the Provost and Vice President of Academic Affairs.

## CHAPTER 2. INSTRUCTIONAL POLICIES

### 2.1 Curriculum Development

The primary responsibility for the implementation, content, quality, and effectiveness of the curriculum rests with the faculty of Gordon State College. New courses and programs are initiated within an academic unit and subject to the review and approval of the Academic Policy Committee, Executive Board, Faculty Senate, the Provost and Vice President for Academic Affairs, and the President prior to implementation. New programs of study must also have the approval of the Board of Regents.

Faculty desiring to propose new courses or programs should consult with their academic unit head. If the academic unit head concurs that a new course or program is desirable, the faculty member will submit a new course proposal form, along with a sample syllabus or curriculum, to the Academic Policy Committee. If the Academic Policy Committee approves, and the Provost and Vice President for Academic Affairs supports the recommendation, the proposal is submitted to the Senate for approval, and, if approved by that body, to the President for final approval. If the proposal is a new program requiring thirty (30) hours or more of new course work, the Board of Regents must also approve.

The academic units responsible for curriculum development and oversight are the School of Arts and Sciences and its constituent departments, the School of Education, and the School of Nursing and Health Sciences. The official line of communication to higher authority runs from the Academic Unit Heads and Deans of these academic units to the Provost and Vice President for Academic Affairs and to the President.

### 2.2 Teaching Loads

**2.2.1.** The normal teaching load of a tenured or tenure-track faculty member of Gordon State College shall alternate during the academic year between a load of fifteen to sixteen credit hours per semester (4-5 class sections) and a load of twelve credit hours per semester (3-4 class sections). The semester for reduced faculty load would be determined and assigned by the Provost and Vice President for Academic Affairs and the academic unit head based on scheduling needs.

The normal teaching load of a non-tenure track faculty member shall be between fifteen to sixteen credit hours (4–5 class sections) per semester. This shall apply to Lecturer, Senior Lecturer, Instructors, full-time temporary, and full-time limited-term faculty.

**2.2.2.** Other adjustments in assigned faculty load may occur because of various other factors, including the workload of preparation, student contact hours, accreditation requirements, and assessment of student work. At the discretion of the Provost and Vice President for Academic Affairs and with the approval of the President, workload adjustments for individual academic disciplines may be made.

**2.2.3.** The Chair of the Faculty Senate is released from two courses per academic year.

**2.2.4.** Release Time. The Provost and Vice President for Academic Affairs, with the approval of the President, may grant release time to individual faculty members as compensation for extraordinary projects. Faculty members must apply to their Dean and to the Provost

and Vice President for Academic Affairs for release time each year at the annual evaluation meeting. An application should explain the purpose of the release time (see Appendix A).

**2.2.4.1.** The granting of release time is subject to scheduling needs.

**2.2.4.2.** Release time will ordinarily be granted for one year only, but it may be renewed with the approval of the faculty member's Dean and at the discretion of the Provost and Vice President for Academic Affairs.

**2.2.4.3.** Any faculty member granted release time must submit a report to the Dean of his or her School detailing the work accomplished during the release time.

**2.2.5.** The Provost and Vice President for Academic Affairs may allot a faculty member a lesser load while recognizing that the faculty member meets full teaching load and other contractual responsibilities, in those instances where students may be instructed as effectively in large groups as in small groups.

**2.2.6.** On occasion, research may constitute a part of a faculty member's normal work load. When the work load of research is uncommonly high, a compensating reduction in teaching load may be granted by the Provost and Vice President for Academic Affairs.

## **2.3 Office Hours**

Gordon State College expects the faculty members will be on campus a sufficient number of hours to discharge adequately their professional responsibilities, and to maintain regular office hours. Faculty must post on their office doors the hours during which they will be available for consultation with students (eight hours per week or as approved in writing by the Academic Unit Head). The faculty's Academic Unit Head may approve virtual office hours for faculty members with a significant online course load.

## **2.4 Final Examinations**

All instructors are expected to give a final exam or alternative assessment in each of their courses unless exceptions are approved by the Academic Unit Head and Dean on an individual or program basis. The final examination schedule must be followed as published. Any change from the schedule must be approved by the Associate Vice President for Academic Affairs.

## CHAPTER 3. FACULTY HIRING POLICIES

### **3.1 Equal Employment Opportunity/Affirmative Action Reaffirmation**

It continues to be the policy of Gordon State College to implement affirmative equal opportunity to all employees and students and applicants for employment or admission without regard to race, creed, color, sex, national origin, religion, age, veteran status, or disability. Affirmative action shall be taken to ensure fulfillment of this policy including, but not limited to, the following personnel actions.

1. Recruiting, enrollment and educational practice
2. Hiring, placement, upgrading, transfer or promotion
3. Treatment during employment
4. Recruitment, advertising or solicitation for employment
5. Rates of pay or other forms of compensation
6. Selection for training
7. Layoff or termination
8. Fringe benefits

The policy of this college is consistent with the requirements and objectives of *Executive Order 11246*, as amended, *Vietnam Era Veterans' Readjustment Act of 1974*, as amended (Number 38 USC 2012), Section 503 of the *Rehabilitation Act of 1973*, and their implementing regulations. It is the college's objective to obtain, without discrimination, individuals qualified and/or trainable for positions by virtue of job related standards of education, training, experience or personal qualification.

In conformance with the Federal regulations listed above, Gordon State College does not discriminate against any employee or applicant for employment or against any student or applicant for admission in regard to any position for which the employee or student is qualified.

For all employees, applicants for employment, and students with physical and mental limitations, Gordon State College will provide reasonable accommodations.

Responsibility for ensuring compliance and continued affirmative implementation of the policy is assigned to the Assistant Vice President of Human Resources, as Affirmative Action Officer for the college. Periodic revision and review will be made for the purpose of measuring progress against these stated objectives as well as considering revision and updating.

## 3.2 Hiring Policies for Faculty

### 3.2.1 Minimum Qualifications

Minimum employment qualifications for faculty of all academic ranks shall be:

- 3.2.1.1.** Consistent with the Southern Association of Colleges and Schools Commission on Colleges' (SACSCOC) requirements for institutional accreditation;
- 3.2.1.2.** Evidence of ability as a teacher;
- 3.2.1.3.** Evidence of ability and activity as a scholar in all other aspects of duties assigned;
- 3.2.1.4.** Successful experience (this must necessarily be waived in the case of those just entering the academic profession who meet all other requirements); and,
- 3.2.1.5.** Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.

*Board of Regents Policy Manual §8.3.1.2*

## 3.3. The Faculty Hiring Process

Recommendations for faculty positions are made by the Academic Unit Head to the Provost and Vice President for Academic Affairs and based on known vacancies, resignations, retirements, and needed additions or deletions from the academic program. Final budget approval from the Board of Regents may dictate the deletion of some positions and make possible the addition of others.

The procedure for recruitment and hiring an employee holding faculty rank, including those serving in an administrative role, is as follows:

### 3.3.1. Recommendation for faculty position

- Upon recognition of need for a new faculty member, the Academic Unit Head shall make a recommendation to the Dean and the Provost and Vice President for Academic Affairs.

### 3.3.2. Search Committee Chair Selection, Role, and Duties

#### 3.3.2.1. Roles of the search committee chair

- Serve as the main liaison between stakeholders
- Organize and maintain a consistent, efficient process

#### 3.3.2.2. Selection of search committee chair

The chair of the search committee will be a full-time faculty member not serving in an administrative position. The committee chair will be selected by the Academic Unit Head from tenured professors within the academic unit and in the same discipline as the position being filled. If no such faculty member exists/is willing to serve, a tenure-track-faculty member who has not yet earned the award of tenure may be selected. If no such faculty member exists/is willing to serve, a tenured faculty member from a closely related discipline may be selected. In the latter situation, the faculty of the hiring academic unit shall be granted the opportunity to voice approval or disapproval to the unit head before a search chair being appointed.

The chair of the search committee for faculty holding administrative positions will be a faculty member not serving in an administrative position. When seeking to hire an Academic Unit Head, Director, or other administrator whose duties include supervising faculty, the committee chair will be selected by the Dean of the School in which the program resides, from tenured professors within the same Academic Unit as the position being sought. When seeking to hire a Dean, the committee chair will be selected by the Provost and Vice President for Academic Affairs, from tenured professors within the same School as the position being sought. When seeking to hire a Provost and Vice President for Academic Affairs, the President will select the chair from tenured faculty not holding administrative positions.

### 3.3.2.3. Search Committee Chair Responsibilities and Procedures

Note: when following this procedure to hire a faculty member serving in the administrative capacity of an Academic Unit Head or Director, the “Academic Unit Head” as referred to below is the Dean of the School in which the unit resides. Likewise, when hiring a Dean, the “Academic Unit Head” is the Provost and Vice-President for Academic Affairs, and when hiring a Provost and Vice-President for Academic Affairs, the “Academic Unit Head” is the President.

The search committee chair shall select and convene committee as follows:

- Partner with the Academic Unit Head in the selection of committee members
- In partnership with the Academic Unit Head, the Provost and Vice President for Academic Affairs, Human Resources, and search committee, produce the position announcement
- In partnership with the search committee, determine selection criteria, and develop a review matrix and measurement methods
- Participate in annual selection training, which focuses on reducing the legal risk of the institution by making objective decisions based on selection criteria and in consideration of current best practices and case law. In addition, the search committee chair will complete an interview training session provided by the Office of Human Resources. No faculty member may be excluded from being chosen and serving on (or chairing) a search committee based on failure to take an oath, pass any exam or test, or requirement to commit to any statement of best practices, mandated beliefs or shared values, that are specific to the hiring process.

- Coordinate review of applicant files (provide passcodes, etc. to committee members to access and review files as they are submitted) and discussion of qualifications of candidates

After initial selection of qualified candidates, the chair shall:

- Determine phone interview process in partnership with the committee
- Coordinate phone interviews between candidates and committee
- Coordinate with committee to ensure contact of at least two candidate references, conducted with participation of committee members
- Convey results of reference checks to full committee
- Consult with Academic Unit Head with regard to any fiscal constraints to determine the number of candidates the committee may choose to invite for an 'on-campus' interview
- Prepare and convey list of candidates selected by the committee for an 'on-campus' interview to the academic unit head

In consultation with the committee, the chair shall coordinate the following:

- Interviews/appointments with (as applicable for the position)
  - Academic Unit Head
  - Dean
  - Provost and Vice President for Academic Affairs
  - President
- Distribution of candidate CV/qualifications to departmental/discipline faculty and staff
- Teaching demonstration or presentation – arrange for feedback from participants
- Interview with hiring committee - determine interview process in partnership with the committee
- Interview with departmental/discipline faculty
- Open forum session – campus-wide
- Campus/department tour
- Additional sessions as determined by the search committee
- Appointment with Office of Human Resources

Post-interview, the chair shall:

- Solicit and collect input from various stakeholders and ensure distribution to committee. While all input should be collected anonymously, input from the hiring unit (faculty and staff), students, and other units should be collected separately.
- Arrange committee meeting to discuss candidates and finalize decisions
- Convey committee recommendations to academic unit head

### 3.3.3. Search Committee Selection, Role, and Duties

#### 3.3.3.1. Search Committee Roles

- Actively participate in all aspects of the search process, including meetings, interviews, reference checks, and presentations

- Determine candidate(s) best qualified for the position based on selection criteria, review matrix and measurement methods

### 3.3.3.2. Selection of Search Committee Members

Committee membership should represent faculty from the Corps of Instruction in the discipline/area of expertise of the position being filled. The search committee chair shall partner with the Academic Unit Head in the selection of committee members. If a discipline/area of expertise does not have the required number of faculty willing or able to serve, the search committee chair, working with the Academic Unit Head, may invite faculty from outside the discipline/area of expertise to the committee. Committee membership numbers may be lowered if and only if no faculty are willing or able to serve. The numbers listed below are exclusive of the chair of the search committee.

When hiring faculty – Lecturer, Assistant Professor, Associate Professor, Full Professor:

- 3-5 faculty not serving in administrative positions from the discipline/area of expertise

When hiring faculty – Academic Unit Head, Director, or similar administrator whose duties include supervising faculty:

- 4-6 faculty from the academic unit
- 1 Academic Unit Head, Director or other administrator whose duties include supervising faculty, preferably from same school

When hiring faculty – Dean:

- 6 faculty from the school (1-3 faculty members from each academic unit within the school)
- 1 Academic Unit Head, Director or other administrator whose duties include supervising faculty, from the school
- 1 Academic Dean with faculty rank

When hiring faculty – Provost and Vice President for Academic Affairs

- 2 faculty members from each school
- 2 administrators with faculty rank

### 3.3.3.3. Committee Responsibilities and Procedures

During the initial stages of the search, the search committee shall:

- As needed, participate in hiring refresher specifically focused on adherence to federal, state, and USG employment laws and guidelines. No faculty member may be excluded from serving on a search committee based on any failure to take an oath, pass an exam or test, or requirement to commit to any statement of best practices, that are specific to the hiring process.
- In partnership with the Academic Unit Head, the Provost and Vice President for Academic Affairs, Human Resources, and search committee chair, produce the position announcement

- Determine selection criteria and develop a review matrix and measurement methods
- Review candidate files
- Identify those candidates qualified to advance

After selection of qualified candidates, the search committee shall:

- Determine phone interview process
- Conduct phone interviews with qualified candidates
- Conduct reference calls and convey results to the search committee chair. At least two references will be contacted for each selected candidate
- Review references for candidates
- Prepare list of candidates selected by the committee for an 'on campus' interview

For candidates selected for 'on campus' interviews, the search committee shall:

- Determine structure of open forum session (and any other session deemed necessary by the committee) to be followed for each candidate
- Determine committee interview structure
- Participate, as available, in interview events, such as the teaching demonstration or presentation, open forum session, and departmental/discipline faculty interview.
- Participate in committee interview of candidate

Post-interview:

- Review input collected from teaching demonstration and open forum session
- Determine a ranked list of recommended candidates.

**3.3.4** The search committee makes a written recommendation to the Academic Unit Head, who forwards the search committee's recommendation with their recommendation to the Dean and the Provost and Vice President for Academic Affairs, who then adds their recommendation and forwards all written recommendations to the President for final approval. Written recommendations for the positions of Academic Unit Head or Director will be submitted first to the Dean of the school in which the position resides. Written recommendations for the position of Dean will be submitted first to the Provost and Vice President for Academic Affairs, and the written recommendation for the Provost and Vice President for Academic Affairs will be submitted to the President.

**3.3.4.1** The Academic Unit Head will offer the position to candidates following the order recommended by the committee. If either the Academic Unit Head, Dean, Provost, or President determines that the committee's preferred candidate does not meet the established and stated qualifications for the position, or finds other compelling reasons for selecting the next candidate from the list, the dissenting party shall provide a written explanation and meet with the committee within five (5) business days of receiving the committee's recommendation. If no resolution occurs at this meeting, the committee shall have five (5) business days to appeal the dissenting party's decision to that party's immediate supervisor, except when the dissenting party is the President, whose decision cannot be appealed.

If the committee does not appeal the dissenting party's decision, the Academic Unit Head shall offer the position to the next candidate from the committee's original list.

In the event of an appeal, the appropriate supervisor shall meet with the committee and the dissenting party within five (5) business days to seek a resolution. If the committee's appeal is rejected, the supervisor shall provide a written explanation to the committee within five (5) business days of the meeting; the Academic Unit Head shall then offer the position to the next candidate on the committee's list, unless the Academic Unit Head determines that this candidate, too, is unacceptable, in which case this process shall be repeated

- 3.3.5.** If the search committee determines that no candidates are recommended to continue the search process, a recommendation to begin a new search will be made to the Academic Unit Head. The Academic Unit Head will follow the same recommendation process as in 3.3.4.

### *3.4 Direct Appointment*

The use of a competitive selection process is required when filling non-temporary positions unless compelling reasons exist to do otherwise. The President and the HR Director must approve the omission of a competitive selection process, which is considered a direct appointment. All direct appointments must follow rules and permissibility as described in USG HRAP Policy on Employee Recruitment. Such appointments are to be used judiciously and ensure requirements are met and recorded for audit purposes.

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

The University System of Georgia offers tuition assistance for any employee with benefits who has been employed with a USG institution for at least six months. Guidelines of this policy and an application form are at this web site: [http://www.usg.edu/hr/benefits/tuition\\_assistance\\_program\\_tap](http://www.usg.edu/hr/benefits/tuition_assistance_program_tap). Courses must be approved by the Faculty member's Academic Unit Head and the home institution's TAP Coordinator. The TAP coordinator for Gordon State College is the Director of Business Services.

Interested employees should complete a TAP Application Form well before the desired registration date. Application deadlines are found by clicking "TAP Employee Registration Dates" at the web address mentioned above. Upon approval, Gordon's TAP Coordinator will contact each employee's chosen institution and make arrangements for tuition and fee waivers. Failure to give proper notice may prevent employees from receiving tuition assistance. Employees will be responsible for registering for classes. TAP registration dates for each school are found by clicking "TAP Employee Registration Dates."

## CHAPTER 4: POLICIES ON FACULTY ABSENCES

### 4.1 Absences

Faculty members who wish to be absent from their teaching duties for personal reasons must request permission from their Academic Unit Head or Dean by completing a *Faculty Request for Absence* form (attached as Appendix A). Faculty absence requests for personal reasons that are approved by the Academic Unit Head may be granted without pay. Any requests for exceptions must be approved by the President of Gordon State College. Dismissing classes without the permission of the Academic Unit Head may lead to sanctions and disciplinary action.

#### 4.1.1 Leaves of Absence

- 4.1.1.1.** Leaves of absence without pay shall, as a rule, be approved if such leaves will not be prejudicial to the interests of the College. A faculty member requesting a leave without pay should make the request early enough for the faculty member's assignments to be covered.
- 4.1.1.2** Leaves of absence with pay shall be granted only for the purpose of promoting scholarly work and encouraging professional development.
- 4.1.1.3.** Leaves of absence ordinarily will not be granted to persons employed by the College for fewer than three years.
- 4.1.1.4.** Any faculty member granted a leave of absence with pay shall be required before beginning leave to sign an agreement that he/she will return to the College or return the full amount of compensation received while on leave. If the leave with pay is for a period less than one year, the faculty member shall agree to return for at least one year of service following the leave or return the full amount of compensation received while on leave. If the leave with pay is for a period of one year, the faculty member shall agree to return for at least two years of service following the leave or return the full amount of compensation received while on leave.
- 4.1.1.5.** Requests for leaves of absence shall be submitted through the Academic Unit Head, Dean, and to the Provost and Vice President for Academic Affairs. Requests must be approved by each of these offices and by the President. The Board of Regents must approve any leave with pay.
- 4.1.1.6.** The *Family and Medical Leave Act* (FMLA) entitles eligible employees to take up to 12 weeks of unpaid job-protected leave in any 12-month period. In compliance with FMLA and in accordance with the *Board of Regents Policy* §8.2.7.6, faculty are eligible to take leaves of absence without pay if they have been employed at Gordon State College for at least 12 months and have worked for at least 1250 hours over the previous 12 months. An eligible employee is entitled to 12 weeks of leave for certain family and medical reasons during a 12-month period. The following qualify as events under FMLA: (1) The employee's own serious health condition; (2) Birth, adoption, or legal foster care placement of a child; (3) Serious health condition of employee's spouse, parent, or child.

A faculty member requesting FMLA leave should make the request early enough for the faculty member's assignments to be covered.

Employers may select one of four options for determining the 12-month period:

1. The calendar year;
2. Any fixed 12-month "leave year" such as a fiscal year, a year required by state law, or a year starting on the employee's 'anniversary' date;

3. The 12-month period measured forward from the date any employee's first FMLA leave begins; or
4. A "rolling" 12-month period measured backward from the date an employee uses FMLA leave.

## 4.2 Sick Leave

For all regular ten month faculty members (as defined in *Board of Regents Policy Manual* § 8.1), sick leave may be granted upon approval of the Academic Unit Head for any of the following reasons:

- a. Illness or injury of the employee
- b. Medical and dental treatment or consultation
- c. Quarantine due to a contagious illness in the employee's household
- d. Illness, injury, or death in the employee's immediate family requiring the employee's presence.

- 4.2.1. All regular ten month faculty members accrue sick leave at the rate of eight (8) hours per month for each month of service (80 hours during the ten-month academic year) (*Board of Regent's Policy Manual* §8.2.7.2). Additional sick leave will be accrued by the faculty teaching summer classes based on the number of credit hours of instruction. All requests for sick leave should be submitted before leave, if possible, and must be approved by the Academic Unit Head and Dean. Sick leave must be reported on monthly absence forms by the Academic Unit Head.
- 4.2.2. Sick leave will be granted for employee illness or doctor's appointments and will be reported in fifteen minute increments. Any portion of a fifteen minute period missed shall be charged as fifteen minutes of sick leave.
- 4.2.3. Except in cases of extended absence (as noted in §4.2.4. below), faculty absent for an entire day due to sickness shall be charged sick leave only for those hours normally devoted to class, office hours, advisement, or committee work. For example, if on a day when a faculty member is absent, he/she was scheduled for two hours of class and two office hours, she/he will be charged four hours of sick leave. In no case shall any faculty member be charged more than eight hours of sick leave per day of absence.
- 4.2.4. Once a faculty member misses five consecutive workdays charged as sick leave, any subsequent consecutive days missed shall be charged at eight hours per day. For purposes of this policy, Friday and Monday shall be considered consecutive workdays.
- 4.2.5. If sick leave is claimed for a continuous period in excess of (5) five working days, a physician's statement is required to permit further claim of sick leave rights. Sick leave shall be cumulative and absences charged to sick leave shall also be cumulative. Any faculty member unable to return to work after exhausting all sick-leave may be granted sick leave without pay for a period not to exceed one year. The faculty member may elect to continue his/her group insurance benefits, and the institution will continue its share of the costs for such period. All other benefits are prohibited which would otherwise accrue to the faculty member.

- 4.2.6.** Maternity leave shall be considered as sick leave, and appropriate provisions of these policies shall apply.
- 4.2.7.** These provisions will not apply during the period of time the faculty member may be on leave of absence for reasons other than illnesses, or periods of time during which the faculty member would not be required to perform services under the terms of his employment.
- 4.2.8.** Any payment made under the provisions of this regulation for illness or injury covered by the Workman's Compensation Act shall be reduced by the amount of any payment received under the provisions of the act.
- 4.2.9.** On workdays when a faculty member has no assigned duties on campus (classes, office hours, advisement, or committee meetings) or when his/her only assignment is off campus (e.g. a night class or nursing clinical), he/she will not be expected to report to the Barnesville campus. This policy assumes that that the faculty member can be reached if necessary.
- 4.2.10.** In the event of a death in the employee's immediate family, five (5) days is the maximum number of sick leave days allowed.
- 4.2.11.** A terminating employee shall not accumulate sick leave or be entitled to receive sick pay after the last working day of his or her employment. Upon the movement of an employee among institutions of the University System, accumulated sick leave will be transferred if there is no actual break in service (*Board of Regents Minutes*, 1991-92, pp. 354-355).

### 4.3 Military Leave

Military leave is provided for any ordered military duty in the service of the State of Georgia or the United States, including (but not limited to) service training/schools conducted by the Armed Forces of the United States (*Board of Regents Policy Manual* § 8.2.7.5). As described in *Georgia Code* § 83-2-279(e), a faculty who receives orders for active military duty will be deemed to have a leave of absence with pay for the period of ordered military duty, and while going to and returning from such duty, not to exceed a total of eighteen (18) working days in any one federal fiscal year (October 1 to September 30). When the maximum paid leave time expires, continued absence by the faculty shall be considered as military leave without pay. The employee is required to submit a copy of military orders to active duty (*Board of Regents Minutes*, 1990-91, pp. 173-4). Employees returning from military service shall resume their duties at the College at no less rank and salary than when they entered service. The faculty member shall be required to notify the College within thirty days after discharge from military service and report for work within sixty (60) days after discharge.

### 4.4 Court Duty

Court duty leave with pay shall be granted to faculty for the purpose of serving on a jury or as a witness. Such leave shall be granted upon presentation of official orders from the appropriate court (*Board of Regents Manual*, § 8.2.7.7.) Faculty may retain juror or witness fees paid by the court. Faculty serving as an expert witness must comply with the Board of Regents Conflict of Interest policy (*Board of Regents Policy Manual* § 8.2.15).

## CHAPTER 5. GENERAL POLICIES

### 5.1. Policy Statement on Sexual Harassment

It is an unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without cause, to refuse to hire, or to otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee on the basis of sex violates law and Board of Regents' Policy (18.2.18.5).

Sexual harassment of GSC employees or students is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Unwelcome sexual advancements, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:

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

The Gordon State College policy prohibiting discrimination and harassment and applicable procedures can be found below, and on the Human Resources Policy webpage.

#### 5.1.1. Process and Procedures

Gordon State College is committed to ensuring the highest ethical conduct of the members of its community by promoting a safe learning and working environment. Employees accused of behavior in violation of this Policy shall be afforded procedural due process as established within this and other USG and institutional policies and procedures. Those who are found to have engaged in such behavior shall be subject to disciplinary action, including dismissal, as appropriate. Allegations of discrimination and harassment prohibited by this Policy, except as prohibited under the Sexual Misconduct Policy, should be addressed using applicable institutional policies and procedures.

Allegations of Sexual Misconduct, which includes Sexual Harassment, should be addressed using the standards set out in the Sexual Misconduct Policy BOR 6.7, the Process/Procedures section of this Policy, and any additional institutional policies and procedures.

Institutions are expected to ensure that all employees are informed of this Policy and any other institutional policies and procedures governing such matters. This section establishes minimum procedural standards for investigating and resolving alleged complaints of discrimination or harassment by employees. Each institution must incorporate these minimal standards into its respective employee conduct policies. Institutions may create additional policies or procedures to supplement this Policy but may not lessen the minimum standards established by this Policy. Additionally,

institutions, at their discretion, may apply the Title IX Sexual Misconduct procedural standards to other allegations of prohibited discrimination or protected class harassment, including Non-Title IX sexual Misconduct Allegations.

#### 5.1.1.1 Initial Evaluation of Reports

Upon notice of the alleged misconduct, the institution will assess whether a formal investigation, informal resolution, or dismissal would be appropriate. In making this determination, the institution will assess whether the allegation(s), if true, would rise to the level of prohibited conduct, whether an investigation is appropriate in light of the circumstances, whether the parties prefer an informal resolution, and whether any safety concerns exist for the community.

The need to issue a broader warning to the community in compliance with the Clery Act shall be assessed in compliance with federal law.

#### 5.1.1.2 Confidentiality

Where a Complainant requests that their identity be withheld or the allegation(s) not be investigated, the institution should consider whether or not such request(s) can be honored while still providing a safe and nondiscriminatory environment for the institution. The institution should inform the Complainant that the institution cannot guarantee confidentiality and that even granting confidentiality shall not prevent the institution from reporting information or statistical data as required by law, including the Clery Act.

#### 5.1.1.3 Retaliation

Anyone who has made a report or complaint, provided information, assisted, participated, or refused to participate in any manner in these proceedings, shall not be subjected to retaliation. Anyone who believes that they have been subjected to retaliation should immediately contact the institution's designee. Any person found to have engaged in retaliation in violation of this Policy shall be subjected to disciplinary action.

#### 5.1.1.4 False Reporting

Individuals are prohibited from knowingly making false statements or knowingly submitting false information to a system or institution official. Any person found to have knowingly submitted false complaints, accusations, or statements, including during a hearing, in violation of this Policy shall be subject to appropriate disciplinary action (up to and including suspension or termination) and adjudicated under the appropriate institutional process.

#### 5.1.1.5 Support Services

Once the institution has received information regarding the alleged misconduct the parties will be provided written information about support services. Support services are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without charge that are made available to the Complainant and Respondent.

#### 5.1.1.6 Investigation and Resolution

Institutions should establish an investigation protocol and resolution process for employees.

#### 5.1.1.7 Disciplinary Action

In determining the severity of sanctions or corrective actions, the following should be considered: the frequency, severity, and/or nature of the offense; history of past conduct; and offender's willingness to accept responsibility; previous institutional response to similar conduct; the strength of the evidence; and the wellbeing of the university community.

#### 5.1.1.8 Appeals

Institutions should establish appeal procedures in accordance to BOR Policy and HRAP Policy on Grievance

### 5.1.2. Additional Process/Procedures for Allegations of Title IX Sexual Misconduct

This section establishes the additional procedures that are minimally required when investigating and resolving alleged Title IX Sexual Misconduct by employees. Each institutions must incorporate these minimal standards into its respective employee conduct policies. Institutions may create additional policies or procedures to supplement this Policy but may not lessen the minimum standards established by this Policy. Additionally, institutions, at their discretion, may apply these procedural standards to other allegations of prohibited discrimination or protected class harassment, including Non-Title IX Sexual Misconduct allegations.

#### 5.1.2.1 Access to Advisors

Both the Complainant and the Respondent, as parties to the matter, shall have the opportunity to use an advisor (who may or may not be an attorney) of the party's choosing. The advisor may accompany the party to all meetings and may provide advice and counsel to their respective party throughout the sexual misconduct process, including providing questions, suggestions, and guidance to the party, but may not actively participate in the process except to conduct cross-examination at the hearing as outlined in the Resolution/Hearing section below. If a party chooses not to use an advisor during the investigation, the institution will provide an advisor for the purpose of conducting cross-exam on behalf of the relevant party. All communication during the sexual misconduct process will be between the institution and the party and not the advisor. The institution will copy the party's advisor prior to the finalization of the investigation report when the institution provides the parties the right to inspect and review directly related information gathered during the investigation. With the party's permission, the advisor may be copied on all communications.

#### 5.1.2.2 Investigation

Throughout any investigation and resolution proceeding, a party shall receive written notice of the allegations made against them and shall be provided the opportunity to respond. In accordance with the USG Human Resources Administrative Practices (HRAP) on Cooperation in Internal Investigations, all employees, both parties and non-parties, are required to cooperate to the fullest

extent possible in any internal investigation conducted by the Board of Regents or any institution thereof when directed to do so by the persons who have been given investigative authority. Until a final determination of responsibility, the Respondent is presumed to have not violated any applicable policies associated with the allegations. Prior to finalizing the investigation report, timely and equal access to information directly related to the allegations that has been gathered during the investigation may be used at the hearing will be provided to the Complainant, the Respondent, and a party's advisor (where applicable). Formal judicial rules of evidence do not apply to the investigation process; additionally, the standard of review throughout the investigation and resolution processes is a preponderance of the evidence. Additionally, the investigation procedures must provide the following: The parties shall be provided with written notice of the: report/allegations with sufficient details, pending investigations, possible charges, possible sanctions, available support services and interim measures, and other rights under applicable institutional policies. For the purposes of this provision, sufficient details include the identities of the parties involved, if known, the conduct allegedly constituted sexual misconduct, and the date and location for the alleged incident, if known. This information will be supplemented as dictated by evidence collected during the investigation. The notice should also include the identity of the investigator(s) involved. Notice should be provided via institution email to the party's email. Upon receipt of the written notice the parties shall have at least three business days to respond in writing. In that response, the Respondent shall have the right to admit or deny the allegations, and to set forth a defense with facts, witnesses and supporting materials. A Complainant shall have the right to respond to and supplement the notice. Throughout the investigation and resolution process, the Complainant and the Respondent shall have the right to present witnesses and other inculpatory and exculpatory evidence. If the Respondent admits responsibility the process may proceed to the sanctioning phase or may be informally resolved, if appropriate. An investigator shall conduct a thorough investigation and should retain written notes and/or obtain written or recorded statements from each interview. The investigator shall also keep a record of any party's proffered witnesses not interviewed, along with a brief, written explanation of why the witnesses were not interviewed. An investigator shall not access, consider, disclose, or otherwise use a party's records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional made in connection with the party's treatment unless the party has provided voluntary written consent. This also applies to the information protected by recognized legal privilege. The initial investigation report shall be provided to the Complainant, the Respondent, and a party's advisor (if applicable). This report should fairly summarize the relevant evidence gathered during the investigation. The investigator will review the Complainant's and the Respondent's written responses, if any, to determine whether further investigation or changes to the investigation report are necessary. The final investigation report should be provided to the Complainant, the Respondent, and a party's advisor, if applicable, at least 10 calendar days prior to the hearing. The final investigation report should also be provided to the Hearing Officer for the consideration during the adjudication process.

### 5.1.2.3 Resolution/Hearing.

The Respondent and the Complainant, as parties to the matter, may have the option of selecting informal resolution as possible resolution in certain cases where the parties agree, and it is deemed appropriate by the institution. Student allegations of Title IX Sexual Misconduct against an employee may not be resolved informally. Institutions may establish an informal resolution process under the guiding principles discussed in the Sexual Misconduct Policy. Matters involving alleged Title IX Sexual Misconduct must be heard at a live-hearing, as outlined below. Institutions may determine whether the live hearing is conducted by a single administrative decision maker (such as the chief Human Resources officer, the Chief Academic Officer, or their designee) or by a panel.

#### Title IX Hearings

The investigator may testify as a witness regarding the investigation and findings but shall otherwise have no part in the hearing process and shall not attempt to otherwise influence the proceedings outside of providing testimony during the hearing. All directly related evidence shall be available at the hearing for the parties and their advisors to reference during the hearing. Relevant facts or evidence that were not known or knowable to the parties prior to the issuance of the final investigative report, and which were not submitted during the investigation shall be determined by the institution in compliance with the obligation to provide both parties an equal opportunity to present and respond to witnesses and other evidence. Notice of the date, time, and location of the hearing as well as the designated Hearing Officer shall be provided via email at least 10 calendar days prior to the hearing. Parties may attend the hearing with their advisor. Hearings shall be conducted in-person or via video conferencing technology. At all times participants in the hearing process, including parties, a party's advisor, and institution officials, are expected to act in a manner that promotes dignity and decorum throughout the hearing. Participants are expected to be temperate, respectful to others, and follow procedural formalities outlined by this Policy and the institution. Institutions may establish their own rules of decorum and expectations of behavior during the hearing process. The institution reserves the right to remove any participant from the hearing environment. Each institution shall maintain documentation of the investigation and resolution process, which may include written findings of fact, transcripts, audio recordings, and/or video recordings. Any documentation shall be maintained for seven years.

Additionally, the following standards will apply:

- Where a party or a witness is unavailable, unable, or otherwise unwilling to participate in the hearing, including being subject to cross-examination, the Hearing Officer shall not rely on statements of that party or witness in reaching its determination regarding responsibility. The Hearing Officer shall not draw an adverse inference against the party or witness based solely on their absence from the hearing or refusal to subject to cross-examination.
- The parties shall have the right to present witnesses and evidence at the hearing.
- The parties shall have the right to confront any witnesses, including the other party by having their advisor ask relevant questions directly to the witness. The hearing Officer shall limit questions raised by the advisor when they are

irrelevant to determining the veracity of the allegations against the Respondent(s). In any such event, the Hearing Officer shall err on the side of permitting all the raised questions and must document the reason for not permitting any particular questions to be raised.

- Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, shall be deemed irrelevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the alleged conduct or consent between the parties during the alleged incident.
- Decision maker(s) shall not access, consider, disclose, or otherwise use a party's records made or maintained by a physician, psychiatrist, psychologists, or other recognized professional made in connection with the party's treatment unless the party has provide voluntary written consent. This also applies to information protected by recognized legal privilege.
- Formal civil rules of evidence do not apply to the resolution proves and the standard of evidence shall be a preponderance of the evidence.
- Following a hearing, the parties shall be simultaneously be provided a written decision via email of the hearing outcome and any resulting disciplinary or administrative actions. The decision must include the allegations, procedural steps taken through the investigation and resolution process, findings of facts supporting the determination(s) determination(s) regarding responsibility, and the rational for any disciplinary or other administrative action.

#### 5.1.2.4 Title IX Disciplinary Action

In determining the severity of sanctions or corrective actions the following should be considered: the frequency, severity, and/or nature of the offence; history of past conduct; an offender's willingness to accept responsibility; previous institutional response to similar conduct; strength of the evidence; and the wellbeing of the university community. The institution will determine disciplinary action and issue notice of the same as outlined above.

#### 5.1.2.5 Title IX Appeals

The Complainant and the Respondent shall have the right to appeal the outcome on any of the following grounds:

1. To consider new information that is sufficient to alter the decision, or other relevant facts not brought out in the original investigation (or hearing);
2. To allege a procedural error within the investigation or hearing process that may have substantially impacted the fairness of the process, including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by a conflict of interest by the Title IX Coordinator, investigator(s), or administrative decision maker(s), or
3. To allege that the finding was inconsistent with the weight of the information.

The appeal must be made in writing, must set forth one or more of the bases outlined above, and must be submitted within five business days of the date of the final written decision. The appeal should be made to the President of the institution

solely on the three grounds set forth. The appeal shall be a review of the record only, and no new meeting with the Respondent or the Complainant is required. The President may affirm the original finding and sanction, affirm the original finding but issue a new sanction of greater or less severity, remand the case back to the decision maker to correct a procedural or factual defect, or reverse or dismiss the case if there was a procedural or factual defect that cannot be remedied by remand. The President's decision shall be simultaneously issued in writing to the Complainant and the Respondent within a reasonable time period. The President's decision shall be the final decision of the institution. Should the Respondent or Complainant wish to appeal the President's decision they may request review by the Board of Regents in accordance with the Board of Regents' Policy on Discretionary Review.

## 5.2. *Gratuities*

A Gordon State College (GSC) employee shall not directly or indirectly solicit, receive, accept, or receive a thing of value by inducing reasonable belief that the giving of the thing will influence his or her performance or failure to perform any official action. The acceptance of a benefit, reward or consideration, where the purpose of the gift is to influence an employee in the performance of his or her official functions, is a felony under O.C.G.A. § 16-10-2.

A GSC employee, or any other person on his or her behalf, is prohibited from knowingly accepting, directly or indirectly, a gift from a vendor or lobbyist as those terms are defined in Georgia statutes (O.C.G.A. §§ 21-5-70(6) and 45-1-6(a)(5)). If a gift has been accepted, it must either be returned to the donor or transferred to a charitable organization.

A gift may be accepted by the employee on behalf of the institution subject to reporting requirements to the Board of Regents. If the gift is accepted, the person receiving the gift shall not maintain the custody of the gift for any period of time beyond that reasonably necessary to arrange for the transfer of custody and ownership of the gift.

For purposes of this policy, a gift is defined as lodging, transportation, personal services, a gratuity, subscription, membership, trip, loan, extension of credit, forgiveness of debt, advance or deposit of money, or anything of value.

A gift shall not include:

1. Food or beverage consumed at an occasional meal or event, provided that the value is reasonable under the circumstances but in no event exceeds \$100 per person.
2. Food, beverages, and registration at group events to which substantial numbers of employees of the University System Office or a USG institution are invited.
3. Food, beverages, or expenses afforded employees, relatives or others that are associated with normal and customary business or social functions or activities.
4. Actual and reasonable expenses for food, beverages, travel, lodging and registration provided to permit participation in a meeting, demonstration, or training related to official or professional duties if participation has been approved in writing by the Chancellor, the President, or his/her designee.
5. Promotional items generally distributed to the public.
6. Textbooks, software, and instructional materials to be reviewed by teaching faculty.

7. An award, plaque, certificate, memento, or similar item given in recognition of the recipient's civic, charitable, political, professional, private or public service or achievement.
8. Legitimate salary, honoraria, benefit, fees, commissions, or expenses associated with the recipient's non-public business, employment, trade, or profession.
9. Gifts from a person or entity who is neither a lobbyist nor vendor as those terms are defines in State Statutes, nor a student or patient at an institution.
10. Consulting fees, honoraria, or financial benefits from sponsors or foundations, received in conformance with USG policies, institution policies, and Georgia law.
11. Gifts to or from USG foundations or other separately incorporated, charitable entities.

### 5.3. *Conflicts of Interest, Conflicts of Commitment, and Outside Activities*

#### 5.3.1. Conflicts of Interest and Apparent Conflicts of Interest

Each GSC faculty member shall make every reasonable effort to avoid actual or apparent conflicts of interests. An apparent conflict exists when a reasonable person would conclude from the circumstances that the employee's ability to protect the public interest, or perform public duties, is compromised by a personal, financial, or business interest. An apparent conflict can exist even in the absence of a legal conflict of interest. GSC employees are referred to State Conflict of Interest Statutes O.C.G.A § 45-10-20 through § 45-10-70 and institutional policies governing professional and outside activities. Each GSC employee has an ongoing responsibility to report and fully disclose any personal, professional, or financial interest, relationship, or activity that has the potential to create an actual or apparent conflict of interest with respect to the faculty member's GSC duties.

#### Conflict of Interest – Research and Institutional

GSC recognizes the benefits of collaboration and commercialization with the private sector and other third-party entities that supports the USG mission. The resulting relationships and agreements, however, must not undermine the public's trust, compromise the integrity of the GSC mission, or inappropriately influence teaching, research, and service activities. Under no circumstances should a grant, gift, contract, or other funding be accepted that limits the ability of GSC employees to conduct or report the results of research in accordance with applicable scientific, medical, professional, and ethical standards.

#### 5.3.2. Conflicts of Commitment

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

#### 5.3.3. Compensated Outside Activities

Compensated Outside Activities of faculty with a contract of nine months or more, must obtain written approval prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities with the institution. Such activities include, but are not limited to, consulting, teaching, speaking, and participating in business, professional, or service enterprises. Faculty members on a contract term of less than nine

months a year. Or less than .75 FTE, do not need written approval in advance of engaging in compensated outside activities, so long as the outside activity does not create a conflict of interest or otherwise violate Board policy. A faculty member is not required to obtain written approval nor provide any type of notification prior to engaging in compensated activities that do not relate to the employee's expertise or responsibilities with the institution.

### Required Leave and Honoraria for Compensated Outside Activities

Unless express permission is granted by the President of the institution, whose approval authority may not be delegated, twelve-month faculty who can earn annual leave must take leave for outside activities during work hours consistent with the institutional procedures governing the use of leave.

### Compensated Outside Activities with Vendors

Gordon State College faculty are generally prohibited from consulting with or otherwise receiving compensation from a current vendor of, or entity seeking a vendor relationship with, the institution. Exceptions to this provision may be granted on a case-by-case basis by the President or President's designee consistent with Board policy.

#### 5.3.4. Guidelines for Faculty Outside Consulting and Compensated Activities Guidelines for Disclosure and Approval of Compensated Activities and Consulting

Faculty on contracts of nine months or more may engage in compensated outside activities, provided that:

1. All proposed compensated outside activities are disclosed by submitting the Compensated Outside Activities Approval form and receiving approval in advance of the activity.
2. Engaging in compensated outside activities without prior approval will be considered a violation of this Policy.
3. In addition to completing the Compensated Outside Activities Form in advance of engaging in such activity, faculty are also required to complete the form on not less than an annual basis and in the event the event that days or hours during which such an activity is scheduled change from the most recent submission.
4. During periods when a faculty member is not on payroll for 0.75 or more FTE, including during summer months, there is no limit to the number of days per month the faculty member can engage in compensated outside activities.
5. Compensated outside activities must not create a conflict of interest or, if they do create a conflict of interest, that conflict of interest must be disclosed and a management plan established by the Vice President before the employee performs the compensated outside activity.
6. Faculty may not use Gordon State College personnel, equipment, facilities, or materials in performing compensated outside activities absent prior institutional approval, consistent with Board of Regent Policy 8.2.18.2.
7. Faculty must obtain written approval from the applicable Department Head, Dean, and Vice President, who shall serve as the President's designee, utilizing

the Compensated Outside Activity Approval Form and this policy, which constitute the institutional procedures for defining and managing potential and apparent conflicts of interest, as required by above referenced Board Policy.

8. The approver is responsible for reviewing requests to engage in compensated outside activities. The Approver has the responsibility to thoroughly review the submitted information, request additional details as needed, and approve or reject the proposed compensated outside activity. Specific consideration must be given to whether the proposed compensated outside activity creates a conflict of commitment or conflict of interest. The Approver must determine whether the employee has competing interests that are, or potentially could be, at odds with the interest of the institution or whether the employees compensated outside activities interfere with the regular and punctual discharge of the employee's official duties. The Approver may approve the proposed compensated activity as submitted, request additional information of clarification, or reject it outright if, in the discretion of the Approver, the work creates a conflict of interest that cannot be appropriately managed or if there is a conflict of commitment. Approved requests are submitted to and retained by Human Resources.

#### Failure to Disclose Outside Consulting and/or Lack of Adherence to this Policy

A faculty member's failure to comply with this Policy including failure to accurately and timely disclose all compensated outside activities, is grounds for disciplinary actions, up to and including termination. For faculty members, lack of adherence to this Policy, is considered neglect of duty and is grounds for disciplinary action, including the possibility of suspension and dismissal.

#### 5.3.5 Political Activities

GSC faculty are encouraged to fulfill their civic obligations and engage in normal political processes of society. Nevertheless, it is inappropriate for GSC faculty to manage or enter political campaigns while on duty to perform services for GSC or to hold elected offices at the state or federal level while employed by GSC. The following policies governing political activities apply to all GSC faculty:

1. Faculty may not manage or take an active part in a political campaign that interferes with the performance of duties or services for which they receive compensation from GSC.
2. Faculty may not hold elective political office at the federal or state level.
3. Faculty seeking elective political office at the state or federal level must first request a leave of absence without pay beginning prior to qualification as a candidate in a primary or general election and ending after the general or final election. If elected to state or federal office, faculty must resign prior to assuming office.
4. Faculty may seek and hold elective office at other than state or federal level, or appointive office, when it does not conflict or interfere with the faculty member's duties and responsibilities to the institution or the USG.

#### 5.4 *Employment of Relatives*

For the purpose of this policy, relatives are defined as husbands and wives, parents and children, brothers, sisters, and any in-laws of any of the foregoing (*Board of Regents Minutes*, February 14, 1973, p. 312).

- 5.4.1.** The basic criteria for the appointment and promotion of faculty at Gordon State College shall be based on qualifications and performance as set forth in the policies of the Board of Regents. Relationship by a family member or marriage shall constitute neither an advantage nor a disadvantage in the appointment and promotion of faculty. (*Board of Regents Policy Manual 8.2.3*)
- 5.4.2.** No individual shall be employed in a department or unit that will result in the existence of a subordinate-superior relationship between such individual and any relative of such individual through any line of authority. As used herein, "line of authority" shall mean authority extending vertically through one or more organizational levels of supervision or management (*Board of Regents Minutes*, 1989-90, p. 250).
- 5.4.3.** Excluded from this policy are:
1. Temporary or part-time employment of children under age 25;
  2. Any individual employed as of February 14, 1990, at any institution where a relative of such individual then holds a superior position of at least one level of supervision removed from such individual in any line of authority; or
  3. Exceptions approved by the Board of Regents upon recommendation of the Chancellor as being clearly in the best interest of the Institution and the University System (*Board of Regents Minutes*, 1989-90, p. 250).

## 5.5 *Amorous Relationships*

A Gordon State College (GSC) employee, including a graduate teaching assistant, is prohibited from having a romantic or sexual relationship with any student or GSC employee who the individual supervises, teaches, or evaluates in any way. Additionally, a GSC employee is prohibited from having a romantic or sexual relationship with any student or GSC employee whose terms or conditions of education or employment the individual could directly affect. (*Board of Regents Policy Manual § 8.2.18.6*)

## CHAPTER 6. EVALUATION OF FACULTY

Faculty are evaluated annually by their appropriate supervisor as defined by the College against the minimum criteria listed in the BOR Policy 8.3.5.1 and BOR Policy 8.3.7.3. Faculty shall be evaluated on the merits of their performance and qualifications. The annual evaluation will encompass teaching; undergraduate student success activities; research/scholarship/creative activity or academic achievement; professional service to the institution or community; and continuous professional growth appropriate to the institution's sector and mission, college or school, department, the Gordon State College Student Success Mission Statement, and strategic plan. Workload percentages for faculty roles and responsibilities will be factored into the performance evaluation model in a consistent manner. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage as noted in the Likert scale (Appendix K). When a merit pool is available, merit raises will be based on these evaluations and forwarded to the President for final institutional approval. The evaluation process will reflect the commitment of Gordon State College to the principles of academic freedom as set forth in the Gordon State College Statutes Chapter 1.1.

Faculty will be evaluated in the following areas:

- Excellent teaching and effectiveness in instruction;
- Noteworthy involvement in student success activities;
- Noteworthy professional service to the institution or the community;
- Noteworthy research, scholarship, creative activity, or academic achievement; continuous professional growth and development.

Faculty shall not be evaluated based on other factors outside of the criteria established below.

### *6.0.1. Criteria and Definitions for Teaching/Job Effectiveness, Service, Research/Professional Development, and Fostering Student Success:*

**Teaching/Job Effectiveness (70%):** Teaching is the primary responsibility of Gordon State College Corps of Instruction. Therefore, promotion and tenure decisions will be weighed heavily by evaluation of teaching effectiveness. Evidence of teaching effectiveness may come from Annual Evaluations by Academic Unit Head, Student Evaluations, peer or activity assessments, or other sources. Any metric that is used to evaluate teaching effectiveness should be transparent to both the Academic Unit Head or Dean, and the Faculty.

Many criteria may be used to evaluate teaching; among these are:

1. Preparation
2. Organization
3. Student engagement
4. Communication skills, to both individual students and to the class
5. Effective use of formative and summative evaluation methods
6. Advisement

Superior teaching should, in most cases, include positive Annual Evaluation ratings in

each area, but superior ratings may only be necessary in certain areas, depending on the individual qualities of the faculty and nature of the courses taught. Evaluation of teaching effectiveness is inherently subjective. However, objective criteria should be cited in all evaluations. Teaching effectiveness is to be measured against a standard that applies to all faculty members equally. At no time should a faculty member's effectiveness as a teacher be evaluated in comparison to other faculty members' Annual Evaluations. The use of Faculty Rating by Students results in determining teaching effectiveness in the Annual Evaluation should be clearly communicated by the Academic Unit Head to the Faculty. Faculty should not assume a burden to have unreasonably high scores in Evaluations by Students, but should strive to reach a standard communicated by the Academic Unit Head or Dean.

**Service (7.5-15%):** A faculty member should be active in his/her service to the institution. Some examples of service activities are:

1. Participating in committee work at the Department, school, college and/or University System level;
2. Helping in the administration of college functions such as mentoring and/or recruitment and registration activities;
3. Attending college events;
4. Being involved in student affairs;
5. Being involved in community activities as a representative of the college and/or one's discipline;
6. Participating in curriculum development and delivery activities such as textbook selection, course development, assessment, educational technology and/or the development of new course materials;
7. Providing aid to colleagues in their teaching, professional or service activities;
8. Providing aid to college administrators and staff;
9. Helping resolve an institutional problem or issue.

This is not a complete or a required list of service activities. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head other activities that provide service to the institution.

**Professional Growth and Development/Research (7.5-15%):** The following is a list of professional growth and development activities appropriate to the mission of Gordon State College:

1. Participation in professional organizations;
2. Production, publication, direction, performance, presentation, or exhibition of creative or scholarly work;
3. Critical evaluation of new materials or scholarly work;
4. Presentation of evidence of the interaction/coordination of teaching and research;
5. Remaining abreast of current trends within one's academic field;
6. Attending continuing education offerings;
7. Learning skills outside of one's discipline to enhance professional competence;

8. Taking discipline-related courses beyond the required degree;
9. Maintaining professional correspondence;
10. Supervising student projects and/or scholarly activity;
11. Securing a research or curriculum development grant.
12. Creating open-source publications through the *Affordable Learning Georgia* initiative in association with *MERLOT* and *OpenStax*.

This is not a complete or a required list of professional growth and development activities. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to professional growth and development.

***Fostering Student Success*** (7.5-15%): Student success is crucial to the mission of Gordon State College and as such, is recognized as an overarching theme in College functions by the Gordon State College Student Success Mission Statement. Such activities include:

1. Effective advising and mentoring;
2. Undergraduate research;
3. Other forms of experiential learning;
4. Engagement in other high impact practices;
5. Development of student success tools and curricular materials;
6. Strategies to improve student career success;
7. Involvement in faculty development activities;
8. Other activities identified by the institution to deepen student learning. Examples include, but are not limited to, Centers for Teaching and Learning, Faculty Learning Communities, and MomentumU@USG programming.

This is not a complete or a required list of activities fostering student success. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to fostering student success.

## 6.0.2 *Criteria for Evaluation of Lecturers*

Lecturers will be evaluated in the following areas:

1. Excellent teaching and effectiveness in instruction
2. Noteworthy involvement in student success activities

### 6.0.2.1 *Criteria and Definitions for Lecturer (non-Library) Teaching and Fostering Student Success (100%) or Lecturer (Library) Job Effectiveness and Fostering Student Success (100%)*

#### 6.0.2.1.1 *Teaching*

Teaching is the primary responsibility of Lecturers. Therefore, promotion decisions will be weighed heavily by evaluation of teaching effectiveness. Evidence of teaching effectiveness may come from Annual Evaluations by Academic Unit Head, Student Evaluations, peer or activity assessments, or other sources. Any metric that is used to evaluate teaching effectiveness should be transparent to both the Academic Unit Head or Dean, and the Faculty.

Many criteria may be used to evaluate teaching; among these are:

1. Preparation
2. Organization
3. Student engagement
4. Communication skills, to both individual students and to the class
5. Effective use of formative and summative evaluation methods

Superior teaching should, in most cases, include positive Annual Evaluation ratings in each area, but superior ratings may only be necessary in certain areas, depending on the individual qualities of the faculty and nature of the courses taught. Evaluation of teaching effectiveness is inherently subjective. However, objective criteria should be cited in all evaluations. Teaching effectiveness is to be measured against a standard that applies to all faculty members equally. At no time should a faculty member's effectiveness as a teacher be evaluated in comparison to other faculty members' Annual Evaluations. The use of Faculty Rating by Students results in determining teaching effectiveness in the Annual Evaluation should be clearly communicated by the Academic Unit Head to the Faculty. Faculty should not assume a burden to have unreasonably high scores in Evaluations by Students, but should strive to reach a standard communicated by the Academic Unit Head or Dean.

#### **6.0.2.1.2 Job Effectiveness**

Each library faculty member must have an up-to-date job description, complete with responsibilities, developed by the library faculty member and the Director of Library Services and reviewed annually when the library faculty member is evaluated. The job description will be the basis for determining how well the individual has performed in the position. Job responsibilities differ among the librarians, and care should be taken to relate criteria to the individual library faculty member's responsibilities. All library faculty members are participants in the instruction of students as well as contributing to the building of a library collection in the support of the mission of the college. Expectations include but are not limited to:

1. Knowledge of the profession
2. Reference service
3. Collection development
4. Instruction
5. Faculty liaison activities
6. Library Administration
7. Student supervision

#### **6.0.2.1.3 Fostering Student Success**

Student success is crucial to the mission of Gordon State College and as such, is recognized as an overarching theme in College functions by the Gordon State College Student Success Mission Statement.

Such activities include:

1. Undergraduate research
2. Other forms of experiential learning
3. Engagement in other high impact practices

4. Development of student success tools and curricular materials
5. Strategies to improve student career success
6. Involvement in faculty development activities
7. Other activities identified by the institution to deepen student learning.  
Examples include, but are not limited to, Centers for Teaching and Learning, Faculty Learning Communities, and MomentumU@USG programming.

This is not a complete or a required list of activities fostering student success. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to fostering student success.

### 6.0.3

- The faculty member is responsible for providing documentation and materials for the annual evaluation. The portfolio will consist, at a minimum, of the completed Faculty Self-Evaluation Form (Appendix C) or Lecturer Self Evaluation Form (Appendix C-3), Ratings of Faculty by Student (minimum 4 per year), Classroom Appraisals as appropriate for rank, course syllabuses, and any supporting documentation as noted in Appendix C or Appendix C-3.
- The faculty member will assign a numerical score ranging from 1-5 for each area according to the Likert Scale in Appendix K. These scores will be based on the guidelines in Appendices C-1 and C-2, as well as any discussions with the Academic Unit Head. In the narrative for each section, the faculty member will provide a justification for each score. The calculation of these scores will reflect the faculty member's annual workload as indicated in Appendix C-1. The faculty member will also designate the weight for the areas of fostering student success, service, and professional growth and development/research, and use those weights to calculate the overall score. The weight for each of these categories must fall in the range of 7.5 – 15%.
- The Academic Unit Head will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation, the Academic Unit Head's appraisal of the faculty member's numerical scores and justification, as well as the faculty member's progression towards achieving future milestones.
- The Academic Unit Head will provide a written evaluation (Appendix E – Faculty Evaluation by Academic Unit Head). The faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual written evaluation. This will become part of the official personnel records.
- The faculty member will be given 10 business days to respond in writing to the annual written evaluation, with this response to be attached to the evaluation.
- The Academic Unit Head will acknowledge in writing the receipt of the response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. The specific time period for this

response is 10 working days from the faculty member's rebuttal/response. This acknowledgement will also become a part of the official personnel records.

- Once the faculty member and the Academic Unit Head have signed the evaluation, and after the period allowing for a rebuttal/response has passed, the evaluation document will be forwarded to the Provost and Vice President for Academic and Student Affairs. If the Provost and Vice President for Academic and Student Affairs disagrees with the evaluation, he/she must complete the Faculty Evaluation by Provost (Appendix G) and notify the faculty member and Academic Unit Head within ten business days and extend an opportunity for the faculty member to respond. Annual reviews are not subject to discretionary review.
- If the performance in any of the categories is judged to be a 1.0 – Does Not Meet Expectations or a 2.0 – Needs Improvement, the faculty member must be provided with a Performance Remediation Plan (PRP) to remediate their performance during the next year (Faculty Handbook 6.6). The Academic Unit Head will develop the PRP in consultation with the faculty member. This will become part of the official personnel records.

The Academic Unit Head Evaluation of Faculty will also be completed during the spring semester of each year.

Each faculty member will choose areas of emphasis from the criteria for the coming year and discuss these with the Academic Unit Head during the Annual Review. The Academic Unit Head at that time will indicate areas that need improvement or that need to be pursued to improve the faculty member's chances for promotion and tenure.

A meeting will be held by the Academic Unit Head during the fall to discuss the faculty member's goals, discuss any novel and/or innovative factors and their associated unit values, and progress thus far.

## 6.1 Forms for Evaluation Processes

The faculty evaluation documents and forms will be included in the *Faculty Handbook* as appendices as follows:

1. Faculty Rating by Student form. (Appendix B)
2. Faculty Self-Evaluation form to be completed by the faculty member. (Appendix C)
3. Flex Scale - Units Needed (Appendix C-1) – This appendix outlines expectations for units needed to earn each Likert Scale rating, according to workload, for each area of evaluation.
4. Flex Scale Recommended Values (Appendix C-2) – This appendix provides examples as to how faculty may earn units toward the Likert ratings in Appendix C-1 for each area of evaluation.
5. Classroom Visitation Appraisal form to be completed by the Academic Unit Head and, if desired by either party, a second appraiser. (Appendix D)
6. Faculty Evaluation by Academic Unit Head to be completed by the Academic Unit Head and discussed with the faculty member at the annual review. (Appendix E)
7. Special Incident Appraisal form is used by the Academic Unit Head or other administrators or instructors to describe significant incidents that are good, bad or puzzling. The form will not supersede the standard procedures for handling grievances.

The completed form will be made available for the faculty member's signature and any additional information that s/he may wish to add. (Appendix F)

8. Faculty Evaluation by Provost form to be completed by the Provost and Vice President of Academic Affairs, if the Provost and Vice President of Academic Affairs takes exception to the report of the Academic Unit Head. This form will be made available to the Academic Unit Head and the faculty member. The evaluation of the Provost will supersede the evaluation of the Academic Unit Head. (Appendix G)
9. Evaluation of administrators with faculty rank. (Appendix H)
10. Librarian Self-Evaluation form. (Appendix I)
11. Librarian Evaluation form for Promotion. (Appendix J)
12. Likert Scale and definitions (Appendix K)
13. Student activity assessment (Appendix L)
14. Student course assessment (Appendix M)
15. Peer course assessment (Appendix N)
16. Peer course assessment – Pre-Observation (Appendix N-1)
17. Peer activity assessment (Appendix O)
18. Peer activity assessment – Pre-observation (Appendix O-1)
19. Performance Remediation Plan (PRP) (Appendix P)
20. Performance Remediation Plan – Quarterly Meeting summary (Appendix Q)

## 6.2 Annual Evaluation Timeline

The Annual Review of faculty will take place during the spring semester with the Academic Unit Head, Director of Library Services and/or Dean and the faculty member. The time period for annual faculty evaluations will be the calendar year: January 1 through December 31. Every full-time faculty member will be evaluated. At this review, the Academic Unit Head, Director of Library Services and/or Dean will discuss with the faculty member the annual evaluation and the faculty member's progress toward promotion and tenure if the faculty member is on the tenure track.

### 6.2.1 Evaluation Schedule for 16-Week Semester

#### Fall Semester

72 hours prior to first official day of classes	Syllabuses submitted to Academic Unit Head
Weeks 2-15	Classroom Observation performed by Academic Unit Head
Weeks 11-15	Faculty Rating by Student completed

#### Spring Semester

Jan 1	All updates to evaluation criteria submitted and approved in accordance with processes outlined in the Statutes of the College.
72 hours prior to first official day of classes	Syllabuses submitted to Academic Unit Head
Weeks 2-11	Classroom Observation performed by Academic Unit Head

Week 5	<i>Faculty Self Evaluation</i> form submitted to Academic Unit Head. Faculty development goals also submitted at this time. In the case where a faculty member applied for promotion and/or tenure in that academic year that faculty member shall be afforded ten additional business days to complete the Self Evaluation upon the return of her/his tenure and promotion package
Weeks 8-10	An individual evaluation meeting between faculty and Academic Unit Head will be held. Faculty Evaluation Agreement for next year completed cooperatively with Academic Unit Head, original to Academic Unit Head with a copy to the faculty member. Annual Faculty Evaluation completed and signed by faculty and Academic Unit Head
Weeks 11-15	Faculty Rating by Student will be completed

### 6.2.2. Evaluation Schedule for 8-Week Semester

72 hours prior to first official day of classes	Syllabuses submitted to Academic Unit Head
Weeks 2- 8	Classroom Observation performed by Academic Unit Head
Weeks 5 - 8	Faculty Rating by Student completed

### 6.2.3. Evaluation Schedule for 4-Week Semester

72 hours prior to first official day of classes	Syllabuses submitted to Academic Unit Head
Weeks 1 - 4	Classroom Observation performed by Academic Unit Head
Weeks 2 - 4	Faculty Rating by Student completed

## 6.3 Tenure Track Faculty Pre-Tenure Review

During a faculty member's third year of service in a tenure-track position, the Academic Unit Head in active cooperation with the Academic Unit Promotion and Tenure Committee will produce and provide to the faculty member and the Provost a detailed review of the faculty member's history in the areas of teaching, student success activities, research/scholarship, and service. Criteria for promotion and tenure shall focus on excellence in teaching (*Board of Regents Policy Manual § 8.3.5.1*).

This third-year review, to be completed by the end of that fall semester, will serve as a pre-tenure review in that the faculty member shall be informed by letter and in a conference with the academic unit head whether he or she is likely to be recommended for tenure, including detail on improvements to be made and the committee's and academic unit head's future expectations for

the faculty member. Documentation of the pre-tenure review shall be placed in the faculty member's file in the Academic Unit Head's office.

### The Third-Year Review Portfolio

At a minimum, the Third Year Review Portfolio will include all Evaluations of Faculty by the Academic Unit Head, all Faculty Ratings by Student, course syllabuses, a one-page summary each of accomplishments in the areas of teaching, service, research/professional development, and student success activities. Additional supporting documentation should be limited to 50 pages unless otherwise approved by the Academic Unit Head and discipline promotion and tenure committee.

The Third-Year Review portfolio will be submitted to the Academic Unit Head no later than October 5. If October 5 falls on a weekend, the portfolio will be due the following Monday. The Academic Unit head will convey the portfolio to the chair of the discipline promotion and tenure committee no later than October 10. The discipline promotion and tenure committee will submit their recommendations to the Academic Unit Head within ten business days. The Academic Unit Head will produce the Third-Year Review and convey the written review to the faculty member and schedule a conference within ten business days.

The faculty member will be given 10 business days to respond in writing to the third year written evaluation, with this response to be attached to the evaluation.

The academic unit head will acknowledge in writing receipt of the response, noting changes, if any, in the third year written evaluation made because of either the conference or the faculty member's written response. The specific time period for this response is 10 working days from the faculty member's rebuttal/response. This acknowledgement will become a part of the official records and is not subject to discretionary review.

If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a Performance Remediation Plan (PRP). The academic unit head will develop the PRP in consultation with the faculty member with feedback from any committee that participated in the third-year review, including the unit promotion and tenure committee. The PRP must be approved by the Dean of the academic unit. The faculty member will have one year to accomplish significant documented progress toward the goals/outcomes of the PRP. This will become part of the official personnel records.

## 6.4 Tenure Track and Tenured Faculty Classroom Observation Review

Non-tenured faculty will be observed each fall and spring semester. The Academic Unit Head may also conduct a classroom observation if deemed appropriate.

Faculty members who have achieved tenure will be observed only in years in which they have applied for promotion. However, faculty members can request to have their class(es) observed, and an Academic Unit Head may conduct a classroom observation if deemed that extraordinary circumstances warrant it.

Examples of extraordinary circumstances might include, (a) neglect of duty, (b) allegations of

impropriety by students; (c) requests by fellow faculty members; (d) request by the faculty member; or (e) as deemed appropriate by the Academic Unit Head.

In all cases, observations will be conducted at a mutually agreed upon time and date. If the faculty member or the Academic Unit Head desires it, a colleague chosen by the faculty member and approved by the Academic Unit Head shall conduct an evaluation as well. Part-time faculty will be evaluated each term.

## 6.5. Evaluation of Administrators with Faculty Rank

Administrators with Faculty rank shall be evaluated by the administrator's immediate supervisor using a performance management instrument that emphasizes:

- 6.2.4. Leadership qualities
- 6.2.5. Management style
- 6.2.6. Planning and organizing capacities
- 6.2.7. Effective communication skills
- 6.2.8. Accountability for diversity efforts and results
- 6.2.9. Success at meeting goals and institutional objectives

Administrators with faculty rank will complete the Evaluation of Faculty annually as described above, which emphasizes traditional faculty responsibilities as they align with the faculty member's administrative duties. The administrator will discuss this alignment with their evaluating supervisor to ensure appropriate evaluation criteria and specifically how they apply to Appendices C-1, C-2, and workload equivalency.

Additionally, every five (5) years, administrators with faculty rank shall complete a comprehensive 360° review, including evaluation by their direct-reports (one level down on the organizational chart), with results serving as the basis for the administrator's professional development plan. (*Board of Regent Policy Manual § 8.3.5.3*) The Administrator with Faculty Rank Evaluation Form is included as Appendix H.

## 6.6. Performance Remediation Plan

6.6.1 For all persons holding faculty rank, if the performance in any of the categories is judged to be a 1.0 – Does Not Meet Expectations or a 2.0 – Needs Improvement, the faculty member must be provided with a Performance Remediation Plan (PRP) to remediate their performance during the next year. The appropriate supervisor will develop the PRP in consultation with the faculty member. This will become part of the official personnel records.

6.6.2 In addition, if a tenured faculty member's performance is evaluated as unsatisfactory or not meeting expectations (a score of 1 or 2), whether overall or in any individual category, the year following the implementation of a PRP, or the faculty member has an unsuccessful PRP, the faculty member shall then undergo a corrective post-tenure review as outlined in Chapter 8 – Post Tenure Review. A corrective post-tenure review will not alter the timing of the faculty member's regularly scheduled five-year post-tenure review thereafter.

### 6.6.3 Elements of the Performance Remediation Plan (PRP)

For faculty who do not meet annual performance expectations a *performance remediation plan* is put in place. The purpose of this plan is to scaffold faculty growth and development, strengthen tenure and promotion possibilities. The components of the PRP plan must include the following:

1. Clearly defined goals or outcomes,
2. An outline of activities to be undertaken,
3. A timetable,
4. Available resources and supports,
5. Expectations for improvement
6. Monitoring strategy

#### *Performance Remediation Plan (PRP)*

The Performance Remediation Plan is used to document faculty deficiencies based on the outcomes from the annual review. The purpose of the PRP is designed to enable the faculty member to correct unsatisfactory performance in some aspect of their role or responsibilities. The plan must be approved by the Dean and submitted to the institution's Office of Academic Affairs or Human Resources wherever the permanent faculty files are housed. Two meetings during the fall and during the spring must be held to review progress, document additional needs/resources, planned accomplishments for the upcoming quarter. After each meeting, the academic administrator should summarize the meeting and indicate if the faculty member is on track to complete the PRP. Consequences for failure to meet the expectations of the PRP must be stated at the conclusion of each meeting. (Appendices P and Q).

## CHAPTER 7. REAPPOINTMENT, TERMINATION, PROMOTION, AND TENURE

### 7.1 *Reappointment of Faculty*

New faculty members are appointed on a year-to-year basis. Reappointment is contingent upon satisfactory performance in teaching, service, and professional growth and development.

#### 7.1.1 Non-Tenured Faculty with Academic Ranks of instructor, Assistant Professor, Associate Professor, and Professor.

Notice of the intention to not reappoint a non-tenured faculty member shall be furnished, in writing, according to the following schedule (*Board of Regents Policy Manual*, § 8.3.4.2). This schedule of notification does not apply to persons holding temporary or part-time positions:

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.

#### 7.1.2 Lecturers and Senior Lecturers

Full-time lecturers and senior lecturers are appointed by institutions on a year-to-year basis.

Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

1. For lecturers with less than three (3) years of full-time service, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers with three (3) or more years but less than six (6) years of full-time service, institutions must provide non-reappointment notice at least thirty (30) calendar days prior to the institution's first day of classes in the semester.
3. For senior lecturers or lecturers with six (6) years or more of full-time service, institutions must provide non-reappointment notice at least one hundred and eighty (180) calendar days prior to the institution's first day of classes in the semester.

Lecturers or Senior Lecturers who have served for six (6) or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution.

The procedures must be approved by the Chancellor or his/her designee prior to implementation. Additional appeal procedures are in *Board of Regents Policy Manual* § 8.6 Application for Discretionary Review. (*Board of Regents Minutes*, February 2015)

In no case will the service as Lecturer or Senior Lecturer imply any claim upon tenure or reappointment under other conditions than those above (*Board of Regents Policy Manual* § 8.3.4.3).

## 7.2 *Discipline and/or Removal of Faculty Members*

The President of a University System of Georgia (USG) institution or his or her designee may at any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the Board of Regents' policies or the approved statutes or bylaws of an institution or as otherwise set forth in the Board of Regents' policies or the approved statutes or bylaws of an institution. Such removals for cause shall be governed by the following policies on Grounds for Removal and Procedures for Dismissal. Remedial actions taken as part of the post tenure review process shall not be governed by these policies on Grounds for Removal and Procedures for Dismissal, but rather shall be governed by the Board Policy on Post tenure Review.

**7.2.1.** A tenured or non-tenured faculty member may be dismissed before the end of his or her contract term, may be dismissed for any of the following reasons, provided that the institution has complied with procedural due process requirements (*Board of Regents Policy Manual* § 8.3.9.1):

1. Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment or prior thereto if the conviction or admission of guilt was willfully concealed;
2. Professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship;
3. Unlawful manufacture, distribution, sale, use or possession of marijuana, a controlled substance, or other drugs as defined by applicable laws; teaching or working under the influence of alcohol or illegal and dangerous drugs, which interferes with the faculty member's performance of duties or responsibilities to the institution or to his/her profession;
4. Conviction or admission of guilt in a court proceeding of any criminal drug offense;
5. Physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;
6. False swearing with respect to official documents filed with the institution;
7. Disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity.
8. Violation of Board of Regents Policies, specifically noting the *Board of Regents Policy Manual* § 8.2.1 (non-discrimination), *Board of Regents Policy Manual* § 8.2.18.5 (sexual harassment), or *Board of Regents Policy Manual* § 8.2.18.6 (amorous relationships)
9. Other grounds for dismissal as may be specified in the Statutes of the institution, which may supplement the Board of Regents' policies governing causes and procedures for dismissal.

**7.2.2.** In the imposition of sanctions, the burden of proof lies with the institution

**7.2.3.** Procedures for Dismissal

These procedures shall apply only to the dismissal of a faculty member with tenure or a non-tenured faculty member before the end of the term specified in his or her contract.

#### 7.2.3.1. Preliminary Procedures

The dismissal of a tenured faculty or a non-tenured faculty member during his or her contract should be proceeded by:

1. Discussion between the faculty member and appropriate administrative officers looking toward a mutual settlement.
2. Informal inquiry by an appropriate faculty committee which may, upon failing to effect an adjustment, advise the President whether dismissal proceedings should be undertaken, though the advisory opinion shall not be binding upon the President.
3. A letter to the faculty member forewarning that he or she is about to be terminated for cause and informing him or her that a statement of charges will be forwarded to him or her upon request. The faculty member may request a formal hearing on the charges before a faculty committee. Failure to request charges or a hearing within a reasonable time shall constitute a waiver of the right to a hearing.
4. A statement of charges, if requested by the faculty member, framed with reasonable particularity by the President or his or her designee. Along with the charges the faculty member shall be advised of the names of the witnesses to be used against him or her together with the nature of their expected testimony.

7.2.3.2. A dismissal shall be preceded by statement of charges or grounds for dismissal if requested by the faculty member, including a statement that the faculty member shall have the right to be heard by a faculty hearing committee, which shall consist of not fewer than three or more than five impartial faculty members appointed by the executive committee (or its equivalent) of the highest legislative body of the faculty, from among the members of the entire faculty of the institution. Members of the hearing committee may serve concurrently on other committees of the faculty. When the hearing committee is called into session, it shall elect a chair from among its membership. The hearing committee will meet as a body when it is called into session by the chair at the chair's discretion or upon the request of the President or the faculty member who is subject to dismissal. A minimum of three committee members is required for any vote or official action to be taken. A hearing committee member should remove himself or herself from the case, either at the request of the party or on his or her own initiative, if he or she deems himself or herself disqualified for bias or interest. Each party shall have a maximum of two challenges without stated cause that shall be made in writing and filed with the chair of the hearing committee at least five days in advance of the date set for the hearing. Additionally, the chair may decide whether a member of the committee should be disqualified for cause. If a committee member is removed, the replacement shall be made in the same manner as the original committee was selected. If the chair is removed the committee shall elect a new chair after committee replacements have been appointed.

### 7.2.3.3. Dismissal Procedures

When a hearing is requested, the following hearing procedures shall apply:

1. Service of notice of the hearing with specific reasons or charges against the faulty member together with the names of the members of the hearing committee shall be provided to the charged faculty member in writing at least 20 days prior to the hearing. The faculty member may waive a hearing or respond to the charges in writing at least five days in advance of the date set for the hearing. If a faulty member waives a hearing, but denies the charges or asserts that the charges do not support a finding of adequate cause, the hearing committee shall evaluate all available evidence and rest its recommendation upon the evidence in the record,
2. The hearing committee, in consultation with the President and the charged faculty member, may exercise its judgement as to whether the hearing should be public or private in accordance with applicable law.
3. During the proceedings the charged faculty member, the administration, and the hearing committee may each have advisory or counsel of his, her, or their choice.
4. At the request of either party or the chair of the hearing committee, a representative of a responsible education association shall be permitted to attend the hearing as an observer.
5. A tape recording or transcript of the proceedings shall be kept in accordance with the institution policies and procedures and made available to the charged faculty member and the administration in the event an appeal is filed.
6. An oath or affirmation shall be administered to all witnesses by any person authorized by law to administer oaths in the State of Georgia.
7. The hearing committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
8. The charged faculty member and the administration shall be afforded a reasonable opportunity to obtain necessary witnesses and documentary or other evidence.
9. The charged faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witness cannot or will not appear but the committee determines that the interests of justice require the admission of his or her statement, the committee will identify the witness, disclose the statement, and, if possible, provide for interrogatories.
10. The hearing committee is not bound by strict rules of legal evidence and may admit any evidence that is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. All questions relating to admissibility of evidence or other matters shall be decided by the chair or presiding officer of the committee.
11. The findings of fact and the decision of the hearing committee will be based solely on the hearing record.
12. Except for announcements concerning the time of the hearing and similar matters, public statements, and publicity about the case by either the charged faculty member or administrative officer should be avoided until the proceedings have been completed, including consideration by the Board of Regents in the event an appeal is filed.
13. The President and the charged faculty member shall be notified in writing of the decision and recommendation, if any, of the hearing committee. If the hearing committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will advise the President. If the President does not

approve the committee's decision, he or she should state his or her reasons in writing to the committee for response before rendering his or her final decision. If the committee concludes that an academic penalty less than dismissal would be more appropriate than dismissal, it may so recommend with supporting reasons.

The President may or may not follow the recommendations of the committee.

14. After complying with the foregoing procedures, the President shall send a official letter to the charged faculty member notifying him or her of the President's decision. Such letter shall be delivered to addressee only with receipt to show to whom and the address where delivered. The letter shall clearly state any charges that the President has found sustained and shall notify such person that he or she may apply for discretionary review as provided for in Board of Regents' Policy.
15. Upon dismissal by the President, the faculty member shall be suspended from employment without pay from the date of the final decision of the President. She the faculty member be reinstated pursuant to an application for discretionary review under Board of Regents' Policy, he or she shall be compensated from the date of suspension.

#### 7.2.3.4. Dismissal of Temporary, Limited Term, or Part-Time Instructional Personnel

Temporary or part-time personnel serving without a written contract hold their employment at the pleasure of the institution President and chief academic officer and their immediate supervisor, any of whom may discontinue the employment of such employee without cause of advance notice.

#### 7.2.3.5. Temporary Suspension During Pendency of Criminal Charges

When a faculty member of any USG institution is charged with the violation of a state or federal law, or is indicted for any such offense, a thorough review shall be carried out promptly by the President's appointed designee. If upon the completion of such review the President's designee determines that it is in the best interests of the institution, the faculty member may be temporarily suspended with or without pay. In the event a faculty member is temporarily suspended, the faculty member may request a review within ten days of being notified of the decision. If the faculty member does so, the President shall immediately convene an ad hoc faculty committee or utilize the services of an appropriate existing faculty committee for the purpose of reviewing the suspension. The review shall be conducted based on written submissions from the faculty member and the President's designee and any additional materials that the committee finds to be appropriate in accordance with procedures to be established by the committee, which shall render its decision within ten days after the date that the committee was convened. The committee will recommend that the suspension either continue or cease. If it recommends that the suspension continue, it should also recommend whether the remainder of the suspension should be with or without pay. The President will then consider the committee's recommendations and promptly make a final decision regarding the suspension. The faculty member may thereafter apply for discretionary review of the institution's final decision under Board of Regents' Policy. A suspension under this Policy shall not continue beyond the resolution of the criminal charges / indictment, or the conclusion of the next succeeding semester after the initiation fo the temporary suspension become appropriate, the institution may initiate such

proceedings in accordance with other applicable policies either during or after the conclusion of the temporary suspension.

**7.2.4.** The President of Gordon State College may at any time remove any faculty member of the institution for just cause. Cause or grounds for dismissal are set forth in the *Board of Regents Policy Manual*, § 8.3.9.3 and in the *Statutes of the College*. A faculty member shall not be terminated for exercising academic freedom. (See *Gordon College Statutes*, Chapter 1, Section 1.1, for statement on Academic Freedom, <https://www.gordonstate.edu/academics/academic-affairs/statutes/index.html>.)

**7.2.5.** Program modification by the Board of Regents may also occasion the dismissal of a faculty member. A program modification requiring the termination of tenured faculty members will be implemented only after completion of a study, with institutional administrative and faculty participation. Only the Board of Regents may so modify programs.

### 7.3 *Tenure upon Appointment*

In exceptional cases the President may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment; such action is referred to as tenure upon appointment.

Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution. If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the Chancellor (*Board of Regents Minutes*, August 2007).

### 7.4 *Maximum Time Served Without Tenure*

The maximum time that may be served at the rank of Assistant Professor or above without the award of tenure shall be seven years. The maximum time that may be served in any combination of full-time instructional appointments (instructor or professorial ranks) without an award of tenure shall be ten years. The maximum time that may be served at the rank of full-time Instructor shall be seven years. (*Board of Regents Minutes*, 1992-93, p. 188; April 2000, pp. 31-32; August 2007)

### 7.5 *Promotion – Library Faculty*

#### 7.5.1 Eligibility for Library Faculty

Librarians are non-tenured faculty and are eligible for promotion.

A Master's degree in Library Science or equivalent is required for appointment to Assistant Professor. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation.

Such exception must be justified by the institution on an individual basis.

Promotion beyond the level of assistant professor will not occur unless the candidate has outstanding performance in his or her job effectiveness and satisfactory achievement in Professional Growth and Development or

Institutional/Public Service or earns a second Master's degree or earns a Doctorate. The rank of Instructor will be given for a period of three years to candidates of promise who will then be eligible to apply for promotion to Assistant Professor.

## 7.5.2 Criteria for Library Faculty Appointment and Promotion

The criteria by which library faculty are judged relate to the general criteria applied to all academic faculty. The criteria also reflect the unique role of librarians in the academic community. Librarians are evaluated yearly in the areas of:

The minimum criteria are:

1. Excellent job effectiveness;
2. Noteworthy involvement in student success activities;
3. Noteworthy professional service to the institution or the community;
4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
5. Continuous professional growth and development.

For promotion, candidates should perform the responsibilities of their position with noteworthy achievement. Noteworthy achievement is defined as a score of 4.0 or greater as defined in Appendix K. Noteworthy achievement in all of the above areas is not required, but should be demonstrated in at least three areas.

The yearly Librarian Self-Evaluation Form (Appendix I) and the Evaluation of Librarian by Director of Library Services Form (Appendix J) will provide a record of accomplishments throughout the year.

### 7.5.2.1 **Categories of Criteria for Library Faculty.** Categories to be evaluated for Promotion of Librarians.

#### **7.5.2.1.1. Job Effectiveness (70%)**

Each library faculty member must have an up-to-date job description, complete with responsibilities, developed by the library faculty member and the Director of Library Services and reviewed annually when the library faculty member is evaluated. The job description will be the basis for determining how well the individual has performed in the position. Job responsibilities differ among the librarians, and care should be taken to relate criteria to the individual library faculty member's responsibilities.

All library faculty members are participants in the instruction of students as well as contributing to the building of a library collection in the support of the mission of the college.

Expectations include but are not limited to:

1. Knowledge of the profession
2. Reference service
3. Collection development
4. Instruction
5. Faculty liaison activities
6. Library Administration
7. Student supervision

**7.5.2.1.2. Professional Growth and Development/Research (7.5-15%)**

Professional Growth and Development includes contributions to the profession, personal professional development, and contributions to the field. Some examples are:

- a. Scholarship related to teaching
- b. Presentations before learned societies or professional organizations
- c. Honors and awards for research, scholarship, or other creative activities
- d. Scholarly publications
- e. Election or appointment to offices in professional organizations
- f. Service to state, regional, national or international professional associations and learned societies, including editorial work; consultation which involves scholarly application of professional expertise
- g. Continuing education, including additional degrees, diplomas, workshops, course work, in-house workshops
- h. Grants applied for or received

This is not a complete or a required list of professional growth and development activities. During the annual conference between the Director of the and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to professional growth and development.

**7.5.2.1.3 Institutional/Public Service(7.5-15%)**

Service to the Institution includes satisfactory service to Hightower Collaborative Learning Center and Library or Gordon State College. Library faculty members are expected to participate on committees and in other services to the college.

Institutional service includes, but is not limited, to the following:

1. Participation on college-wide committees
2. Participation in the development of service programs or projects
3. Service-related consultation work or technical assistance
4. Advisement of student organizations
5. Counseling or advising of students
6. Contributions to the improvement of student or faculty life
7. Mentoring of colleagues
8. Special education endeavors such as teaching continuing education courses and conducting or assisting in seminars, workshops, and conferences
9. Visibility in the College community, including special service to students and participation in college activities. Community service may include, but is not limited to, the following:
  - a. Service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels)
  - b. Contributions to the improvement of community life which involves expertise as a librarian or your professional skills, such as charitable fund raising, public lectures, non-profit consulting
10. Creative works (e.g. displays, exhibits)

This is not a complete or a required list of service activities. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head other activities that provide service to the institution.

Fostering Student Success (7.5-15%) Student success is crucial to the mission of Gordon State College and as such, is recognized as an overarching theme in College functions by the Gordon State College Student Success Mission Statement. Such activities include:

#### 7.5.2.1.4

1. Effective advising and mentoring;
  2. Undergraduate research;
  3. Other forms of experiential learning;
  4. Engagement in other high impact practices;
  5. Development of student success tools and curricular materials;
  6. Strategies to improve student career success;
  7. Involvement in faculty development activities;
  8. Other activities identified by the institution to deepen student learning.
- Examples include, but are not limited to, Centers for Teaching and Learning, Faculty Learning Communities, and MomentumU@USG programming.

This is not a complete or a required list of activities fostering student success. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to fostering student success.

#### 7.5.3. Procedure for Promotion for Library Faculty

The library faculty member seeking promotion will be required to establish and maintain a file of relevant documents to support requests for promotion. This file should include a self-report detailing degrees earned, honors achieved, committee work, and other information relevant to the criteria. It should also include such items as publications, student evaluations, letters of commendation, certificates, and other pertinent documents.

The yearly Librarian Self-Evaluation Form (Appendix I) and the Evaluation of Librarian by Director of Library Services Form (Appendix E) will provide a record of accomplishments throughout the year. A rating of 4.0 – 5.0 on the Evaluation of Librarian by Director of Library Services (Appendix E) will substantiate noteworthy performance and 3.0 - 3.9 will denote satisfactory performance.

#### 7.5.4. Documentation for Library Faculty

All candidates for promotion who are library faculty are expected to have:

1. Four to five years of noteworthy achievement (4.0 or greater) on Yearly Evaluation of Job Effectiveness as a Librarian.
2. Four to five years of noteworthy achievement (4.0 or greater) on Yearly Evaluation in two other areas.

#### 7.5.5. Timeline for Promotion Decisions

With the exception of consideration for tenure, the timeline here is the same as laid out in §7.10.3 below.

### 7.5.6. Promotion Appeals for Library Faculty

Library faculty members may appeal a promotion decision by requesting in writing that the President reconsider the decision. The President shall then offer a final institutional decision. Any person in the University System for whom no other appeal is provided in the Bylaws and who is aggrieved by a final decision of the President may apply to the Board of Regents, without prejudice to his/her position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days following the decision of the President. It shall state the decision to be reviewed and the redress desired. A review by the board is not a matter of right but is within the discretion of the Board. If the application for review is granted, the Board shall investigate the matter thoroughly and report its findings and recommendations to the Board. The Board shall render its decision within sixty days from the filing date of the application for review or from the date of a hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes.

## 7.6 *Eligibility for Non-Tenure and Tenure-Track Faculty Ranks*

For all disciplines except those listed below, a doctorate is required for appointment to assistant professor or higher, or for promotion to assistant professor and higher. Extraordinary candidates enrolled in a doctoral program may be considered for tenure track positions if they otherwise meet Board of Regents criteria for appointment.

### 7.6.1 Fine Arts (excluding Music)

The MFA or a doctorate is required for appointment to assistant professor and higher, or for promotion to assistant professor and higher. The rank of instructor will ordinarily be for the appointment of candidates of promise with little experience who are in the final stage of a MFA or doctoral program.

### 7.6.2 Nursing and Health Sciences

A Master's degree is required for appointment to assistant professor. Promotion beyond the level of assistant professor will not occur unless the candidate has extraordinary accomplishments in teaching and service or professional growth or earns a doctorate. The rank of instructor may be used for qualified candidates of promise with little experience who are in the final stages of a MSN program.

### 7.6.3 A master's degree is required for appointment to assistant professor and higher or for promotion to assistant professor and higher.

## 7.7 *Promotion Eligibility for Non-Tenure Track Faculty*

A Master's degree is required for appointment to assistant professor. Promotion beyond the level of assistant professor will not occur unless the candidate has extraordinary accomplishments in teaching and service or professional growth or earns a doctorate. Faculty in non-tenure track positions are not eligible for the award of tenure. However, non-tenure track faculty may apply on an equal basis with other candidates for tenure track positions which may become available (*Board of Regents Policy Manual* § 8.3.8). NOTE: Those faculty hired prior to June 30, 2015 will retain their current rank.

## 7.8 Criteria for Non-Tenure and Tenure-Track Faculty Ranks

The minimum criteria are:

1. Excellent teaching and effectiveness in instruction;
2. Noteworthy involvement in student success activities;
3. Noteworthy professional service to the institution or the community;
4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
5. Continuous professional growth and development.

Noteworthy achievement in all of the above areas is not required, but should be demonstrated in at least three areas. Noteworthy achievement is a score of 4.0 or greater as defined in Appendix K.

A written recommendation should be submitted to the chair of the committee by the Academic Unit Head setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted (*Board of Regents Policy Manual* Section 8.3.6.1).

### 7.8.1. Criteria and Definitions for Teaching, Service, Professional Development, and Fostering Student Success:

7.8.1.1.1. **Teaching** (70%): Teaching is the primary responsibility of Gordon State College Corps of Instruction. Therefore, promotion and tenure decisions will be weighed heavily by evaluation of teaching effectiveness. Evidence of teaching effectiveness may come from Annual Evaluations by Academic Unit Head, Student Evaluations, peer or activity assessments, or other sources. Any metric that is used to evaluate teaching effectiveness should be transparent to both the Academic Unit Head or Dean, and the Faculty.

Many criteria may be used to evaluate teaching; among these are:

1. Preparation
2. Organization
3. Student engagement
4. Communication skills, to both individual students and to the class
5. Effective use of formative and summative evaluation methods
6. Advisement

Superior teaching should, in most cases, include positive Annual Evaluation ratings in each area, but superior ratings may only be necessary in certain areas, depending on the individual qualities of the faculty and nature of the courses taught. Evaluation of teaching effectiveness is inherently subjective. However, objective criteria should be cited in all evaluations. Teaching effectiveness is to be measured against a standard that applies to all faculty members equally. At no time should a faculty member's effectiveness as a teacher be evaluated in comparison to other faculty members' Annual Evaluations. The use of Faculty Rating by Students results in determining teaching effectiveness in the Annual Evaluation should be clearly communicated by the Academic Unit Head to the Faculty. Faculty should not assume a burden to have unreasonably high scores in Evaluations by Students, but should strive to reach a standard communicated by the Academic Unit Head or Dean.

7.8.1.2. **Service (7.5-15%):** A faculty member should be active in his/her service to the institution. Some examples of service activities are:

1. Participating in committee work at the Department, school, college and/or University System level;
2. Helping in the administration of college functions such as mentoring and/or recruitment and registration activities;
3. Attending college events;
4. Being involved in student affairs;
5. Being involved in community activities as a representative of the college and/or one's discipline;
6. Participating in curriculum development and delivery activities such as textbook selection, course development, assessment, educational technology and/or the development of new course materials;
7. Providing aid to colleagues in their teaching, professional or service activities;
8. Providing aid to college administrators and staff;
9. Helping resolve an institutional problem or issue.

This is not a complete or a required list of service activities. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head other activities that provide service to the institution.

7.8.1.3. **Professional Growth and Development/Research (7.5-15%):** The following is a list of professional growth and development activities appropriate to the mission of Gordon State College:

1. Participation in professional organizations;
2. Production, publication, direction, performance, presentation, or exhibition of creative or scholarly work;
3. Critical evaluation of new materials or scholarly work;
4. Presentation of evidence of the interaction/coordination of teaching and research;
5. Remaining abreast of current trends within one's academic field;
6. Attending continuing education offerings;
7. Learning skills outside of one's discipline to enhance professional competence;
8. Taking discipline-related courses beyond the required degree;
9. Maintaining professional correspondence;
10. Supervising student projects and/or scholarly activity;
11. Securing a research or curriculum development grant.
12. Creating open-source publications through the *Affordable Learning Georgia* initiative in association with *MERLOT* and *OpenStax*.

This is not a complete or a required list of professional growth and development activities. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to professional growth and development.

7.8.1.4 Fostering Student Success (7.5-15%): Student success is crucial to the mission of Gordon State College and as such, is recognized as an overarching theme in College functions by the Gordon State College Student Success Mission Statement. Such activities include:

1. Effective advising and mentoring;
  2. Undergraduate research;
  3. Other forms of experiential learning;
  4. Engagement in other high impact practices;
  5. Development of student success tools and curricular materials;
  6. Strategies to improve student career success;
  7. Involvement in faculty development activities;
  8. Other activities identified by the institution to deepen student learning.
- Examples include, but are not limited to, Centers for Teaching and Learning, Faculty Learning Communities, and MomentumU@USG programming.

This is not a complete or a required list of activities fostering student success. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to fostering student success.

#### 7.8.2. Promotion is based on merit.

A faculty member should average at least a 4.0 or above on the evaluation scale of the *Evaluation of Faculty by Academic Unit Head* form (see Appendix E) in teaching and two other categories and 3.0 in the remaining category on their *Evaluation of Faculty by Academic Unit Head* form (see Appendix E).

#### 7.8.3. Procedure for Promotion and Tenure for Non-Library Tenure Track and Tenured Faculty

The faculty member seeking promotion and/or tenure will be required to establish and maintain a file of relevant documents to support requests for promotion. This file should include a self-report detailing degrees earned, honors achieved, committee work, and other information relevant to the criteria. It should also include such items as publications, student evaluations, letters of commendation, and other pertinent documents.

#### 7.8.4 Documentation for Non-Library Faculty

All candidates who are not library faculty must include in their files for promotion and tenure the following:

1. All annual evaluations for the period of time under consideration
2. All classroom evaluations for the period of time under consideration
3. All student evaluation summaries for the period of time under consideration
4. One page summaries of notable accomplishments in each of the following areas: teaching, fostering student success, service to the institution and/or community, and professional growth and development/research.

Failure to provide all of these documents without justification will result in recommendation against promotion or tenure by the Academic Unit Promotion and Tenure Committee.

#### 7.8.5 Application for Promotion and Tenure

In the year a faculty member has met the time and degree requirements for promotion or tenure, the faculty member and the faculty member's Academic Unit Head will be notified of eligibility by the Provost and Vice President for Academic Affairs in the spring semester of the academic year. In the case of tenure, this notification will also include the number of years of eligibility remaining. If the faculty member wishes to apply, they must notify in writing the Academic Unit Head and the Chair of the current Academic Unit Committee on Promotion and Tenure by February 15th of the faculty member's intent to apply. The faculty member will then provide the Academic Unit Head with relevant documentation by August 15th in the following fall semester.

## **7.9 Promotion of Lecturers**

The minimum criteria are:

1. Excellent teaching and effectiveness in instruction
2. Noteworthy involvement in student success activities
3. A minimum of five years at the rank of Lecturer at Gordon State College or a minimum of three years at the rank of lecturer at Gordon State College and a minimum of two years at the rank of lecturer at another University System of Georgia institution.

Noteworthy achievement should be demonstrated in teaching or job effectiveness. Noteworthy achievement is a score of 4.0 or greater as defined in Appendix K.

A written recommendation should be submitted to the chair of the committee by the Academic Unit Head setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted (Board of Regents Policy Manual Section 8.3.6.1).

### **7.9.1 Criteria and definitions for Lecturer (non-Library) Teaching and Fostering Student Success (100%) or Lecturer (Library) Job Effectiveness and Fostering Student Success (100%)**

#### **7.9.1.1 Teaching**

Teaching is the primary responsibility of Lecturers. Therefore, promotion decisions will be weighed heavily by evaluation of teaching effectiveness. Evidence of teaching effectiveness may come from Annual Evaluations by Academic Unit Head, Student Evaluations, peer or activity assessments, or other sources. Any metric that is used to evaluate teaching effectiveness should be transparent to both the Academic Unit Head or Dean, and the Faculty.

Many criteria may be used to evaluate teaching; among these are:

1. Preparation
2. Organization
3. Student engagement
4. Communication skills, to both individual students and to the class
5. Effective use of formative and summative evaluation methods

Superior teaching should, in most cases, include positive Annual Evaluation ratings in each area, but superior ratings may only be necessary in certain areas, depending on the individual qualities of the faculty and nature of the courses taught. Evaluation of

teaching effectiveness is inherently subjective. However, objective criteria should be cited in all evaluations. Teaching effectiveness is to be measured against a standard that applies to all faculty members equally. At no time should a faculty member's effectiveness as a teacher be evaluated in comparison to other faculty members' Annual Evaluations. The use of Faculty Rating by Students results in determining teaching effectiveness in the Annual Evaluation should be clearly communicated by the Academic Unit Head to the Faculty. Faculty should not assume a burden to have unreasonably high scores in Evaluations by Students, but should strive to reach a standard communicated by the Academic Unit Head or Dean.

#### **7.9.1.2 Job Effectiveness**

Each library faculty member must have an up-to-date job description, complete with responsibilities, developed by the library faculty member and the Director of Library Services and reviewed annually when the library faculty member is evaluated. The job description will be the basis for determining how well the individual has performed in the position. Job responsibilities differ among the librarians, and care should be taken to relate criteria to the individual library faculty member's responsibilities. All library faculty members are participants in the instruction of students as well as contributing to the building of a library collection in the support of the mission of the college.

Expectations include but are not limited to:

1. Knowledge of the profession
2. Reference service
3. Collection development
4. Instruction
5. Faculty liaison activities
6. Library Administration
7. Student supervision

#### **7.9.1.3 Fostering Student Success**

Student success is crucial to the mission of Gordon State College and as such, is recognized as an overarching theme in College functions by the Gordon State College Student Success Mission Statement.

Such activities include:

1. Undergraduate research
2. Other forms of experiential learning
3. Engagement in other high impact practices
4. Development of student success tools and curricular materials
5. Strategies to improve student career success
6. Involvement in faculty development activities
7. Other activities identified by the institution to deepen student learning. Examples include, but are not limited to, Centers for Teaching and Learning, Faculty Learning Communities, and MomentumU@USG programming.

This is not a complete or a required list of activities fostering student success. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to fostering student success.

**7.9.2** Promotion is based on merit.

A faculty member should average at least a 4.0 or above on the evaluation scale of the Evaluation of Faculty by Academic Unit Head form (see Appendix E-1) in Teaching or Job Effectiveness and at least a 3.0 in the Fostering Student Success category on their Evaluation of Faculty by Academic Unit Head form (see Appendix E-1).

**7.9.3** Procedure for Promotion for Lecturers

The faculty member seeking promotion will be required to establish and maintain a file of relevant documents to support requests for promotion. This file should include a self-report detailing degrees earned, honors achieved, and other information relevant to the criteria. It should also include such items as student evaluations, letters of commendation, and other pertinent documents.

**7.9.4** Documentation for Promotion from Lecturer to Senior Lecturer

All candidates must include in their files for promotion the following:

1. All annual evaluations for the period of time under consideration
2. All classroom evaluations for the period of time under consideration (non-Library lecturers)
3. All student evaluation summaries for the period of time under consideration (non-Library lecturers)
4. One page summaries of notable accomplishments in each of the following areas: teaching and fostering student success. Lecturers may choose to include Service to the Institution and Professional Growth and Development on a separate page (one page maximum), but there is no expectation that Lecturers will participate in these activities.

**7.9.5** Application for Promotion to Senior Lecturer

In the year a lecturer has met the time and degree requirements for promotion, the faculty member and the faculty member's Academic Unit Head will be notified of eligibility by the Provost and Vice President for Academic Affairs in the spring semester of the academic year. If the faculty member wishes to apply, they must notify in writing the Academic Unit Head and the Chair of the current Academic Unit Committee on Promotion and Tenure by February 15th of the faculty member's intent to apply. The faculty member will then provide the Academic Unit Head with relevant documentation by August 15th in the following fall semester. The timeline for promotion decisions will be the same as in Chapter 7.10.3

**7.10 Tenure**

Tenure resides at the institutional level. The principle of faculty tenure imposes reciprocal responsibilities upon the institution and the faculty member: The College provides academic freedom and continued employment on a 100 percent workload basis for two out of every three consecutive academic semesters (including summer semesters) until retirement, resignation, separation as remedial action to post-tenure review, dismissal for cause, or release because of financial exigency or program modifications. The faculty member is obligated to maintain high standards of professional performance and professional ethics.

While the Board of Regents has delegated authority for tenure decisions to institution presidents, if an institution is not carrying out its faculty review process in a sufficiently rigorous manner the Board of Regents may move the authority to award tenure to the Board level until institutional processes have been remediated.

### **7.10.1 Eligibility and Probationary Period for Tenure**

Only Assistant Professors, Associate Professors, and Professors who are normally employed full-time by the institution are eligible for tenure. Faculty members with adjunct, temporary, contract or other appointments shall not acquire tenure. The term “full-time” is used in these regulations to denote service on a 100 percent workload basis for at least two of every three consecutive academic semesters. The period of time August-May shall constitute one year of academic tenure credit.

Tenure may be awarded, upon approval of the President, upon completion of a probationary period of at least five (5) years of full-time service at the rank of assistant professor or higher. The five-year period must be continuous, except that a maximum of two (2) years interruption because of a leave of absence or part-time service may be permitted, provided, however, that an award of credit for the probationary period of an interruption shall be at the discretion of the President.

In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or serious disability or prolonged illness of the faculty member or immediate family member, the five-year probationary period may be suspended during the leave of absence. A maximum of three (3) years’ credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the President at the time of the initial appointment at the rank of assistant professor or higher.

### **7.10.2 Criteria and Procedure for Tenure**

The minimum criteria for tenure are demonstrating:

1. Excellence and effectiveness in teaching and instruction;
2. Outstanding involvement in student success activities;
3. Academic achievement, as appropriate to the institution’s mission;
4. Outstanding service to the institution, profession, or community; and,
5. Professional growth and development.

Noteworthy achievement (defined as a score of 4.0 or greater) is required in at least two of the above categories, but is not required in all categories. A written recommendation should be submitted by the academic unit head setting forth the reasons for tenure. The faculty member’s length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.

The procedure for seeking tenure is the same as the procedure for seeking promotion.

### **7.10.3 Timeline for Promotion and Tenure Decisions**

1. The Academic Unit Head reviews the faculty member's request for promotion or tenure and writes a recommendation for or against promotion and tenure. This recommendation, accompanied by the supporting materials submitted by the candidate, is forwarded to the Academic Unit Promotion and Tenure Committee.
2. After careful consideration and discussion, the members of the committee shall vote by secret ballot to recommend acceptance or rejection of the application for promotion or tenure (faculty members under review for that academic year are not to be present during the discussion of their file and will not vote on their own file). A negative recommendation must be accompanied by a written explanation of how the candidate failed to meet the criteria for promotion. A positive recommendation must also be accompanied by a written explanation of how the candidate met or exceeded the criteria.
3. The recommendation and the written explanation shall be sent to the candidate by October 1st. The candidate has ten calendar days to submit a rebuttal to the committee to be included in the candidate's file moving forward.
4. The Academic Unit Promotion and Tenure Committee recommendation and all relevant materials, including the candidate rebuttal, are forwarded to the College Promotion and Tenure Committee (faculty elected Chairs of all the Academic Unit Promotion and Tenure Committees) by October 15th. This Committee will examine all recommendations for consistency among Academic Units, specifically with regard to teaching and service. A majority vote of the Chairs may request that a candidate file be referred back to its originating Academic Unit for reconsideration. A detailed explanation for the referral must be provided to the Academic Unit Promotion and Tenure Committee by November 21st. The Academic Unit Promotion and Tenure Committee is under no obligation to reverse its original recommendation, and the College Promotion and Tenure Committee will not make its own separate recommendation.
5. The Academic Unit recommendation and all relevant materials are forwarded to the Provost and Vice President for Academic Affairs by the end of the fall semester.
6. The Provost and Vice President for Academic Affairs shall evaluate the candidate's materials and the recommendations of the Academic Unit Head and the Academic Unit Promotion and Tenure Committee. The Provost and Vice President for Academic Affairs shall forward a written recommendation to the President with all supporting documentation.
7. The President shall make the decision on promotion and/or tenure and inform all candidates of their recommendation regarding their application by February 15.
8. Promotion and tenure portfolios will be returned to candidates no later than February 17.

### **7.11 Promotion and Tenure Appeals**

Faculty members may appeal a promotion or tenure decision by requesting in writing that the President reconsider the decision. The President shall then offer a final institutional

decision within a period of twenty-one (21) calendar days of receipt of the appeal, with the option to extend the review period an additional 21 days with written notification to the candidate. Any person in the University System for whom no other appeal is provided in the Bylaws and who is aggrieved by a final decision of the President may apply to the Board of Regents, without prejudice to his/her position, for a review of the decision.

The application for review shall be submitted in writing to the Office of Legal Affairs of the Board of Regents within a period of twenty (20) calendar days following the decision of the President. It shall state the decision to be reviewed and the redress desired. A review by the Office of Legal Affairs is not a matter of right but is within the sound discretion of the Office of Legal Affairs. The Office of Legal Affairs shall determine whether the application for review shall be granted. The Office of Legal Affairs may at its discretion refer a matter for mediation, arbitration, reconsideration, or reevaluation of settlement options. If the application for review is granted, a Committee shall review the decision of the President. Said Committee shall consist of the Vice Chancellor for Legal Affairs or their designee, and any other person or persons deemed appropriate by the Committee. The decision of the Committee shall be final and binding for all purposes. There shall be no recourse to the Chancellor or the Board of Regents from such decision; provided, however, that the Committee on Organization and Law, upon its discretion, retains the authority to make an exception to this policy. See details in *Board of Regents Policy Manual* § 8.6.

## CHAPTER 8. POST-TENURE REVIEW

### 8.1 Review of Procedures

Gordon State College's policies on post-tenure review conform to the institution's mission and to Board of Regent procedures. Not later than five years after these procedures have been initiated, they will be reviewed. In the fourth year following the most recent review, the Faculty Welfare Committee shall review procedures of the Promotion and Tenure Review process and Board of Regent procedures and report findings and/or recommendations to the Faculty Senate. The full faculty shall vote to revise or to keep these procedures. The President of Gordon State College shall review and approve institutional post-tenure review policies and any subsequent revisions (*Board of Regents Policy Manual* § 8.3.5.4). The most recent review by the Faculty Welfare Committee was on October 15, 2022.

### 8.2 Process and Timeline

The post-tenure review process shall support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure. The primary purpose of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the academic discipline, institution, and the institution's mission. Post-tenure review is intended to provide a longer-term and broader perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member's career.

*Timeline:* All tenured faculty who have rank and tenure with an academic unit must undergo post-tenure review five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g. department chair, Dean, Associate Provost). A review may also be initiated by an unsuccessful Performance Remediation Plan as outlined in Chapter 6.6.

A tenured faculty member may voluntarily elect to go up for a post-tenure review before the five-year time limit. This enables a faculty member to take full advantage of the feedback and insight provided by their colleagues at a strategic moment in their career, rather than having to wait for the usual 5-year cycle. Early post-tenure reviews should include a review of the faculty member's accomplishments since they were last evaluated for tenure or a previous post-tenure review, whichever was most recent. If the faculty member has a successful review, the next post-tenure review will be five years from the voluntary PTR post-tenure review date. If the faculty member is unsuccessful, the 5-year PTR review date remains in place.

### 8.3 Notification of Faculty

Groupings of faculty to be reviewed shall be chronological, based on date of last promotion or achievement of tenure, whichever is more recent. Review for promotion, even when not awarded, may substitute once for the standard post-tenure review, and the subsequent scheduled review would be five years after the promotion review. If promotion is awarded in the intervening time, the standard post-tenure review would be given five years after the successful promotion review.

By April 1, the Provost and Vice President for Academic Affairs will notify in writing the faculty members scheduled for post-tenure review during the subsequent academic year. The Provost and Vice President for Academic Affairs will also notify the Deans and Academic Unit Heads who oversee the work of these faculty members. Faculty voluntarily electing to go up for an early post-tenure review should notify the Academic Unit Head not later than August 1. The Academic Unit Head will notify the Dean and Provost of the intent of the faculty member so the name can be forwarded to the Post Tenure Review Committee and the faculty member can be notified.

## 8.4 Peer Review Committee Members

No fewer than three tenured faculty peers constitute the Post Tenure Review Committee. The committee shall have one tenured faculty member elected from each academic unit and may have a representative from the faculty at large. Administrators (including Deans and Academic Unit Heads) and potential reviewees for the year shall not serve on the committee. Committee members shall serve for one year and elect a chair from tenured faculty members. If there are too few faculty of the appropriate academic units to serve on the Review Committee, then tenured faculty member(s) from another academic unit (even the reviewee's academic unit) may serve, provided that they are voted in by the faculty at its regular meeting in the beginning of the fall semester (*Gordon State College Statutes*, <http://www.gordonstate.edu/statutes/>).

## 8.5 The Post-Tenure Review Process

*Areas of Evaluation:* The evaluation must address the faculty's accomplishments related to teaching, student success activities, research/scholarship, and service. Annual reviews encompassing the previous five years for the 5-year span must be incorporated in the post-tenure review processes. Tenured faculty members are expected to document successive contributions to furthering the mission of the institution through their teaching, student success activities, scholarship/research, and service. Contributions should be dated from previous tenure and promotion milestones and encompass the previous 5-year period.

1. An up-to-date curriculum vitae;
2. Copies of the faculty member's annual performance reviews for the years under consideration at Gordon State College, including all Self-Evaluation forms and Evaluation of Faculty by Head of Academic Unit for the period under review;
3. Measures of teaching effectiveness as defined by Gordon State College. At a minimum, these measures should include the Faculty Rating by Student summaries for the period of the evaluation and at least one peer classroom visitation evaluation. Faculty are strongly encouraged to include evidence of teaching effectiveness and fostering student success. During the year of the review, at least one member of the PTR

committee shall visit a class of the reviewee and fill out the appended form at Appendix D. At the reviewee's request or the committee's desire, more than one member shall visit the class one or more times. Additionally, the faculty member may also request a peer review utilizing the peer evaluation form in Appendix N.

4. A summary prepared by the faculty member of his or her accomplishments for the period under review and projected goals over the next five-year period. This narrative shall include relevant reflections about teaching, professional service to the institution and/or community, student success activities, and professional growth and development. This summary should not exceed 5 pages.

5. Using the promotion and tenure criteria established in § 7.6 above, the faculty member must demonstrate that they meet basic expectations for a faculty member in the relevant academic discipline.

6. At Gordon State College, the reviewee may provide the file from his or her last full review (promotion, tenure, or post-tenure) as a supplement, since earlier information may relate to the desired "opportunities for faculty to reach their full potential" and the purpose of "career development planning" specified by the Board of Regents.

8.5.2. Transmittal of Documents. The faculty member is responsible for developing the documentation listed in §8.5.1 above and providing it to the faculty member's Academic Unit Head by the last regular day of classes of the fall semester. During the review process, the faculty member shall have access at any time to the review file. The faculty member shall also have the right to add any material, including statements and additional documents, at any time during the review process.

The Academic Unit Head will include his/her letter of feedback and convey the complete file to the chair of the Post-Tenure Review Committee not later than January 2.

8.5.3. The Post-Tenure Review Committee. The Post-Tenure Review Committee, a standing committee of the College, will conduct post-tenure reviews during the spring term of each year. The committee shall make its final written evaluation to the candidate no later than April 1. The Committee shall provide informed and candid feedback in its report on the faculty member's accomplishments and quality of contributions; the Committee should also provide guidance on improving performance, noting any weaknesses or deficiencies in the record. The committee will address performance in teaching, service, student success activities, and professional growth and development. In its evaluation, the committee will assess the reviewee's performance using the Likert scale in Appendix K; furthermore, the Committee will include a written statement identifying any notable strengths or weaknesses of the reviewee; in particular, if the Committee notes any clear deficiencies, these should be identified as such in the written statement.

The Chair of the Post-Tenure Review Committee shall give each reviewee a copy of the Committee's evaluation ten working days prior to submitting the evaluation to the appropriate Academic Unit Head or Dean in order to provide the faculty being reviewed five working days to prepare a written request for reconsideration by the Committee. The reviewee shall also be provided with the opportunity to discuss the evaluation with the Committee, if the reviewee so desires. Once any such requests have been heard and acted upon, the Committee Chair will provide a copy of the Committee's final evaluation to the appropriate Academic Unit Head or Dean.

8.5.4. Transmittal of Final Evaluation. The Academic Unit Head or Dean is responsible for transmitting the Committee's final evaluation to and discussing its contents with the faculty member within ten working days. At this time both the faculty member and the Academic Unit Head or Dean should sign the document.

The faculty member has a right to appeal the review of the Post-Tenure Review Committee. The reviewee must deliver a written appeal to any member of the Post-Tenure Review Appeal Committee within five working days of the discussion with the Academic Unit Head. The Post-Tenure Review Appeal Committee will then have ten working days to consider the appeal and render a finding to the faculty member and the Academic Unit Head.

## 8.6 Outcomes of Post-Tenure Review

The Academic Unit Head must meet with each faculty member to discuss the results of PTR. Each faculty member must receive a letter documenting the summary of the findings of the PTR. In the event of an unsuccessful PTR the letter must also include next steps, due process rights, and the potential ramifications if the faculty member does not remediate or demonstrate substantive progress towards remediation in the areas identified as unsatisfactory (8.6.2 – Unsatisfactory Performance). The faculty member can provide a written rebuttal that will be attached to the final document however no action is required by the Academic Unit Head.

### 8.6.1. Satisfactory Performance

The results of a positive post-tenure review will result in the faculty member being awarded a one-course reduction in the following academic year and a one-time financial award, subject to budget availability. A faculty member is eligible for this award once every five years. This award does not apply to the corrective post-tenure review process.

### 8.6.2. Unsatisfactory Performance

In the event of a post-tenure review that does not meet expectations or needs improvement, the faculty member's Academic Unit Head and faculty member will work together to develop a formal Performance Improvement Plan (PIP – Appendix R) in consultation with the PTR committee based around the deficiencies found by the committee. Consistent with the developmental intent of the PTR, the PIP will be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the post-tenure review. The PIP must contain clearly defined goals or outcomes, an outline of activities to be undertaken, a timetable, available resources and supports, and an agreed-upon monitoring strategy. The PIP's goals or outcomes must be reasonable, achievable with the timeframe, and reflect the essential duties of the faculty member. The PIP must be approved by the Dean and submitted to the institution's Office of Academic Affairs. Formal meetings for assessing progress on the PIP should be scheduled no less than twice per semester

during the fall and spring semesters (Appendix S – PIP quarterly review). The institution should create appropriate due process mechanisms for a faculty member to appeal an unfavorable post-tenure review as outlined below. The PIP will be developed no later than the last regular day of classes in the spring term.

The assessment of the PIP will take the place of that year's annual review and be incorporated into the faculty member's annual evaluation. Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal. Loss of tenure and/or dismissal should be considered only in the most extreme situations. The institution will follow appropriate due process mechanisms for a faculty member to appeal the final assessment of their PIP and the resulting remedial actions as outlined below in Section 8.7 Appeal of Post-Tenure Review.

### 8.7. Appeal of Post-Tenure Review

#### Due Process Following an Unsuccessful Post-Tenure Review or an Unsuccessful Corrective Post-Tenure Review

If, after conducting a final review of appropriate materials and allowing the faculty member an opportunity to be heard at the conclusion of the performance improvement plan, the Academic Unit Head and Dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the performance improvement plan (or has refused to engage reasonably in the process), the department chair and dean will propose appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. Upon request by the faculty member, the PTR committee will review the materials that attest to performance improvement plan progress and the proposed remedial action and make their recommendation.

The faculty member has 10 business days from receiving the recommendation of the Dean/Academic Unit Head to request the PTR committee review. Upon request to review the recommended action by the faculty member, further due process will include the following:

1. The PTR committee will review the recommendation of the Academic Unit Head and Dean. The PTR committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the PTR committee may be based solely on a review of the record. The PTR committee will issue its recommendation to the Provost and the faculty member within 20 business days of the request for review by the faculty member.
2. Within 5 business days of receiving the recommendation(s) from the PTR committee, the Provost shall send an official letter to the faculty member notifying him or her of the decision.
3. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of his or her decision and the process for discretionary review application as provided for in Board of Regents' Policy.

4. If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.
5. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to Board policy on Applications for Discretionary Review (BoR policy 6.26).

If the remedial action is separation from employment, the faculty member has the right to request a final faculty hearing for the purpose of confirming that due process was followed in reaching the decision of separation of employment. The outcome of the faculty hearing shall not be binding, but only advisory to the President who shall make the final decision.

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

1. A PTR final dismissal faculty hearing committee shall be formed within 5 calendar days of receiving the faculty member's request and consist of not fewer than three, but not more than five, impartial faculty members appointed by the executive committee (or its equivalent) of the faculty senate, from among the members of the entire faculty of the institution. Members of the hearing committee may serve concurrently on other committees of the faculty. The hearing committee should elect a chair from its membership. The entire process of the hearing and written recommendation from the final hearing committee to the President must be completed within 30 calendar days from the date of the faculty member's request for a hearing.
2. The hearing committee will notify the faculty member recommended for dismissal in writing at least 15 calendar days prior to the hearing.
3. Prior to the hearing, the hearing committee will review all documentation relevant to the post-tenure review of the faculty member.
4. During the hearing, the faculty member should have the opportunity to make a statement to the committee, respond to the documentation reviewed by the committee, and answer any questions from the committee.
5. The President and the faculty member shall be notified in writing of the recommendation of the hearing committee within 10 calendar days of the hearing, whether that recommendation be dismissal or any penalty less than dismissal, providing supporting reasons.
6. The President may or may not follow the recommendation of the committee, but, within 10 calendar days of receiving the recommendation, the President should notify the faculty member and the hearing committee regarding the decision and the supporting reasons. The President should also notify the faculty member of the discretionary review process as provided for in the Board of Regents Policy 6.26 Application for Discretionary Review.
7. If the remedial action taken by the President is dismissal, the semester during which a final decision is issued will be the last semester of employment in the faculty member's current role, with the President outlining the faculty assignments to be completed prior to the dismissal date.

## CHAPTER 9. TRAVEL

### 9.1 *Travel Regulations*

Institutions of the University System shall be guided by general travel regulations set forth in this section when employees are required to travel away from headquarters in the performance of their official duties. The University System expects to reimburse them for reasonable and necessary expenses as may be incurred while traveling. In cooperation with State regulations, the Board of Regents has adopted the following general regulations regarding travel of employees on official business of the University System. Statewide Travel Regulations are available at <http://sao.georgia.gov/state-travel-policy>

### 9.2 *Travel Authorization*

Employees required to travel in the performance of official duties and entitled to reimbursement for expenses incurred shall have prior authorization from their Academic Unit Head or other designated official for the performance of travel. Travel authorization is required even if reimbursement is not requested. Approval may be in the form of a standing authorization in the case of individuals required to travel on a regular or continuous basis, a specific authorization in the case of those individuals who are required to make occasional trips, or a specific authorization for all out-of-state trips and shall include an itinerary, estimate of the cost of meals, lodging and travel, mode of transportation, and the general purpose of travel.

A Travel Authorization must be submitted before traveling. The Travel Authorization form can be accessed on your Employee Self Service page.

This form includes space for basic data such as location of proposed travel, departure and returning dates, approximate cost of trip, and an explanation of the purpose of the trip. This form must be prepared online and forwarded to the immediate supervisor at least 10 days prior to the date of proposed travel. The Academic Unit Head will then approve or deny and forward the request to the Business Office for final approval or disapproval. Email notification will be sent and approved forms will be returned to the originator and disapproved forms will be returned for corrections or deletion. No trip should be taken with the expectation of reimbursement of travel expenses unless the originator has received an approved copy of his request prior to his/her departure.

### 9.3 *Travel Expenses and Reimbursement*

#### 9.3.1. Meals

Allowed amounts for reimbursement on meals can be found by going to <http://sao.georgia.gov/state-travel-policy>. On the Travel Regulations page, click on another link called *Statewide Travel Policy*. In high costs areas (deemed so by the State – Chatham, Cobb, DeKalb, Fulton, Gwinnett, and Glynn counties), the allowed amounts for meal reimbursements are somewhat higher than for other areas. The Business Office can provide assistance in finding the necessary information. Meals are reimbursed at 75% of allowed meals on the day of departure and return.

#### 9.3.2 Lodging

Reimbursement will be made for actual lodging expenses within the state guidelines of reasonable expenses and must be documented by a receipt. Many hotels and motels grant commercial rates upon request to state employees who show identification. Georgia state employees traveling in Georgia or Florida on official business and paying with a Gordon State College check should not be charged county or municipal excise tax on lodging. A Sales and

Use Tax Certificate of Exemption Form and a Motel Tax Exemption Form can be obtained online from the GSC website. These forms should be carried by the faculty member while traveling.

When a room is shared with other state employees on travel status, reimbursement will be shared. A state employee on travel status, if accompanied by one who is not a state employee on travel status, would be entitled to reimbursement only for the state employee portion of the room.

### 9.3.3. Transportation

Reimbursement for the most economical mode of transportation, consistent with the purpose of the travel, will be authorized. Reimbursement for transportation expenses incurred by use of personally owned vehicles will be at the rate per mile as provided by law for actual miles traveled in the performance of official duties. This rate will appear automatically in the travel authorization and expense statements when entering mileage. The initial point of departure during an employee's normal workweek shall be the individual's residence or headquarters. The initial point of departure on weekends or holidays, however, should be the individual's actual point of departure.

Total miles travelled will be reported; however, personal mileage and normal commute miles should be reported in the designated space on the travel expense statement. Claims exceeding mileage computed by the most direct route from the point of departure to destination (due to field visits, picking up passengers, etc.) must be explained on the travel expense statement. Parking and toll expenses will be paid for official travel in personal or state vehicles. A receipt must be provided.

Transportation by common carrier, plane, rail, taxi or limousine will be reimbursed. Reimbursement will be made upon presentation of a ticket stub, receipts, or other documentary evidence of expenditure.

#### **9.3.3.1 Use of College Vehicle:**

The use of college vehicles is restricted to approved college activities. Students are not allowed to drive under any circumstances.

Car Share Vehicles are located at facilities and are "reserved" as first come first serve through the Enterprise website. Faculty must have signed up in advance through Enterprise for an account.

### 9.3.4. Miscellaneous Expense

Registration fees required for participation in workshops, seminars or conferences which an employee is directed and/or authorized to attend will be allowed when supported by a paid receipt.

### 9.3.5. Requisition for pre-payment of Travel Expenses.

A request to pay any registration, or hotel must be submitted on a "Gordon State College Requisition" (a copy of the form used at Gordon State College is located on the Gordon State College templates) and accompanied by a registration form. Airline tickets can be purchased with the Department P-Card. These advances are charged to the person traveling and should be reflected on his/her expense statement. This includes payment for pre-registering. The total cost

of travel should be reflected on the travel expense statement. Expense Statement is found online on *Employee Self Service*.

#### 9.3.6. Reimbursement Procedures

Reimbursement claims for meals and lodging are to be reported on the Expense Report by date, location, and amount for each meal and lodging claimed. An individual taking annual leave while away from headquarters on official business is not entitled to subsistence for the period of leave. Responsibility for appropriate audit, approval, and reimbursement of expense reports is vested in the appropriate officials of the institution. Expense reports will be processed in an expeditious manner. Claims will be paid as soon as practical.

## CHAPTER 10. COMPUTER AND NETWORK USAGE POLICY

### *Introduction*

"Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, the right to privacy, and the right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community."

- *The EDUCOM Code* (1987, <http://www.educause.edu/>)

### *10.1 Background and Purpose*

This document constitutes a College-wide policy intended to allow for the proper use of all Gordon State College computing and network resources, effective protection of individual users, equitable access, and proper management of those resources. This should be taken in the broadest possible sense. This policy applies to Gordon State College network usage even in situations where it would not apply to the computer(s) in use.

These guidelines are intended to supplement, not replace, all existing laws, regulations, agreements, and contracts that currently apply to these services. As a result, the *Board of Regents Policy Manual* is specifically identified in this document. In particular, § 600 entitled Research and § 900 entitled Facilities are particularly relevant to certain aspects of this policy. § 603.03 addresses determination of rights and equities in intellectual property while § 914.01 addresses the use of college resources for political campaigning.

The entire *Board of Regent's Policy Manual* may be found at: <https://www.usg.edu/policymanual/>. In addition, the Regents guide to understanding copyright and fair use is an invaluable resource for questions about how materials, including electronic materials may be used. This document may be found at: <https://www.usg.edu/copyright/>

Given this background, Gordon State College expects all users of the Gordon State College network to recognize the following:

1. Access to the Gordon State College network is a privilege, not a right.
2. Access to networks and computer systems owned or operated by Gordon State College imposes certain responsibilities and obligations and is granted subject to College policies and local, state, and federal laws.
3. Appropriate use should always be legal, ethical, reflect academic honesty, reflect community standards, and show restraint in the consumption of shared resources. It should demonstrate respect for intellectual property; ownership of data; system security mechanisms; and individuals' rights to privacy and to freedom from intimidation, harassment, and unwarranted annoyance. Appropriate use of computing and networking resources includes instruction; independent study; authorized research; independent research; communications; and official work of the offices, units, students, recognized student and campus organizations, and agencies of the College.

## 10.2 Definitions

### 10.2.1 Authorized Use

Authorized use of Gordon State College-owned or operated computing and network resources is use consistent with the education, and service mission of the College, and consistent with this policy.

### 10.2.2 Authorized Users

Authorized users are: (1) current faculty, staff, and students of the College; (2) anyone connecting to a public information service (see section 6.5); (3) others whose access furthers the mission of the College and whose usage does not interfere with other users' access to resources.

### 10.2.3 Individual Privileges

It is the following individual privileges, all of which are currently existent at Gordon State College, that empower authorized users to be productive members of the campus community. It must be understood that privileges are conditioned upon acceptance of the accompanying responsibilities. (See Section 4)

### 10.2.4 Privacy

To the greatest extent possible in a public setting an individual's privacy should be preserved. Electronic and other technological methods must not be used to infringe upon privacy. However, users must recognize that Gordon State College computer systems and networks are public and subject to the Georgia Open Records Act. Users, thus, utilize such systems at their own risk. All content residing on College systems is subject to inspection by the College.

All content residing on Gordon State College computer systems is subject to inspection by Gordon State College.

### 10.2.5 Freedom of Expression

The constitutional right to freedom of speech applies to all members of the campus no matter the medium used.

## 10.3 Ownership of Intellectual Works

People creating intellectual works using Gordon State College computers or networks, including but not limited to software, should consult Determination of Rights and Equities in Intellectual Property (*Board of Regents Policy Manual*, § 6.3.3, and any subsequent revisions).

## 10.4 Freedom from Harassment, Display of Objectionable or Undesired Material

Freedom from computer or network harassment is a right accorded to all members of the Gordon State College community. (See § 10.5.4 below.)

## 10.5 Individual Responsibilities

Just as certain privileges are given to each member of the campus community, all members are held accountable for their actions as a condition of continued membership in the community.

### 10.5.1 Common Courtesy And Respect For Rights Of Others

Users are responsible to all other members of the campus community in many ways, including respecting and valuing the rights of privacy for all, to recognize and respect the diversity of the population and opinion in the community, to behave ethically, and to comply with all legal restrictions regarding the use of information that is the property of others.

### 10.5.2 Privacy of Information

Files of personal information, including programs, regardless of storage or transmission medium, may be subject to the Georgia Open Records Act if stored on Gordon State College's computers. That fact notwithstanding, no one should look at, copy, alter, or destroy anyone else's personal files without explicit permission (unless authorized or required to do so by law or regulation). Simply being able to access a file or other information does not imply permission to do so.

Similarly, no one should connect to a host on the network without advance permission in some form. People and organizations link computers to the network for numerous different reasons, and many consider unwelcome connects to be attempts to invade their privacy or compromise their security.

### 10.5.3 Intellectual Property

You are responsible for recognizing (attributing) and honoring the intellectual property rights of others as is described in *University System of Georgia Copyright Policy* (<https://www.usg.edu/copyright/>).

### 10.5.4 Harassment

No member of the community may, under any circumstances, use Gordon State College's computers or networks to libel, slander, or harass any other person.

The following shall constitute Computer Harassment:

- (1) Using the computer to harass, terrify, intimidate, threaten another person by conveying or publicly displaying obscene language, pictures, or other materials;
- (2) Using the computer to convey threats of bodily harm to the recipient or the recipient's immediate family;
- (3) Intentionally using the computer to contact another person repeatedly with the intent to harass whether or not any actual message is communicated, and/or where no purpose of legitimate communication exists, and where the recipient has expressed a desire for the communication to cease;

- (4) Intentionally using the computer to contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease (such as debt collection);
- (5) Intentionally using the computer to disrupt or damage the academic, research, administrative, or related pursuits of another;
- (6) Intentionally using the computer to invade another's privacy, academic or otherwise, or *threatening* the invasion of another's privacy.

No part of this policy shall be construed as limiting or interfering with freedom of expression of student publications unless considered a form of harassment.

#### 10.5.5 Responsible Use of Resources

You are responsible for knowing what information resources (including networks) are available, remembering that the members of the community share them, and refraining from all acts that waste or prevent others from using these resources or from using them in whatever ways have been proscribed by the College and the laws of the State and Federal governments.

#### 10.6 *Use of Personally Managed Systems*

Personally managed systems are not limited to computers physically located at Gordon State College campuses, but include any type of device that can be used to access institute computing and networking resources from any location.

Authorized users have a responsibility to ensure the security and integrity of system(s) accessing other computer and networking resources of the College, whether you are a student, employee, or other authorized user. College information electronically stored therein must be protected.

Appropriate precautions for personally owned or managed systems include performing regular backups, controlling physical and network access, using virus protection software, and keeping any software installed (especially anti-virus and operating system software) up to date with respect to security patches.

Authorized users must ensure compliance with the security, software, and support policies of their unit.

#### 10.7 *Information Integrity*

It is the user's responsibility to be aware of the potential for and possible effects of manipulating information, especially in electronic form, to understand the changeable nature of electronically stored information, and to verify the integrity and completeness of information that you compile or use. Do not accept information or communications as being correct when they are contrary to expectations; verify it with the originator of the message or data.

## *10.8 Use of Desktop Systems*

Users are responsible for the security and integrity of College information stored on personal desktop system. This responsibility includes controlling physical and network access to the machine. Avoid storing passwords or other information that can be used to gain access to other campus computing resources.

## *10.9 Access to Facilities and Information*

### 10.9.1 Sharing of Access

Computer accounts, passwords, and other types of authorization are assigned to individual users and must not be shared with others. Users are responsible for any use of your account.

### 10.9.2 Permitting Unauthorized Access

Users may not run or otherwise configure software or hardware to intentionally allow access by unauthorized users. (See section 2.2.)

### 10.9.3 Use of Privileged Access

Special access to information or other special computing privileges are to be used in performance of official duties only. Information obtained through special privileges is to be treated as private.

### 10.9.4 Termination of Access

When a faculty member ceases being a member of the Gordon State College community, or is assigned a new position and/or responsibilities within the College, the user's access authorization must be reviewed. Faculty members must not use facilities, accounts, access codes, privileges, or information for which they are not authorized in new circumstances.

## *10.10 Attempts to Circumvent Security*

Users are prohibited from attempting to circumvent or subvert any system's security measures. This section does not prohibit use of security tools by system administration personnel.

### 10.10.1 Decoding Access Control Information

Users are prohibited from using any computer program or device to intercept or decode passwords or similar access control information.

### 10.10.2 Denial of Service

Deliberate attempts to degrade the performance of a computer system or network or to deprive authorized personnel of resources or access to any College computer system or network are prohibited.

### 10.10.3 Harmful Activities

Harmful activities are prohibited. Examples include IP spoofing; creating and propagating viruses; port scanning; disrupting services, damaging files; or intentional destruction of or damage to equipment, software, or data.

### 10.10.4 Unauthorized Access

Users may not:

1. Damage computer systems
2. Obtain extra resources not authorized to them
3. Deprive another user of authorized resources
4. Gain unauthorized access to systems by using knowledge of:
  - a) A special password
  - b) Loopholes in computer security systems
  - c) Another user's password
  - d) Access abilities used during a previous position at the College

### 10.10.5 Unauthorized Monitoring

Users may not use computing resources for unauthorized monitoring of electronic communications.

## 10.11 *Academic Dishonesty*

Users should always use computing resources in accordance with the high ethical standards of the College community. Academic dishonesty (plagiarism, cheating) is a violation of those standards.

## 10.12 *Use of Copyrighted Information and Materials*

Users are prohibited from using, inspecting, copying, and storing copyrighted computer programs and other material, in violation of copyright.

## 10.13 *Use of Licensed Software*

No software may be installed, copied, or used on Gordon State College resources except as permitted by the owner of the software. Software subject to licensing must be properly licensed and all license provisions (installation, use, copying, number of simultaneous users, term of license, etc.) must be strictly adhered to.

### *10.14 Personal Business*

Computing facilities, services, and networks may not be used in connection with compensated outside work nor for the benefit of organizations not related to Gordon State College, except: in connection with traditional faculty pursuits such as teaching, research and service.

This and any other incidental use (such as electronic communications or storing data on single-user machines) must not interfere with other users' access to resources (computer cycles, network bandwidth, disk space, printers, etc.) and must not be excessive. State law restricts the use of State facilities for personal gain or benefit.

### *10.15 Gordon State College Privileges*

Our society depends on institutions like Gordon State College to educate our citizens and advance the development of knowledge. However, in order to survive, Gordon State College must attract and responsibly manage financial and human resources. Therefore, the College has been granted by the State, and the various other institutions with which it deals, certain privileges regarding the information necessary to accomplish its goals and to maintain the equipment and physical assets used in its mission.

#### 10.15.1 Allocation of Resources

Gordon State College may allocate resources in differential ways in order to achieve its overall mission.

#### 10.15.2 Control of Access to Information

Gordon State College may control access to its information and the devices on which it is stored, manipulated, and transmitted, in accordance with the laws of Georgia and the United States and the policies of the College and the Board of Regents.

#### 10.15.3 Imposition of Sanctions

Gordon State College may impose sanctions and punishments on anyone who violates the policies of the College regarding computer and network usage.

#### 10.15.4 System Administration Access

A System Administrator (i.e., the person responsible for the technical operations of a particular machine) may access others files for the maintenance of networks and computer and storage systems, such as to create backup copies of media. However, in all cases, all individuals' privileges and rights of privacy are to be preserved to the greatest extent possible.

#### 10.15.5 Monitoring of Usage, Inspection of Files

Users should be aware that their uses of Gordon State College computing resources are not completely private. While the College does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of the College's computing

resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for maintaining network availability and performance.

The College may also specifically monitor the activity and accounts of individual users of the College's computing resources, including individual login sessions and communications, without notice. This monitoring may occur in the following instances:

1. The user has voluntarily made them accessible to the public.
2. It reasonably appears necessary to do so to protect the integrity, security, or functionality of the College or to protect the College from liability.
3. There is reasonable cause to believe that the user has violated, or is violating, this policy.
4. An account appears to be engaged in unusual or unusually excessive activity, as indicated by the monitoring of general activity and usage patterns.
5. Upon receipt of a legally served directive of appropriate law enforcement agencies.

Any such individual monitoring, other than that specified in "(1)", required by law or necessary to respond to bona fide emergency situations, must be authorized in advance by the appropriate Vice President for faculty/staff and Vice President for Student Affairs for students; in all such cases, the appropriate unit head will be informed as time and the situation will allow.

In all cases all individuals' privileges and right of privacy are to be preserved to the greatest extent possible.

Gordon State College may also specifically monitor the activities and accounts of individual users of the college's computing resources including individual login sessions and communication without notice.

#### 10.15.6 Suspension of individual privileges

Gordon State College may suspend computer and network privileges of an individual for reasons relating to his/her physical or emotional safety and well-being, or for reasons relating to the safety and well-being of other members of the campus community, or Gordon State College property. Access will be promptly restored when safety and well-being can be reasonably assured, unless access is to remain suspended as a result of formal disciplinary action imposed by the Office of the Provost and Vice President for Student Affairs (for students) or the employee's department in consultation with the Office of Business Affairs (for employees).

### *10.16 Gordon State College Responsibilities*

#### 10.16.1 Security Procedures

Gordon State College has the responsibility to develop, implement, maintain, and enforce appropriate security procedures to ensure the integrity of individual and institutional information, however stored, and to impose appropriate penalties when privacy is purposefully abridged.

### 10.16.2 Anti-harassment Procedures

Gordon State College has the responsibility to develop, implement, maintain, and enforce appropriate procedures to discourage harassment by use of its computers or networks and to impose appropriate penalties when such harassment takes place.

### 10.16.3 Upholding of Copyrights and License Provisions

Gordon State College has the responsibility to uphold all copyrights, laws governing access and use of information, and rules of organizations supplying information resources to members of the community (e.g., acceptable use policies for use of Internet).

### 10.16.4 Individual Responsibilities

Each school, department, or individual at Gordon State College has the responsibility for those computer resources established under its supervision to include:

1. Enforcing this policy
2. Providing for security in their areas
3. Confidentiality of private information, including user files and system access codes
4. Controlling physical access to equipment
5. Providing proper physical environment for equipment
6. Providing safeguards against fire, flood, theft, etc.

### 10.16.5 Public Information Services

Academic units and individuals may, with the permission of the appropriate Academic Unit Head and coordination with Computer Services, configure computing systems to provide information retrieval services to the public at large. (Current examples include "anonymous ftp" and "www.") However, in so doing, particular attention must be paid to the following sections of this *Faculty Handbook*: 10.2.1 (authorized use [must be consistent with College mission]), 10.3.3 (ownership of intellectual works), 10.4.2 (responsible use of resources), 10.12 (use of copyrighted information and materials), 10.13 (use of licensed software), and 10.16.4 (individual unit responsibilities).

Usage of public services must not cause computer or network loading that impairs other services.

## 10.17 Procedures and Sanctions

### 10.17.1 Investigative contact

If you are contacted by a representative from an external organization (District Attorney's Office, FBI, GBI, Southern Bell Security Services, etc.) who is conducting an investigation of an alleged violation involving Gordon State College computing and networking resources, inform the Director of Information Technology immediately.

### 10.17.2 Responding to Security and Abuse Incidents

All users and Departments have the responsibility to report any discovered unauthorized access attempts or other improper usage of Gordon State College computers, networks, or other information processing equipment. If a faculty member observes, or has reported to them (other than as in § 10.17.1 above), a security or abuse problem with any College computer or network facilities, including violations of this policy, the problem should be reported immediately.

Faculty should take immediate steps as necessary to ensure the safety and well-being of information resources. For example, if warranted, a system administrator should be contacted to temporarily disable any offending or apparently compromised computer accounts, or to temporarily disconnect or block offending computers from the network (see § 5.6).

Ensure that the following people are notified: (1) Director of Information Technology and (2) the relevant Academic Unit Head, Director of Library Services or Dean.

### 10.17.3 First and Minor Incident

If a person appears to have violated this policy, and (1) the violation is deemed minor by Information Technology, and (2) the person has not been implicated in prior incidents, then the incident may be dealt with at Information Technology or Departmental level. The alleged offender will be furnished a copy of the *College Computer and Network Usage Policy* (§ 10 of this *Faculty Handbook*), and will sign a form agreeing to conform to the policy.

### 10.17.4 Subsequent and/or Major Violations

Reports of subsequent or major violations will be forwarded to Student Affairs (for students) or the Academic Unit Head, Director of Library Services, and/or Dean for the determination of sanctions to be imposed. The Academic Unit Head, Director of Library Services, or Dean should consult the Office of Business Affairs regarding appropriate action.

### 10.17.5 Range of disciplinary sanctions

Persons in violation of this policy are subject to the full range of sanctions, including the loss of computer or network access privileges, disciplinary action, dismissal from the College, and legal action.

Some violations may constitute criminal offenses, as outlined in the *Georgia Computer Systems Protection Act of 1991* (the *Official Code of Georgia Annotated* § 35-3-38) and other local, state, and federal laws; the College will carry out its responsibility to report such violations to the appropriate authorities.

### 10.17.6 Appeals

Appeals should be directed through the already-existing procedures established for Faculty.

## **CHAPTER 11. CONFERRAL OF THE STATUS OF EMERITUS/EMERITA**

1. The process of conferring status of emeritus/emerita resides in the Office of Academic Affairs. The final decision resides with the President of the College, who retains the authority to manage emeritus/emerita appointments and privileges.
2. The conferral of emeritus/emerita status is considered a distinctive honor, not a right, and is not automatic.
3. In order to be considered for conferral of emeritus/emerita status, a faculty member must have ten (10) years of honorable and distinguished service at Gordon State College. Service years need not be consecutive.
4. Emeritus/emerita status may be conferred to retired faculty/administrators holding status as Assistant, Associate, or Full Professor, tenured or non-tenured.
5. Emeritus/emerita status may be conferred posthumously for those faculty who were/would have been eligible at the time of death.
6. The Office of Human Resources will notify the Office of Academic Affairs upon the retirement of a faculty member with ten (10) or more years of service to Gordon State College of their eligibility for conferral of the status of faculty emeritus/emerita within thirty (30) days of retirement.
7. The Office of Academic Affairs will notify the academic unit head of the discipline of the faculty member within thirty (30) days of notification from the Office of Human Resources.
8. Conferring of the emeritus/emerita title will be based on the candidate's faculty rank at the time of retirement.
9. In most cases, recommendations for conferral of the emeritus/emerita title should be made in the term following the retirement of the faculty member, with all consideration completed within two (2) years of the nominee's separation from the College.
10. Conferral of the title of emeritus/emerita will occur at commencement in the Spring semester following approval.

### **11.1 Process of Conferral**

1. For the purpose of this policy, the term "faculty" refers to full-time, non-temporary faculty.
2. The academic unit head will notify the faculty in the discipline within ten (10) days, who will select a faculty representative to coordinate the process.

- a. If no full-time faculty in the discipline exist, the academic unit head may select faculty from closely related disciplines in the unit.
3. Faculty in the discipline of the retiree will vote to approve/disapprove emeritus/emerita status. More than 50% of the faculty in the discipline must vote in the affirmative to confer emeritus/emerita status.
  - a. In disciplines with fewer than five (5) full-time faculty, those faculty may choose to include additional faculty from related disciplines at their discretion.
4. The faculty representative will forward the recommendation of the discipline faculty to the academic unit head. Votes in the affirmative will be accompanied by a brief summary of the meritorious work of the faculty member.
5. The academic unit head will forward the recommendation of the discipline faculty to the Provost/Vice President of Academic Affairs for their recommendation.
6. The Provost/Vice President of Academic Affairs will forward the recommendation of the discipline faculty, along with their recommendation, to the President of Gordon State College for consideration.
7. The President will render a final decision and notify the Offices of Academic Affairs and Human Resources. The Office of Academic Affairs will notify the faculty member of the decision. The Office of Human Resources will coordinate benefits of emeritus/emerita status.

## 11.2 Benefits, Privileges, and Recognitions Associated with Award of Emeritus/Emerita Status

The following is a list of benefits, privileges, and recognitions associated with emeritus/emerita status at Gordon State College:

1. Certificate showing emeritus/emerita award and rank
2. Inclusion in the faculty/administrator listing on the Gordon State College emeritus/emerita web page and in the catalog
3. Emeritus/emerita Gordon State College photo identification card
4. Continued use of Gordon State College email, contingent upon participation in the same cybersecurity trainings as active employees
5. Use of Gordon State College software and technology resources, contingent upon participation in the same cybersecurity trainings as active employees
6. Full library access (the same as active faculty), including remote access to electronic resources
7. Eligibility to serve on project committees, or as non-voting members of institutional committees as appropriate.

8. Continued use of institutional office space as appropriate when available
9. Parking privileges
10. Use of Gordon State College fitness facilities at no charge
11. Invitations to participate in public ceremonies of the institution
12. Invitations to certain departmental, college, and institutional events
13. Complimentary copies of Gordon State College publications
14. Ability to enroll and attend classes at no charge, subject to space availability and approval of the instructor and institution

## Appendices to the Faculty Handbook

- Appendix A - Gordon State College Faculty Leave of Absence Request Form
- Appendix B - Faculty Rating by Student
- Appendix C - Faculty Self-Evaluation to be completed by the faculty member
- Appendix D - Classroom Visitation Appraisal form to be completed by the Academic Unit Head
  
- Appendix E - Faculty Evaluation by Academic Unit Head or Dean form to be completed by the Academic Unit Head or Dean
- Appendix F - Special Incident Appraisal form used by the Academic Unit Head or Dean
- Appendix G - Faculty Evaluation by Provost form to be completed by the Provost and Vice President for Academic Affairs
- Appendix H - Evaluation of Administrators with Faculty Rank
- Appendix K - Likert Scale for Evaluation of Faculty (all ranks)
- Appendix L - Student Assessment of Activity
- Appendix M - Student Assessment- Course Level
- Appendix N - Peer Review of Course Instruction
- Appendix Q - Performance Remediation Plan Quarterly Review
- Appendix R - Performance Improvement Plan
- Appendix S - Performance Improvement Plan- Quarterly Review

# Appendix A

## Gordon State College Faculty Leave of Absence Request Form

Instructions: The following document must be completed by the requesting faculty member and submitted to the unit head. Additional supporting documentation such as faculty member's written request and supporting documentation could also be attached with this form and submitted as a packet for review and approval.

**FACULTY MEMBER INFORMATION**

Name: \_\_\_\_\_ Rank Title: \_\_\_\_\_  
School/College/Admin Unit: \_\_\_\_\_ Department: \_\_\_\_\_  
Employment Date: \_\_\_\_\_ Contract Type: \_\_\_\_\_  
Previously Granted Leave of Absence (include leave of absence type(s) and dates)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CURRENT LEAVE OF ABSENCE REQUEST INFORMATION**

Dates From: \_\_\_\_\_ To: \_\_\_\_\_ Leave of Absence is (place check where applicable):  With pay  Without pay  
Location of Leave of Absence: \_\_\_\_\_  
Institution/Company/Organization, City, State, Country  
Purpose of Leave of Absence:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**COMPLETE THIS SECTION IF REQUESTING LEAVE OF ABSENCE WITH PAY**

Salary at time of leave of absence (if two salaries during leave period, include both): Salary 1: \_\_\_\_\_ Salary 2: \_\_\_\_\_  
Total Amount of proposed pay through GSC payroll during leave period: \_\_\_\_\_ Proposed amount of pay is: \_\_\_\_\_  
AGREEMENT: I, the undersigned petitioner for leave with pay for less than one year, do hereby agree to return to the institution for at least one year, OR that, for a leave with pay of one year, do hereby agree to return to the institution for at least two years of service after the termination of my leave. I further agree to return the full amount of compensation received from the institution and any other expenses paid by the institution while on leave, including benefits costs, if I should not return to the institution after the termination of my leave.  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**COMPLETE THIS SECTION IF REQUESTING LEAVE OF ABSENCE WITHOUT PAY**

AGREEMENT: I, the undersigned petitioner for leave without pay, do hereby agree to return the full amount of any expenses paid by the institution, including benefits costs, while on leave if I should not return to the institution after the termination of my leave.  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**APPROVED BY (BOR policy requires Chancellor's final approval for any leave of absence beyond one year)**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Unit Head  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Vice President for Academic Affairs and Provost  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
President

## **Appendix B**

### **Faculty Rating by Student**

1. Explains material and assignments clearly.
2. Teaches a well-organized course.
3. Uses effective teaching methods and techniques.
4. Uses appropriate methods for student evaluation - exams, papers, projects, etc.
5. Encourages students to think.
6. Grades fairly. Gives informative feedback.
7. Conveys positive and enthusiastic attitude.
8. Is open to comments and questions. Encourages discussion.
9. Is willing to provide individual help in and out of class
10. Is understanding and considerate of students as individuals.
11. I expect to receive a grade of \_\_\_\_\_ in this class.
12. Name and comment on some things this instructor did which helped you to learn.
13. List and comment on any areas in which this instructor needs improvement.
14. How did this class increase your interest in and knowledge of the subject matter?

## Appendix C

### SELF-EVALUATION FORM

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Department \_\_\_\_\_  
 Calendar Year \_\_\_\_\_

Total credit hours taught Spring/Fall \_\_\_\_\_  
 Total weekly contact hours taught Spring/Fall \_\_\_\_\_  
 Total credit hours taught Summer \_\_\_\_\_  
 Total weekly contact hours taught Summer \_\_\_\_\_

Please limit each narrative to one typed page. Please see Appendix C-1 and C-2 for examples of activities/factors for each area, and recommended values. Please justify your scores based on College and Discipline flex scales, as well as any innovative or novel factors.

#### ACADEMIC ASSIGNED DUTIES/JOB EFFECTIVENESS

Librarians/Administrators with faculty rank

##### JOB EFFECTIVENESS

In this section, provide a description/discussion of your accomplishments in the area of JOB EFFECTIVENESS, with emphasis on those fostering student success.

Attach syllabuses for any courses, student course evaluations, and any other materials you find relevant to your narrative in this area. While documentation is not necessary, please feel free to attach any materials you find relevant to your narrative in this area. It is recommended that you limit documentation to no more than 20 pages (beyond those required above).

Narrative HERE

All other faculty  
 TEACHING Narrative

In this section, provide a description/discussion of your accomplishments in the area of TEACHING, with emphasis on those fostering student success.

Attach syllabuses for all courses, student course evaluations (minimum of four sections/calendar year), and any other materials you find relevant to your narrative in this area. While documentation is not necessary, please feel free to attach any materials you find relevant to your narrative in this area. It is recommended that you limit documentation to no more than 20 pages (beyond those required above).

Narrative HERE

ADVISING and MENTORING Narrative

## APPENDIX C-1

### Appendix C-1

#### **Flex scale – Scores between ranges are allowed**

Example: a person with a 27 credit hour teaching load would earn a Likert Score of 4.5 if they earn 1.25 units in the area of SERVICE.

Annual teaching load includes fall and spring teaching loads and other credit toward workload (e.g. administrative or library workloads, course releases, etc.)

#### **Units needed in the area of ASSIGNED ACADEMIC DUTIES or JOB EFFECTIVENESS**

Teaching Load	27 hours or more	19-26 credit hours	18 or fewer credit hours
5 - Exemplary	2 units	2.5 units	3 units
4 – Exceeds Expectations	1.75 units	2 units	2.5 units
3 – Meets Expectations	1.5 units	1.75 units	2 units
2 – Needs Improvement	1 unit	1.25 units	1.5 units
1 – Does not meet expectations	0.5 units or below	0.75 units or below	1 unit or below

Faculty rankings by student should be considered by the faculty member when self-assessing Assigned Academic Duties final units. Factors including discipline averages, number of student responses, and any special circumstances should be discussed.

#### **Units needed in the area of SERVICE**

<b><u>Annual Teaching Load</u></b>	<b><u>30+ credit hours</u></b>	<b><u>27 credit hours</u></b>	<b><u>24 credit hours</u></b>	<b><u>21 credit hours</u></b>	<b><u>18 or fewer credit hours</u></b>
5 - Exemplary	1 unit	1.5 units	2 units	2.5 units	3 units
4 – Exceeds Expectations	0.75 unit	1 unit	1.25 unit	1.5 units	2 units

3 – Meets Expectations	0.5 units	0.75 units	1 unit	1.25 units	1.5 units
2 – Needs Improvement	0.25 units	0.5 units	0.75 units	1 unit	1.25 units
1 – Does not meet expectations	<0.25 units	<0.5 units	<0.75 units	<1 unit	<1.25 units

**Units needed in the area of RESEARCH AND/OR PROFESSIONAL DEVELOPMENT**

<b>Annual Teaching Load</b>	<b>30+ credit hours</b>	<b>27 credit hours</b>	<b>24 credit hours</b>	<b>21 credit hours</b>	<b>18 or fewer credit hours</b>
5 - Exemplary	1 unit	1.5 units	2 units	2.5 units	3 units
4 – Exceeds Expectations	0.75 unit	1 unit	1.25 unit	1.5 units	2 units
3 – Meets Expectations	0.5 units	0.75 units	1 unit	1.25 units	1.5 units
2 – Needs Improvement	0.25 units	0.5 units	0.75 units	1 unit	1.25 units
1 – Does not meet expectations	<0.25 units	<0.5 units	<0.75 units	<1 unit	<1.25 units

**Units needed in the area of FOSTERING STUDENT SUCCESS**

<b>Annual Teaching Load</b>	<b>30+ credit hours</b>	<b>27 credit hours</b>	<b>24 credit hours</b>	<b>21 credit hours</b>	<b>18 or fewer credit hours</b>
5 - Exemplary	1 unit	1.5 units	2 units	2.5 units	3 units
4 – Exceeds Expectations	0.75 unit	1 unit	1.25 unit	1.5 units	2 units
3 – Meets Expectations	0.5 units	0.75 units	1 unit	1.25 units	1.5 units

2 – Needs Improvement	0.25 units	0.5 units	0.75 units	1 unit	1.25 units
1 – Does not meet expectations	<0.25 units	<0.5 units	<0.75 units	<1 unit	<1.25 units

Overall Score

When calculating overall score, faculty should strive to include assessments in their overall portfolio, particularly those that measure student success. A general guideline for recommended units in assessment for each ranking level are listed below.

	27 hours or more	19-26 credit hours	18 or fewer credit hours
5 - Exemplary	1.25	1.5	2.0 units
4 – Exceeds Expectations	1.0	1.25	1.5 units
3 – Meets Expectations	0.5	0.75	1.0 units
2 – Needs Improvement	>0.25	>0.5	0.75 units
1 – Does not meet expectations	Below 0.25	Below 0.5	Below 0.75 units

## APPENDIX C-2

These are EXAMPLES of College-level activities/factors and recommended point values. This is not intended to be a comprehensive list. Faculty are encouraged to consult with their discipline promotion and tenure committees and supervisor for additional values and/or novel/innovative factors. Disciplines are strongly encouraged to develop their own rubrics, subject to approval by the Academic Unit Head and Dean of the School

**Flex scale – adjust units up or down as appropriate for the level of involvement. All can be multiplied if an activity or factor is repeated.**

### **Point values for Academic Assigned Duties and Job Effectiveness- Activities**

2 units	1.5 units	1 unit	0.5 units	0.25 units
Adoption of OER for a course	Continued development, and/or assessment of OER in course	Peer evaluation of pedagogy, assignment, or other course activity efficacy in fostering student learning (evaluator or instructor)	Data-based self-assessment/reflection of efficacy of current course or campus activity in fostering student learning	Advisement of 10 students (multiply by advisement load)
Development of any of the following HIPs for a course (*listed below)	Development and offering of new course preparation, LibGuide or other similar	Student assessment of pedagogy, assignment, or other course activity efficacy in fostering student learning and faculty reflection/plan for improvement	Participation in course- or discipline-level continuous improvement methodologies and/or curricula evaluations	Writing a letter of recommendation for two students
Evidence of student success enrichment through assessment of the use of OER in course	Student assessment of course efficacy in fostering student learning and faculty reflection/plan for improvement	Upper-level course assignment, course overload, summer course	CETL presenter at 1 event (or similar activities with a focus on student learning)	Review new activity, assignment, or technology for possible inclusion in course in support of fostering student learning
Evidence of student success enrichment through assessment of HIPs (*list below)	Participation in course-level peer assessment of techniques and/or practices employed in a course to foster student learning (as evaluator or instructor)	Redesign and implementation of a course or campus activity based on previous assessment(s)	Development of advisement documents for discipline; Facilitate tutoring or other student support sessions	Participation in 2 CETL events (or similar activities with a focus on student learning)

		Design, implement and assess a course activity to foster improved student learning/success	Course syllabus redesign based on best practices	
		Design, implement and assess a campus activity foster improved student learning/success		

## Point values for SERVICE

2 Units	1.5 Units	1 Units	0.5 Units	0.25 Units
Faculty Senate Chair	Senate officer	Committee chair or recorder (low-activity committee), faculty senator	Committee member, high activity committee	Committee member (low-activity committee)
CETL/Teaching Matters Director	Committee chair (high-activity committee)	Search committee chair	Search committee member	Attend/participate in 2 student activities
	Committee recorder (high-activity committee)	Develop and propose new program, major amendment to statutes, catalog	Propose new course, new track within existing program, or minor amendment to statutes or catalog	Participate in an EDGE event with students, assist with New Student Orientation, Campus Open House, or similar campus events
	Special Program coordinator (HIPS, AAMI, Honors, URS or similar very high-activity coordinator)	Course overload	Propose/review technology for adoption	Encourage students to attend campus events
	Athletic Coach/, theater production supervisor	Prepare publication for the College	Prepare presentation on behalf of the College	
		Student club advisor, tutor or similar high-	Significant assistance at an EDGE event with students, a	

		activity supervisory role	with New Student Orientation, Campus Open House, or similar campus events	
		Presentation to community or similar group	Community Education offering or community- based service learning project (Low activity)	
		Community Education offering or community- based service learning project (High activity)		

### Point values for PROFESSIONAL GROWTH AND DEVELOPMENT/RESEARCH

2 units	1.5 units	1 unit	0.5 units	0.25 units
Presenting at a national, international, or regional professional meeting	Presenting at a state or local professional meeting, including Teaching Matters; chair or organize panels	Attend national, international, or regional professional meeting	Attend state or regional professional meeting, including Teaching Matters	Participating in 2 CETL events
Publication in a peer-reviewed journal	Board member of a professional organization	MomentumU participation and implementation of one activity	Presenter at 1 event – CETL, Student Success Summit, or similar	Literature review in field and brief summary
Editor of a professional publication	Executive Leadership Institute	CETL fellow	Faculty Learning Community participant	
Complete a graduate degree	Earn additional certification in relevant field	Faculty Learning Community leader	Attend workshop in relevant discipline	
Grant approval/ stewardship	Complete a graduate course	Review proposals, posters or papers for conferences; grant review		

	Grant writing			
	Mentoring student publications			
	Mentoring students who present at national, regional, or state professional meetings (including URS and Teaching Matters)			

Point values for FOSTERING STUDENT SUCCESS

2 units	1.5 units	1 unit	0.5 units	0.25 units
CETL/Teaching Matters director	CETL fellow	Peer evaluation of pedagogy	CETL presenter at 1 event	Participating in 2 CETL events
Development of any of the following HIPs for a course (*listed below)	Special Program coordinator (HIPs, Honors, URS or similar)	Attend Teaching Matters, SOTL, GOSS, or similar conference	Faculty Learning Community participation	Advisement/mentoring of 10 students (multiply by advisement load)
Mentoring student publication	Present at SOTL/GOSS/similar	Student club advisor, theater production supervisor, tutor or similar high-activity supervisory role		Writing a letter of recommendation for two students
Mentoring student who presents at state, regional, or national meetings (including URS and Teaching Matters)	Present at Teaching Matters	Course overload		Participate in an EDGE event with students, assist with New Student Orientation, Campus Open House, or similar campus events
Evidence of student success enrichment through assessment of the use of OER in course	MomentumU course participation	Student assessment of pedagogy, assignment, or other course activity in fostering student learning and/or engagement	Assess efficacy of current assignment in fostering student learning	

Evidence of student success enrichment through assessment of HIPs(*list below)	Athletic Coach/, theater production supervisor	Student assessment of campus activity in fostering student learning and faculty reflection/plan for improvement (high-impact activity)	Student assessment of campus activity in fostering student learning and faculty reflection/plan for improvement (low-impact activity)	
Mentoring assigned student list	Student assessment of course efficacy in fostering student learning and faculty reflection/plan for improvement	Design, implement and assess a course activity to foster improved student learning/success	Participation in course- or discipline-level continuous improvement methodologies and/or curricula evaluations.	
		Design, implement and assess a campus activity foster improved student learning/success	Data-based self-assessment/reflection of efficacy of current course activity in fostering student learning	
			Present at an EDGE event with students, assist with New Student Orientation, Campus Open House, or similar campus events	
			Development of advisement documents for discipline; Facilitate tutoring or other student support sessions	

Assessments – Some examples of possible assessments and recommended values. Assessments could include use and/or development of rubrics, data collection and analysis for the purpose of faculty reflection and improvement.

1.5 units	1 unit	0.5 units
Evidence of student success enrichment through assessment of the use of OER in course	Peer evaluation of pedagogy, assignment, or other course activity efficacy in fostering student learning	Participation in course- or discipline-level continuous improvement methodologies and/or curricula evaluations

	(evaluator or instructor)	
Evidence of student success enrichment through assessment of HIPs(*list below)	Student assessment of pedagogy, assignment, or other course activity efficacy in fostering student learning and faculty reflection/plan for improvement	Data-based self-assessment/reflection of efficacy of current course activity in fostering student learning
Participation in course-level peer assessment of techniques and/or practices employed in a course to foster student learning (as evaluator or recipient)	Student assessment of campus activity in fostering student learning and faculty reflection/plan for improvement (high-impact activity)	Student assessment of campus activity in fostering student learning and faculty reflection/plan for improvement (low-impact activity)
Student assessment of course efficacy in fostering student learning and faculty reflection/plan for improvement		

HIPs -

Global learning experience, capstone/ senior seminar course, collaborative assignment or project, common intellectual experiences, ePortfolio project, first Year Seminar /Experience/ FIRE redesign, service learning/ community based learning, undergraduate research/CURE, writing Intensive course, or other high-impact practice

**APPENDIX C-3  
SELF-EVALUATION FORM**

Name \_\_\_\_\_ Date \_\_\_\_\_  
Department \_\_\_\_\_  
Calendar Year \_\_\_\_\_

Total credit hours taught Spring/Fall \_\_\_\_\_  
Total weekly contact hours taught Spring/Fall \_\_\_\_\_  
Total credit hours taught Summer \_\_\_\_\_  
Total weekly contact hours taught Summer \_\_\_\_\_

Please limit each narrative to one typed page. Please see Appendix C-1 and C-2 for examples of activities/factors for each area, and recommended values. Please justify your scores based on College and Discipline flex scales, as well as any innovative or novel factors.

**ACADEMIC ASSIGNED DUTIES/JOB EFFECTIVENESS**

Librarians  
**JOB EFFECTIVENESS**

In this section, provide a description/discussion of your accomplishments in the area of **JOB EFFECTIVENESS**, with emphasis on those fostering student success.

Attach syllabuses for any courses, student course evaluations, and any other materials you find relevant to your narrative in this area. While documentation is not necessary, please feel free to attach any materials you find relevant to your narrative in this area. It is recommended that you limit documentation to no more than 20 pages (beyond those required above).

Narrative HERE

All other faculty  
**TEACHING Narrative**

In this section, provide a description/discussion of your accomplishments in the area of **TEACHING**, with emphasis on those fostering student success.

Attach syllabuses for all courses, student course evaluations (minimum of four sections/calendar year), and any other materials you find relevant to your narrative in this area. While documentation is not necessary, please feel free to attach any materials you find relevant to your narrative in this area. It is recommended that you limit documentation to no more than 20 pages (beyond those required above).

Narrative HERE

**Self-assessment of ACADEMIC ASSIGNED DUTIES/JOB EFFECTIVENESS**

\_\_\_\_\_

**FOSTERING STUDENT SUCCESS**

In this section, provide a description/discussion of your accomplishments in the area of FOSTERING STUDENT SUCCESS. As student success is an overarching goal in the mission of the College, your accomplishments in this area may include those already described in the areas of ACADEMIC ASSIGNED DUTIES.

Please attach any documentation you find relevant to your narrative in this area if not previously included in this evaluation. While documentation is not necessary, please feel free to attach any materials you find relevant to your narrative in this area. It is recommended that you limit documentation to no more than 20 pages.

Narrative HERE

Self-assessment of CONTRIBUTIONS TO STUDENT SUCCESS \_\_\_\_\_

Overall assessment \_\_\_\_\_

# APPENDIX D CLASSROOM VISITATION APPRAISAL

## Rating Scale

1 DOES NOT MEET EXPECTATIONS

2 NEEDS IMPROVEMENT

3 MEETS EXPECTATIONS

4 EXCEEDS EXPECTATIONS

5 EXEMPLARY

N/A NOT ABLE TO RATE

**Using the rating scale above, please circle the number that corresponds to your evaluation of the faculty member**

### Rating Scale 1 to 5, N/A

1. The class presentation was well planned and organized.	5 4 3 2 1 0
2. The professor clearly explained important ideas.	5 4 3 2 1 0
3. The professor demonstrated mastery of the course content.	5 4 3 2 1 0
4. The professor used class time well.	5 4 3 2 1 0
5. The professor encouraged critical thinking and analysis.	5 4 3 2 1 0
6. The professor encouraged relevant student participation.	5 4 3 2 1 0
7. The professor reacted appropriately to student viewpoints differing from his or her own.	5 4 3 2 1 0
8. Students were engaged and respectful towards the professor.	5 4 3 2 1 0
9. Considering items 1-8, how would you rate this teacher?	5 4 3 2 1 0

Comments:

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**Please circle "yes" or "no."**

10. Do you believe you completed your appraisal at a time when you were able to judge fairly the nature and tenor of the teaching-learning process? Yes / No

11. Did you have a preliminary conference with the teacher before the observation?

Yes (date: \_\_\_\_\_) / No

12. Did you have a follow-up conference?

Yes (date: \_\_\_\_\_) / No

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Appraiser's Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

# APPENDIX E

## EVALUATION OF FACULTY BY ACADEMIC UNIT HEAD

(to be completed by the Academic Unit Head)

Faculty Member \_\_\_\_\_ Academic Unit \_\_\_\_\_

Academic Unit Head \_\_\_\_\_ Date \_\_\_\_\_

Each category will receive a rating based on a scale of 1 to 5 according to the description of the evaluation scale on Attachment A. The Academic Unit Head’s merit recommendation will be based on the cumulative total. A detailed explanation is required for any adjustment (up or down) to the assessment provided by the faculty member in that faculty member’s submitted annual self-evaluation.

**A. TEACHING or JOB EFFECTIVENESS (librarians and administrators with faculty rank) (70%)**

Faculty assessment \_\_\_\_\_

Comments:

\_\_\_\_\_ x 0.70 = \_\_\_\_\_

**B. SERVICE TO THE INSTITUTION (7.5-15%)**

Faculty assessment \_\_\_\_\_

Comments:

\_\_\_\_\_ x .\_\_\_\_\_ = \_\_\_\_\_

**C. PROFESSIONAL GROWTH & DEVELOPMENT (7.5-15%)**

Faculty assessment \_\_\_\_\_

Comments:

\_\_\_\_\_ x .\_\_\_\_\_ = \_\_\_\_\_

**D. CONTRIBUTIONS TO STUDENT SUCCESS (7.5-15%)**

Faculty assessment \_\_\_\_\_

Comments:

\_\_\_\_\_ x .\_\_\_\_\_ = \_\_\_\_\_

**\*\* NOTE:** The total percentages of parts B, C and D must equal 30%

Cumulative Total \_\_\_\_\_

Additional Comments:

Chair's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Member's Signature \_\_\_\_\_ Date: \_\_\_\_\_

### **Gordon State College Evaluation Ratings**

#### **5 = OUTSTANDING**

Faculty member goes well beyond what is expected in all aspects. Individual demonstrates positive attitudes and actions, creativity, initiative, and all-around outstanding, quality performance. This rating is to be given only for the rare, highly unusual, exceptional faculty member.

#### **4 = EXCELLENT**

Faculty member shows unusual willingness to go beyond general expectation in most activities being evaluated. Individual demonstrates abilities, talents, attitudes, actions beyond those required and expected.

#### **3 = GOOD**

Faculty member is achieving the generally high level of work required and expected of any Gordon State College instructor. The performance of activities and attitudes shown is most adequate, well within the range of acceptability. This is the rating most faculty members should expect to receive.

#### **2 = NEEDS IMPROVEMENT**

Faculty member is performing satisfactorily in most dimensions being evaluated, but needs to make some improvements in ways specified under "COMMENTS." It is felt that the individual can improve or change as indicated by putting forth a sincere effort.

#### **1 = UNSATISFACTORY**

Faculty member's performance is generally unsatisfactory in most all of the areas being evaluated. Much effort to improve will be expected as specified under "COMMENTS." This rating is to be given to indicate a perception of a serious lack of quality in the faculty member's performance and/or attitudes.

# APPENDIX E-1

## EVALUATION OF FACULTY (Lecturer or Senior Lecturer) BY ACADEMIC UNIT HEAD (to be completed by the Academic Unit Head)

Faculty Member \_\_\_\_\_ Academic Unit \_\_\_\_\_

Academic Unit Head \_\_\_\_\_ Date \_\_\_\_\_

Each category will receive a rating based on a scale of 1 to 5 according to the description of the evaluation scale on Attachment A. The Academic Unit Head's merit recommendation will be based on the cumulative total. A detailed explanation is required for any adjustment (up or down) to the assessment provided by the faculty member in that faculty member's submitted annual self-evaluation.

### A. TEACHING or JOB EFFECTIVENESS (librarians and administrators with faculty rank)

Comments:

### B. CONTRIBUTIONS TO STUDENT SUCCESS

Comments:

Faculty assessment \_\_\_\_\_ /5

Additional Comments:

Chair's Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Member's Signature \_\_\_\_\_

Date \_\_\_\_\_

# APPENDIX F

## SPECIAL INCIDENT APPRAISAL

Appraiser \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_

This form is designed to provide a structured record of good, bad, or puzzling incidents.

Description of incident:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Analysis and evaluation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Specific Source of Information

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_



# Appendix H Administrator Evaluation

*Rev 2/28/2005 5:01 PM*

The Administrator Evaluation form will be administered on an annual basis to:

1. The Provost and Vice President of Academic Affairs
2. Department Head of Biology and Physical Sciences
3. Department Head of Business & Public Service
4. Dean of the School of Education
5. Department Head of History and Political Science
6. Department Head of Humanities
7. Dean of the School of Nursing and Health Sciences
8. Department Head of Math & Computer Sciences
9. Director of the Collaborative Learning Center and Library
10. Dean of the School of Arts and Sciences
11. Department Head of Associate of Science in Nursing
12. Department Head of Bachelor of Science in Nursing
13. Department Head of Health Information Management and Allied Health Sciences

For each of the areas below, please provide a numerical rating and comments. Comments may be in the form of recommendations, in an effort to improve performance in that area, or as commendations when the rater feels commendations are warranted.

- 5 = outstanding
- 4 = excellent
- 3 = good
- 2 = needs improvement
- 1 = unsatisfactory
- 0 = no opinion/insufficient information

## Leadership

1. Supports the mission and goals of college, school and department	5 4 3 2 1 0
2. Motivates and influences faculty/staff to achieve identified goals	5 4 3 2 1 0
3. Sets an example for faculty/staff and provides direction and guidance	5 4 3 2 1 0
4. Works to establish cooperative work efforts	5 4 3 2 1 0
5. Implements college policy effectively	5 4 3 2 1 0
6. Serves as an advocate for college, school and department goals	5 4 3 2 1 0
7. Serves as an advocate for faculty/staff	5 4 3 2 1 0
8. Makes difficult decisions when necessary	5 4 3 2 1 0

Recommendations:

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Commendations:

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*Administrator Evaluation page 1 of 2*

**Communication/Human Relations**

- 1. Shares information with faculty/staff 5 4 3 2 1 0
- 2. Actively listens to faculty/staff 5 4 3 2 1 0
- 3. Responds constructively and in a timely manner to faculty/staff input 5 4 3 2 1 0
- 4. Promotes open communication with and among faculty/staff 5 4 3 2 1 0
- 5. Speaks clearly 5 4 3 2 1 0
- 6. Writes clearly 5 4 3 2 1 0
- 7. Is accessible to faculty/staff 5 4 3 2 1 0
- 8. Exercises discretion and confidentiality 5 4 3 2 1 0

Recommendations:

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Commendations:

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**Operational Efficiency**

- 1. Willingly provides faculty/staff with ongoing feedback and guidance concerning performance 5 4 3 2 1 0
- 2. Evaluates faculty/staff based on college-approved standards 5 4 3 2 1 0
- 3. Makes salary/raise recommendations based on college-approved evaluation guidelines 5 4 3 2 1 0
- 4. Delegates authority responsibly 5 4 3 2 1 0
- 5. Provides support to faculty/staff 5 4 3 2 1 0
- 6. Prioritizes tasks efficiently 5 4 3 2 1 0

Recommendations:

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Commendations:

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## **Appendix K**

### **Likert Scale for Evaluation of Faculty (all ranks)**

1 – Does Not Meet Expectations

2 – Needs Improvement

3 – Meets Expectations

4 – Exceeds Expectations

5 – Exemplary

**Noteworthy achievement as referenced here, and in BOR Policy 8.3.7.3 is reflective of a 4.0 or greater on the above Likert Scale. Deficient and unsatisfactory as referenced throughout this document is reflective of a 1.0 or a 2.0 on the above Likert Scale.**

## Appendix L

### Student Assessment of Activity

This form is meant to be customized for a specific activity, either course-level or campus-activity level. Rows may be removed or added as desired by the facilitator. This form is provided as an example and is not meant to exclude or replace the use of other activity-level assessments.

	<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>N?A</u>
This activity improved my ability to {evaluate arguments}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After this activity, I am now capable of {locating, evaluating, and using information in the literature}.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activity increased my confidence in {communicate chemical knowledge effectively}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activity increased my understanding of {ethical leadership}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activity improved my {verbal communication skills}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activity increased my {intercultural knowledge and awareness to help me become a global citizen}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activity challenged me to {try innovative approaches}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from <https://assessment.provost.wisc.edu/best-practices-and-sample-questions-for-course-evaluation-surveys/>

## Appendix M

### Student Assessment- Course Level

This form is meant to be customized for a specific course. Rows may be removed or added as desired by the facilitator. This form is provided as an example and is not meant to exclude or replace the use of other course-level assessments.

	<u>Strongly agree</u>	<u>Somewhat agree</u>	<u>Neutral</u>	<u>Somewhat disagree</u>	<u>Strongly disagree</u>	<u>N/A</u>
This course improved my ability to {evaluate arguments}.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to {identify, formulate, and solve problem} has increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My understanding of {basic chemical transformations, reactivity, and properties} has increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to recognize the relationship between structure, bonding, and the properties of molecules and materials} has increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am capable of {locating, evaluating, and using information in the literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am capable of {locating, evaluating, and using information in the literature}.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in my ability to {communicate chemical knowledge effectively}.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand {ethical leadership}.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The course improved my {verbal communication skills}.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course increased my ability to {be engaged in innovative process}.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course increased my {intercultural knowledge and awareness to help me become a global citizen}.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix N

### Peer Review of Course Instruction

Faculty: \_\_\_\_\_

Date of Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

Peer Reviewer: \_\_\_\_\_

#### HOW TO USE THIS FORM:

**Peer Reviewer**—This Peer Review of Course Instruction Form is designed to guide your observation and evaluation of a peer’s class. Please note teaching strengths and also provide suggestions for pedagogical improvement, whenever possible, given the discipline, instructor teaching style, and individual class session goals. The areas of focus listed in the form are not limited or exhaustive—feel free to comment on additional relevant components not included here.

**Faculty**—Your peer reviewer will provide comments and suggestions on your classroom instruction using this Peer Review of Course Instruction Form. The Faculty Self-Assessment column to the far right is provided so that after the review, you are able to provide remarks of your own in response to the reviewer’s comments.

-This form is intended to focus reviews on the mechanics of the classroom instruction and interaction, not on the content of the course.

Areas of Focus

**Preliminary Activities**

*Potential areas for comment:*

- Setup (i.e., materials, information projected on board/screen, physical arrangement)
- Class Start (i.e., on time, overview of class session w/ clearly stated goals or portrayed in and obvious fashion)

**Interaction with Students**

*Potential areas for comment:*

- Presentation techniques are well utilized (i.e. movement, lecturing from notes vs. manuscript, eye contact)
- Tone of voice indicates interest in the subject, students, and student questions
- Creates a participatory classroom environment
- Responsive to student nonverbal cues (i.e., excitement, boredom, confusion, apprehension)
- Uses student names whenever possible
- Encourages student questions
- Provides clear explanations to student questions

Reviewer Comments and Suggestions	Faculty Comments & Response

**Integration of Technology** *(if applicable)*

*Potential areas for comment:*

- Technology is used to engage students, enhance learning, and/or generally enrich students' class experience as part of lecture, activities, or discussion.
- Technology is leveraged to facilitate a learning experience that would otherwise not be possible.
- Student work done via technology outside of class is integrated into the class session (i.e. homework, discussion board)

Reviewer Comments & Suggestions	Faculty Comments & Response

**General Comments, Summary & Suggestions:** *(to be filled out by peer reviewer)*

*-This space could be used to describe the setting in which the lesson took place, relevant information about the makeup of the class, and any other descriptive characteristics that would provide appropriate context to the review. This space could additionally be used to highlight areas for suggested pedagogical improvement, along with concrete strategies.*

**Response:** *(to be filled out by faculty member)*

*-This space could be used to articulate goals for next peer review of course instruction and outline concrete steps to reach those goals.*

# Appendix N-1

## Pre-Peer Review of Course Instruction- Form

*\*Optional\**

Faculty: \_\_\_\_\_

Date of Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Class: \_\_\_\_\_

Peer Reviewer: \_\_\_\_\_

*This is an optional form that can be used for multiple purposes in preparing a peer reviewer prior to the in-class review. First, it can be used to frame your, or your discipline's, approach to the course topic and pedagogy so that the peer reviewer is better informed regarding your pedagogical decisions-providing them with some context for their review. Second, it can be used to simply provide the peer reviewer with any information you feel would be helpful before the class session.*

*\*The better primed a peer reviewer is for a particular class, the more reflective their review will be of your desired instructional approaches and goals.*

**Your, or Your Discipline's, Pedagogical Approach to Course Topic (individual session and/or entire course):**

*\*i.e., explain why lecture coupled with discussion, small-group work with supporting lecture, short lectures with quizzes*

**Miscellaneous Helpful Information for Peer Reviewer Prior to In-Class Evaluation:**

*\*i.e., student dynamics, unit on theoretical concepts versus practical applications, preparing students for a term project*

**General Remarks for Peer Reviewer:**

## Appendix P Performance Remediation Plan

Faculty who do not meet annual performance expectations will have a Performance Remediation Plan put in place. The purpose of this plan is to scaffold faculty growth and development, and strengthen tenure and promotion possibilities over the course of the year.

Faculty: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_

Dean: \_\_\_\_\_

1. Goals and/or outcomes (clearly defined)

2. Outline of activities to be undertaken

3. Timetable

4. Available resources and supports

5. Expectations for improvement

[Empty rectangular box for expectations for improvement]

6. Monitoring strategy (must include for quarterly meetings)

[Empty rectangular box for monitoring strategy]

7. Consequences for not meeting goals of the PIP

[Empty rectangular box for consequences for not meeting goals]

Other comments/ details:

[Empty rectangular box for other comments/ details]

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_ Date: \_\_\_\_\_

Dean: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix Q

## Performance Remediation Plan Quarterly Review

Date: \_\_\_\_\_

Faculty: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_

Dean: \_\_\_\_\_

1. Progress made toward goals/outcomes

2. Additional needs/resources

3. Planned accomplishments for next quarter

4. Summary of meeting and whether faculty member is on track to complete PRP

Consequences of failure to meet goals/outcomes of plan restated-

*Initial Here:*

Faculty: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix R

## Performance Improvement Plan

The Performance Improvement Plan will be designed to assist the faculty member in achieving progress toward remedying the deficiencies identified in the post-tenure review.

Faculty: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_

Dean: \_\_\_\_\_

Chair, Post-tenure Review Committee: \_\_\_\_\_

1. Goals and/or outcomes (clearly defined)

2. Outline of activities to be undertaken

3. Timetable

4. Available resources and supports

5. Expectations for improvement

[Empty rectangular box for expectations for improvement]

6. Monitoring strategy (must include four quarterly meetings)

[Empty rectangular box for monitoring strategy]

7. Consequences of not meeting goals of the PIP

[Empty rectangular box for consequences of not meeting goals]

Other comments/details

[Large empty rectangular box for other comments/details]

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_ Date: \_\_\_\_\_

Dean: \_\_\_\_\_ Date: \_\_\_\_\_

# Reviewed by Post Tenure Review Committee

Comments:

Signature of Chair, Post Tenure Review Committee:

\_\_\_\_\_ Date: \_\_\_\_\_

# Appendix S

## Performance Improvement Plan- Quarterly Review

Date: \_\_\_\_\_

Faculty: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_

Dean: \_\_\_\_\_

1. Progress made toward goals/outcomes

2. Additional needs/resources

3. Planned accomplishments for next quarter

4. Summary of meeting and whether faculty member is on track to complete PRP

Consequences of failure to meet goals/outcomes of plan restated-

Initial Here:

Faculty: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Unit Head: \_\_\_\_\_ Date: \_\_\_\_\_