

**Clayton State University  
Faculty Handbook**

**(Revised December 2020)**

## TABLE OF CONTENTS

|   |    |
|---|----|
| INTRODUCTION .....  | 5  |
| 101 FACULTY .....   | 6  |
| 101.01 Appointment of Faculty .....   | 6  |
| 101.01.1 Equal Opportunity .....  | 6  |
| 101.01.2 Americans with Disabilities .....  | 6  |
| 101.01.3 Nepotism .....   | 7  |
| 101.01.4 Summer Appointments .....  | 7  |
| 101.02 Definition of Faculty .....  | 7  |
| 101.02.1 Corps of Instruction .....   | 7  |
| 101.02.2 Administrative Officers .....  | 7  |
| 101.03 Qualifications for Appointment .....   | 8  |
| 101.03.1 Faculty Ranks .....  | 9  |
| 200 Recruitment and Hiring Procedures .....   | 14 |
| 200.01 Faculty Hiring .....   | 14 |
| 200.02 Letters of Intent/Annual Contracts .....   | 16 |
| 200.02.1 Annual Contracts .....   | 16 |
| 200.02.2 Notification of Intent to Renew or Not to Renew .....                            | 16 |
| 200.03 Removal of Faculty Members .....   | 16 |
| 200.03.1 Procedures for Removal of Faculty .....  | 16 |
| 200.03.2 Removal of Part-Time Faculty Members Serving Without a Written<br>Contract ..... | 17 |
| 200.03.3 Suspension for Violation of State or Federal Laws .....                          | 17 |
| 200.99 Forms .....  | 17 |
| 201 FACULTY TRACKS .....  | 17 |
| 201.1 Tenure .....  | 17 |
| 201.2 Non-Tenure .....  | 17 |
| 202 ANNUAL FACULTY EVALUATION .....   | 17 |
| 202.01 Policy for Annual Faculty Evaluation .....   | 17 |
| 202.02 Procedures for Annual Faculty Evaluation .....                                     | 18 |
| 202.02.2 Student Evaluation of Instructor .....   | 19 |
| 202.02.3 Procedures for Department Head/Associate Dean .....                              | 19 |
| 202.99 Forms and Instructions .....   | 21 |
| 205 PROMOTION AND TENURE .....  | 21 |
| 205.01 General Policies for Promotion and Tenure .....                                    | 21 |
| 205.02 Clayton State Policy on Tenure .....   | 22 |
| 205.02.1 Definition of Tenure .....   | 22 |
| 205.02.2 Obligations and Responsibility of Tenured Faculty .....                          | 22 |
| 205.02.3 Eligibility for Tenure .....   | 22 |
| 205.02.4 Probationary Period for Consideration of Tenure .....                            | 23 |
| 205.02.5 Criteria for Tenure at Clayton State .....                                       | 24 |
| 205.03 Clayton State Policy on Promotion .....  | 25 |
| 205.03.1 Length of Service Required for Promotion .....                                   | 25 |
| 205.03.1.2 Universal Requirements for Promotion and/or Tenure .....                       | 26 |

|  |    |
|--|----|
| 205.03.2 Evidence to Document Achievement of Criteria for Promotion and/or Tenure at Clayton State.....  | 29 |
| 205.03.3 Evidentiary Sources Relevant to Promotion and/or Tenure .....                                   | 29 |
| 205.04 Process and Procedures for Promotion and Tenure .....   | 31 |
| 205.04.2 Promotion and Tenure Portfolio .....  | 33 |
| 205.04.2 Responsibilities and Timelines in the Promotion and Tenure Process .....                        | 34 |
| 205.99 Forms and Instructions.....   | 39 |
| 206 PRE- AND POST-TENURE REVIEW.....   | 39 |
| 206.01 Pre-Tenure Review: Policy and Procedures .....  | 39 |
| 206.01.1 Pre-Tenure Review: Policy .....   | 40 |
| 206.01.2 Pre-Tenure Review: Process and Procedures .....   | 40 |
| 206.06 Post-Tenure Review: Policy and Procedures .....   | 43 |
| 206.06.1 Post-Tenure Review Policy.....  | 43 |
| 206.06.2 Post-Tenure Review Criteria.....  | 44 |
| 206.06.3 Post-Tenure Review: Process and Procedures .....  | 44 |
| 206.06.4 Faculty Development Plan for Faculty Not Achieving Expectations in Post-Tenure Performance..... | 49 |
| 206.06.5 Consequences of an Unsuccessful Faculty Development Plan.....                                   | 50 |
| 206.99 Forms and Instructions.....   | 51 |
| 207 GENERAL PERSONNEL REGULATIONS.....   | 51 |
| 207.01 Faculty Absence (Corps of Instruction).....   | 51 |
| 207.01.1 Professional Absence (including Professional Travel) .....                                      | 51 |
| 207.01.2 Sick Leave.....   | 52 |
| 207.01.2.2 Procedure for Reporting Sick Leave (Corps of Instruction) .....                               | 52 |
| 207.01.3 Military Leave.....   | 52 |
| 207.01.4 Court Duty (Jury or Witness).....   | 52 |
| 207.01.4 Voting .....  | 53 |
| 207.01.5 Personal Leave .....  | 53 |
| 207.01.6 Weather/Emergency Leave .....   | 53 |
| 207.01.7 Leaves of Absence .....   | 53 |
| 207.01.8 Vacation (Annual Leave).....  | 53 |
| 207.01.9 Pregnancy and Family Leave .....  | 53 |
| 207.02 Gratuities.....   | 54 |
| 207.03 Check-out Procedure for Faculty Members Ending Employment.....                                    | 54 |
| 207.03.1 Resignation of Tenured Faculty .....  | 54 |
| 207.03.2 Non-Renewal of Non-Tenured Faculty .....  | 55 |
| 207.04 Sexual Harassment.....  | 55 |
| 207.04.1 University Policy on Sexual Harassment.....   | 55 |
| 207.04.2 Procedure for Reporting Sexual Harassment.....  | 55 |
| 207.05 Faculty-Student Relationships .....   | 56 |
| 207.99 Forms .....   | 57 |
| 208 OUTSIDE ACTIVITIES AND ON-CAMPUS EXTRA COMPENSATION.....   | 57 |
| 208.01 Conflict of Interest and Conflicts of Commitment: Policy .....                                    | 57 |
| 208.02 Occupational Activity and Consulting.....   | 57 |
| 208.02.1 Definitions.....  | 57 |
| 208.02.2 Policy .....  | 58 |

|  |    |
|--|----|
| 208.02.3 Procedure for Obtaining Approval of Occupational Activity or Consulting .....   | 58 |
| 208.02.4 Occupational Activities Resulting in Extra Compensation .....   | 59 |
| 208.02.5 Approval Procedures for Outside Activity Involving Georgia State<br>Agencies (including other institutions of the University System of Georgia) ..... | 60 |
| 208.02.6 Professional Liability Insurance .....  | 60 |
| 208.03 On-Campus Activities For Extra Compensation (Personal Services) .....   | 61 |
| 208.03.1 Procedure for Approval.....   | 61 |
| 208.03.2 Continuing Education .....  | 61 |
| 208.04 Political Activity .....  | 61 |
| 208.05 State Business Disclosure Report .....  | 61 |
| 208.99 Forms .....   | 62 |
| 209 USE OF STATE PROPERTY .....  | 62 |
| 209.01 Political Campaigns .....   | 62 |
| 209.02 Personal Use.....   | 62 |
| 210 DRUG-FREE WORK PLACE: POLICY.....  | 62 |
| 211 ACADEMIC FREEDOM AND RESPONSIBILITY .....  | 63 |
| 211.01 Preamble .....  | 63 |
| 211.02 Academic Freedom of Faculty .....   | 63 |
| 211.03 Code of Ethics.....   | 63 |
| 211.04 Professional Responsibilities .....   | 64 |
| 211.05 Rights and Freedoms of Students .....   | 67 |
| 211.05.01 Student Intellectual Diversity Policy .....  | 67 |
| 211.05.02 Faculty Responsibilities and Protection of Student Freedoms .....  | 68 |
| 212 GRANT PROPOSAL SUBMISSION PROCESS.....   | 69 |
| 212.01 Process .....   | 69 |
| 212.99 Forms .....   | 70 |
| 301 GRIEVANCE PROCEDURES FOR FACULTY AND CLASSIFIED EMPLOYEES .....  | 71 |
| 301.01 Grievance Committee .....   | 71 |
| 301.02 Purpose.....  | 71 |
| 301.03 Jurisdiction.....   | 71 |
| 301.04 Board of Review .....   | 72 |
| 301.04.1 Definitions.....  | 72 |
| 301.04.2 Selection of a Chairperson .....  | 72 |
| 301.04.3 Drawing of Panel .....  | 73 |
| 301.04.4 Eligibility for Service on Board .....  | 74 |
| 301.04.5 Notification and Excuse of Panel Members.....   | 74 |
| 400 SYLLABUS AND COURSE STRUCTURE .....  | 75 |
| 400.01 Syllabus Content .....  | 75 |
| 400.03 Final Examinations .....  | 75 |
| 400.99 Forms .....   | 75 |
| 402 TEXTBOOKS AND MATERIALS .....  | 75 |
| 402.01 Procedures for Adopting Locally Developed or Campus-Authored Materials<br>(Textbooks, Software, Etc.) .....   | 75 |
| 402.02 Examination/Desk Copies.....  | 76 |
| 403 FACULTY OFFICE HOURS.....  | 76 |
| 404.01 Incomplete Grade (Procedure for Assigning) .....  | 77 |

|   |    |
|---|----|
| 404.02 Hardship Withdrawal .....  | 77 |
| 404.03 Reporting Grades .....   | 77 |
| 404.04 Maintaining Grade Records .....                                      | 77 |
| 404.05 Change of Grade .....  | 78 |
| 404.06 Release of Grades .....  | 78 |
| 404.99 Forms .....  | 78 |
| 405 DISRUPTIVE BEHAVIOR.....  | 78 |
| 406 RELEASE OF STUDENT INFORMATION.....                                     | 79 |
| 413.01 Academic Program Development .....                                   | 80 |
| 413.02 Academic Program Review .....  | 80 |
| 413.04 Seven-Year Review Outcomes .....                                     | 81 |
| 413.05 Review of Accredited Departments or Programs .....                   | 81 |
| 413.06.1 Unit Mission Statement.....  | 82 |
| 413.06.2 Goals and Objectives .....   | 82 |
| 413.06.3 Outcomes for Students .....  | 82 |
| 413.99 Forms .....  | 82 |
| 501 DUPLICATING AND PRINTING (PRINT, COMPUTER, AUDIO, VISUAL).....          | 84 |
| 501.01 Duplicating Services .....   | 84 |
| 501.02 Copyright .....  | 84 |
| 501.02.1 Fair Use.....  | 84 |
| 501.02.2 Software Policy: Copying and Using.....                            | 84 |
| 502 USE OF CAMPUS FACILITIES AND OTHER STATE PROPERTY .....                 | 86 |
| 502.01 Classroom Assignment .....   | 86 |
| 502.02 Equipment and Climate Control .....                                  | 86 |
| 502.03.1 Use of the Student Activities Center.....                          | 87 |
| 502.03.2 Use and Operation of Spivey Hall .....                             | 87 |
| 502.04 Use of Campus Outdoor Facilities .....                               | 87 |
| 502.05 Campus and Building Security .....                                   | 88 |
| 502.05.1 After Hours Identification and Procedure.....                      | 88 |
| 502.06 Traffic and Parking .....  | 88 |
| 502.07 Use of University Vehicles .....                                     | 88 |
| 502.08 Personal Use.....  | 88 |
| 502.09 Political Campaigns .....  | 89 |
| 602 PRODUCTION OF COPYRIGHTABLE MATERIALS .....                             | 90 |
| 602.01 Definition of Copyrightable Materials.....                           | 90 |
| 602.02 Determination of Rights and Equities in Copyrightable Materials..... | 90 |
| 602.02.1 Individual Effort.....   | 90 |
| 602.02.2 University-Assisted Individual Effort.....                         | 91 |
| 602.02.3 University-Assigned Effort.....                                    | 91 |
| 602.02.4 Sponsor-Supported Effort .....                                     | 91 |
| 602.03 Institutional Procedures .....                                       | 92 |
| 602.03.1 Procedures to Determine Rights and Equities .....                  | 92 |
| 602.04 Guidelines for Determining Rights and Equities .....                 | 92 |
| 603 PATENT POLICY.....  | 94 |
| 604 RESEARCH INVOLVING HUMAN SUBJECTS .....                                 | 94 |
| 604.01 General Policy.....  | 94 |

|   |     |
|---|-----|
| 604.02 Procedures and Committee .....           | 94  |
| 604.03 Applicability .....                      | 95  |
| 604.04 Subject.....                             | 95  |
| 604.05 “At Risk” .....                          | 95  |
| 604.06 “Informed Consent” .....                 | 95  |
| 604.07 Stored and Retrieved Data .....          | 96  |
| 604.08 Publication of Research Findings .....   | 96  |
| 604.09 Interpretation .....                     | 96  |
| 605 RESEARCH INVOLVING ANIMALS .....            | 96  |
| 605.01 General Policy .....                     | 96  |
| 605.02 Procedures and Committee .....           | 97  |
| FORMS AND USEFUL INFORMATION .....              | 98  |
| Annual Evaluation Portfolio Guidelines .....    | 99  |
| Promotion and Tenure Portfolio Guidelines ..... | 100 |
| The Summary of Professional Activity Form ..... | 101 |
| Annual Faculty Evaluation Summary Form .....    | 114 |
| Pre-Tenure Evaluation Form.....                 | 117 |
| Promotion and Tenure Evaluation Form.....       | 120 |
| Post-Tenure Evaluation Form .....               | 123 |
| Calendar for Pre-Tenure Review .....            | 124 |
| Calendar for Promotion and Tenure .....         | 125 |

## INTRODUCTION

The policies and procedures included herein are based on the policies of the Board of Regents (Board of Regents) and the Office of the Chancellor. Selected sections of the Board of Regents Bylaws, the Board of Regents Policy Manual, University System Academic and Student Affairs Handbook, and other official University System of Georgia directives have been quoted verbatim when convenient reference is appropriate. Complete copies of the Board of Regents Policy Manual and Academic and Student Affairs Handbook are available in the offices of the Provost and Vice President for Academic Affairs (hereafter referred to as the Provost) and Dean of each College and School. The Policy Manual may also be accessed on the University System of Georgia's website (<http://www.usg.edu/policymanual/>).

Institution-specific elaborations on University System policies and procedures are included when appropriate. These have been established by the administrative officers and approved by the President of Clayton State University (hereafter referred to as Clayton State).

This policy and procedure listing is intended to include or refer to the policies and procedures most likely to concern faculty members; it should not be regarded as an exhaustive listing of all the policies and procedures of Clayton State. The directives of administrative officers, so long as they are lawful and consistent with Board of Regents policy, are considered to constitute official policy and procedure of Clayton State. All policies and procedures are subject to change and are not contractual in nature.

Throughout this handbook, excerpts from the Board of Regents Policy Manual are included where appropriate. These excerpts are offset from the rest of the text with black bordering.

## **101 FACULTY**

### **101.01 Appointment of Faculty**

#### **101.01.1 Equal Opportunity**

Clayton State is an equal employment, equal access, and equal educational opportunity and affirmative action institution. It is the policy of the University to recruit, hire, train, promote and educate persons without regard to race, color, national or ethnical origin, age, disability, gender, religion, sexual orientation or veteran status as required by applicable state and federal laws (including Title VI, Title VII, Title IX, Sections 503, and 504, AREA, ADA, E.O. 11246, and Rev. Proc. 75-50). Clayton State University is an Affirmative Action/Equal Opportunity Institution. **See Board of Regents Policy 8.2.1, 8.2.4**

#### **101.01.2 Americans with Disabilities**

Clayton State University complies with the Americans with Disabilities Act and will make reasonable accommodations for students and employees with disabilities. Information on ADA for students is available through the Disability Services Coordinator. Information on ADA for employees is available in the Office of Human Resources and Services.

### **101.01.3 Nepotism**

Clayton State University follows the Policy Manual of the **Board of Regents** on Employment of Relatives. See **Board of Regents Policy 8.2.3**

### **101.01.4 Summer Appointments**

Members of the teaching faculty are usually hired on an academic year contract, which does not include summer teaching. Summer teaching assignments are made in accordance with University needs and resources. Consequently, academic year faculty members are not assured of summer teaching assignments. Faculty members employed during the summer are expected to assume the same faculty responsibilities required during the academic year. Summer salary is typically calculated at the rate of three percent of the previous academic year's salary per credit hour taught. If other summer duties are assigned, the compensation will be specified in a letter of agreement. The Policy Manual of the Board of Regents specifies a total compensation limit for summer appointments. See **Board of Regents Policy 8.3.12.3**

## **101.02 Definition of Faculty**

The faculty will consist of the Corps of Instruction and the Administrative Officers.

### **101.02.1 Corps of Instruction**

Full-time (holding academic year or fiscal year contracts) professors, associate professors, assistant professors, instructors, senior lecturers, lecturers, clinical track<sup>1</sup>, and teaching personnel with such other titles as may be approved by the Board of Regents, shall be the Corps of Instruction. Full-time research and extension personnel will be included in the Corps of Instruction on the basis of comparable training. This includes duly certified librarians and archivists who hold the MLS or equivalent and serve in full-time professional positions as designated by the Provost or Vice President for Academic Affairs. Persons holding special titles shall not be considered members of the faculty. The faculty has primary responsibility for the curriculum and its delivery. The faculty participates in all facets of policy making and institutional management through a system of governance committees. See **Board of Regents Policy 3.2.1**

### **101.02.2 Administrative Officers**

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<sup>1</sup> Part-time faculty are not members of the Corps of Instruction and are therefore excluded from service on standing committees such as the Faculty Senate, Promotion & Tenure Committees, the Faculty Affairs Committee, the Undergraduate Curriculum Committee, the Academic Policy Committee, and the Student Affairs Committee, although they may serve on task forces or ad hoc committees as needed.

Faculty status of full-time administrative officers will necessarily vary with the size and complexity of the institution. A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative office (other than president) shall retain his/her academic rank and rights of tenure as an ex officio member of the Corps of Instruction, but shall have no rights of tenure in the administrative office to which he or she has been appointed. The additional salary, if any, for the administrative position shall be stated in the employment contract and shall not be paid to the faculty member when he or she ceases to hold the administrative position. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership. Administrative officers shall be appointed by the president with the approval of the Board of Regents and shall hold office at the pleasure of the president. **See Board of Regents Policy 3.2.1.2**

The following administrative positions require academic rank in the Corps of Instruction:

1. Provost and Vice President for Academic Affairs
2. Associate Provost
3. School/College Deans/Dean of Libraries
4. Associate deans
5. Heads of academic departments

The Provost, Associate Provost and Deans may be eligible for tenure at Clayton State. The decision regarding rank, years towards tenure, or the award of tenure will be made by the Provost and President before a letter of offer is sent and material submitted to the Board of Regents. If tenure is sought, the curriculum vita of the individual will be confidentially reviewed by the appropriate department committee and subsequently the appropriate school/college committee. If the candidate meets the designated criteria, tenure may be granted. The recommendation is written by the school/college's committee chair and sent to the Provost (or the President in the case of the Provost). Tenure may be awarded to incoming administrators in the faculty rank to which they are appointed, but these individuals shall have no rights of tenure in the administrative office. **See Board of Regents Policy 8.3.7.4**

The Provost (Office of Academic Affairs official) will appoint the search and screening committees for academic deans and assistant vice presidents reporting to the Office of Academic Affairs. The academic deans will appoint the search and screening committees for department heads/associate deans/coordinators.

### **101.03 Qualifications for Appointment**

In keeping with normative practices in higher education, the following titles are used to categorize faculty by rank:

- a. Part-Time Faculty<sup>2</sup>
- b. Clinical Faculty
- c. Librarian I-IV or Archivist I-IV
- d. Lecturer
- e. Senior Lecturer
- f. Instructor
- g. Assistant Professor
- h. Associate Professor
- i. Full Professor
- j. Joint Appointments
- k. Special Titles<sup>3</sup> - Visiting Faculty, Adjunct Faculty, Continuing Education Faculty, Emeritus Faculty, Honorary Faculty, and Joint Appointments.

Clayton State University has established minimum credentials for the appointment of faculty. Meeting minimum credentials does not assure employment. Individual job positions may specify higher minimum requirements. In addition, these guidelines do not prohibit a program from establishing higher requirements. The minimum qualifications for appointment at Clayton State University follow the Policy Manual of the Board of Regents and the minimum requirements set by the Southern Association of Colleges and Schools of a master's degree with 18 graduate semester hours in the teaching discipline. **See Board of Regents Policy 8.3.1.2, 8.3.1.4**

### **101.03.1 Faculty Ranks**

- a. Part-Time Faculty

Non-tenured faculty who are employed at less than full time (less than 50% for the academic year) are considered temporary part-time faculty. Such individuals require appointment from semester to semester as needed and do not accrue time toward tenure. A temporary faculty member who is made full-time on a one-semester-at-a-time basis is still considered a part-time faculty member even if the person serves in this capacity during consecutive semesters. [Part-time faculty members are reported to the Board of Regents via the Faculty Information System, FIS, as limited term.] Part-time faculty members may serve on subcommittees, task forces, working groups, etc. as an appropriate administrator may determine; however, part-time faculty members may not serve on standing committees. Written contracts issued to part-time faculty must be appropriate to specific assignments. Additional justification is required when employment equals or exceeds one-half time for the year. Qualifications must be in accordance with SACS minimum requirements of a master's degree

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<sup>2</sup> Part-time faculty are not members of the Corps of Instruction and are therefore excluded from service on standing committees such as the Faculty Senate, Promotion & Tenure Committees, the Faculty Affairs Committee, the Undergraduate Curriculum Committee, the Academic Policy Committee, and the Student Affairs Committee, although they may serve on task forces or ad hoc committees as needed.

<sup>3</sup> "Special Titles" faculty are excluded from service on standing committees such as the Faculty Senate, Promotion & Tenure Committees, the Faculty Affairs Committee, the Undergraduate Curriculum Committee, the Academic Policy Committee, and the Student Affairs Committee, although they may serve on task forces or ad hoc committees as needed.

with 18 graduate semester hours in the teaching discipline; USG Academic and Student Affairs Handbook, Section 4; and, the Clayton State University Credentials and Hiring Guide.

b. Clinical Faculty

Clinical track faculty are faculty members who are employed full time to perform special instructional functions associated with offering a clinically based academic program. These educator-practitioners may hold the rank of Instructor, Assistant Professor, Associate Professor or Professor, consistent with their educational preparation, teaching experience and scholarly activities. Clinical track faculty do not accrue time toward tenure and are not tenure eligible. Time served as clinical faculty shall count toward promotion but not tenure. Qualifications for promotion in a clinical track are determined by the School or College where the appointment originates and approved by the Provost.

c. Librarian or Archivist

Library faculty members are educator-practitioners who hold a master's degree in library science or an equivalent degree from an accredited institution approved by the American Library Association. Librarians are given annual 12-month appointments. The library faculty members may hold the rank of Librarian I, Librarian II, Librarian III, Librarian IV, Archivist I, Archivist II, Archivist III, or Archivist IV, consistent with their educational preparation, professional experience and scholarly activities. Library faculty do not accrue time toward tenure and are not tenure eligible. Time served as library faculty shall count toward promotion but not tenure. Promotion criteria for librarians will be created and revised by the library faculty. Approval of the librarian promotion criteria must be granted by three-fifths vote by the librarians. Following the library faculty vote, the Dean of Libraries and the Provost must give approval or disapproval.

d. Lecturer<sup>4</sup>

A Lecturer is a faculty member who is employed full time to carry out special instructional functions. Lecturers are given annual appointments on an academic year or fiscal year basis. Reappointment of a Lecturer who has completed six consecutive years of service to the university will be permitted only if the Lecturer has demonstrated exceptional teaching ability and extraordinary value to the university. Not more than 10% of the university's FTE corps of primarily undergraduate instruction may be Lecturers and/or Senior Lecturers. Faculty holding the rank of Lecturer are not eligible for tenure. Time in this rank does not count toward tenure, nor is probationary credit granted. Reappointment procedures for Lecturers are found in Section 200.02.2 of this handbook. Qualifications must be in accordance with SACS minimum requirements of a master's degree with 18 graduate semester hours

in the teaching discipline, Board of Regents Policy 8.3.8.1, and the Clayton State University Credentials and Hiring Guide.

e. Senior Lecturer<sup>5</sup>

Faculty who possess the qualifications of Lecturer and have served for a period of at least six years at Clayton State University may be considered for promotion to Senior Lecturer. Senior Lecturers are given annual appointments on an academic year or fiscal year basis. Promotion to Senior Lecturer requires approval by the President and is reported to the Board of Regents. Faculty holding the rank of Senior Lecturer are not eligible for tenure. Time in this rank does not count toward tenure, nor is probationary credit granted. Reappointment procedures for Senior Lecturers are found in Section 200.02 of this handbook.

f. Instructor

Faculty who possess a master's degree in the teaching discipline and generally have fewer than three years previous teaching experience as regular full-time college teachers are classified as Instructors. Instructors are given annual appointments on an academic year or fiscal year basis. Faculty holding the rank of Instructor are not eligible for tenure. Time in this rank does not count toward tenure, nor is probationary credit granted (except in cases recommended by the Dean and approved by the Provost). The rank of Instructor may be given to a faculty member who is ABD and will not complete the doctoral degree in time for the academic year. ... *the maximum period of time that may be served at the rank of full-time instructor shall be seven years.* **See Board of Regents Policy 8.3.7.6, 8.3.7.8**

g. Assistant Professor:

Faculty who possess the qualifications of the previous rank, and meet the qualifications for Assistant Professor, as stated in section 205.03.1.2, may be employed as Assistant Professors. The earned terminal degree appropriate for a specific designated discipline at Clayton State University or extraordinary recognition and achievement in the area of specialization is required. Faculty may not be tenured at the rank of Assistant Professor. (In disciplines where faculty are normally appointed to tenure-track positions at Clayton State University and the appropriate terminal degree is the doctorate, the doctorate is the required credential. Exceptions to this requirement are made only in situations of unique merit.) An exception to this minimum requirement may be made for candidates who have completed all doctoral requirements except the dissertation and are making satisfactory progress toward its completion. Completion of the doctoral degree is expected prior to pre-tenure review.

h. Associate Professor:

Faculty who meet the qualifications for Associate Professor, as stated in section 205.03.1.3, may be employed as Associate Professors. The earned terminal

degree appropriate for a specific designated discipline at Clayton State University or extraordinary recognition and achievement in the area of specialization is required. (In disciplines where faculty are normally appointed to tenure-track positions at Clayton State University and the appropriate terminal degree is the doctorate, the doctorate is the required credential. Exceptions to this requirement are made only in situations of unique merit.)

i. Professor

Faculty who hold the terminal degree appropriate to their specific designated discipline, and meet the qualifications for Professor, as stated in section 205.03.1.4, may be employed as Professors. **See Board of Regents Policy 8.3.6**

j. Joint Appointments

In order to promote interdisciplinary research, the exchange of ideas and enhance learning for CSU students, full time faculty may hold a joint appointment. A faculty member holding a joint appointment is based in one college or school but is assigned to teach courses in more than one college or school, or performs other duties at a cooperating organization or agency.

For the purposes of evaluation, the dean and/or department head where the faculty member holds his or her primary appointment (and will apply for tenure and promotion) will conduct the annual evaluation. Input from other supervisors will be provided for annual evaluations, tenure, and promotion evaluations wherever applicable.

k. Special Titles

Visiting Faculty: Part-time faculty members who teach credit classes for Clayton State University without monetary compensation through special partnership arrangements may be designated by the Provost and Vice President for Academic Affairs as “visiting” faculty. Appropriate rank is determined as for adjunct faculty.

Adjunct Faculty: Adjunct faculty appointments to Clayton State University are courtesy appointments and do not have monetary compensation associated with the appointment. Adjunct faculty are not considered as part of the Clayton State Corps of Instruction. The appointment requires the appropriate credentials. **See Board of Regents Academic and Student Affairs Handbook Section 4**

Continuing Education Faculty: Individuals teaching continuing education courses are part-time employees or independent contractors (depending on specific arrangements) and do not acquire any faculty privileges by virtue of that service.

Emeritus Faculty: Emeritus status is awarded to a retired faculty member who has achieved distinction at Clayton State University. The institution may confer, at its discretion, the title of “emeritus” on any retired and tenured

professor, associate professor, or Board-approved non-tenure track faculty of equivalent rank, who at the time of retirement, had ten years or more of honorable and distinguished service in the University System. Also, the institution may confer, at its discretion, the title of “emeritus” on any Board-approved, retired administrative officer who, at the time of retirement, had ten years or more of honorable and distinguished service in the University System. This title may be conferred upon the recommendation of the president of the institution in which the employee has served. **See Board of Regents Policy 8.3.13**

Honorary Faculty: This includes individuals who have been awarded honorary degrees or given other honorific faculty status by Clayton State University (e.g. distinguished visiting) in accordance with Board of Regents policies. **See Board of Regents Policy 3.2.1.1**

## **200 Recruitment and Hiring Procedures**

### **200.01 Faculty Hiring**

The procedures outlined here refer to regular, full time faculty positions. Upon approval of the Provost and Vice President for Academic Affairs, this process may be expedited for temporary full-time faculty.

1. The Dean will discuss the proposed position with the Provost to determine the following:
  - If the position will be a tenure or non-tenure track and the qualifications required
  - Salary range and starting date
  - Academic rank or range
2. Recruitment and Search
  - The Dean will submit to the Provost a recruitment plan on the Recruitment Plan Summary Form.
  - The Dean will appoint a screening committee and designate a chairperson. The screening committee for full-time academic teaching faculty positions will consist of at least three faculty members selected from the school/department where the search is being conducted. When appropriate, the committee will include other members.
  - The committee will follow procedures for the University System of Georgia Applicant Clearinghouse and place ads in appropriate publications and on the University web page.
  - The committee will receive and log the applications and initiate and maintain a master file for each applicant, which consists of the following:
    - a. The letter of application and curriculum vita
    - b. Names, addresses, phone numbers, and email of three current references
    - c. Other supporting materials
  - Send a letter of receipt to each applicant including the EEO Voluntary Disclosure Form with a pre-addressed return envelope and a copy of the position description.
3. Screening Process
  - The committee will develop a set of criteria that meets the position description. Following approval of the criteria by the Dean, the committee will review the applications. All efforts need to be made to seek and retain a diverse pool of applicants; diversity subject of race, country, and gender is particularly important to uphold Clayton State's mission.
  - The chair may request additional information from a narrowed pool, check references, and arrange with the screening committee to conduct telephone interviews if necessary.
  - If telephone interviews are conducted, the committee will use a standard and agreed upon list of questions, and the interview may be taped if the applicant concurs.
  - Following the initial review, the screening committee will submit to the Department Head/Associate Dean/Dean the list of finalists still under consideration, indicating

which applicants it recommends for on-campus interviews. The administrator will review the list for diversity, quality of applicants' educational experience and credentials, and decide to proceed with the search or begin a new search process with a new committee.

#### 4. Interviewing Candidates

- The chair of the screening committee will set up appointments for appropriate individuals/groups to meet with the candidate and develop an evaluation form. All interviewers will provide input to the committee on their perceptions of the candidates' appropriateness for the position using this form.
- After an interview timetable is confirmed, time may be set aside for the candidate to meet with an individual in the Human Resources Department to discuss possible benefit questions.
- The chair should set up an opportunity for each candidate to make a presentation (this may be oral, a demonstration, performance, or whatever is appropriate for the discipline). Standard criteria developed by the screening committee should be used to rate the presentation; these could include using the overall evaluation form.
- Following all interviews, the committee will meet to formulate its recommendation using all evaluative data, and submit to the Department Head/Associate Dean an unranked list of the top candidates (a minimum of three). The Department Head/Associate Dean in turn submits the list to the Dean.
- The Dean's office will send the finalist's name to the Office of Academic Affairs, and the applicant will fill out the Board of Regents Security Questionnaire, Clayton State PeopleSoft Employee Data Form, and an authorization for release of personal information.
- The Dean and the Provost will discuss the starting salary, rank, tenure line, contract type, and beginning date of appointment. The Office of Academic Affairs will send out a Letter of Intent to Hire contingent upon the Board of Regents' approval and successful background check.

#### 5. Follow Up and Documentation

- The department head/associate dean will notify the remaining non-selected candidates that the position has been filled. Finalists may be contacted by phone as well as a letter if the chair chooses.
- The Office of Human Resources will contact the appointee and arrange for completion of the necessary personnel payroll and benefit forms.
- The Dean's office will ensure that the Applicant Clearinghouse procedures are completed.
- The Dean will submit to the Office of Provost a documentation file for the specific position as a record of the search and screen efforts. This file must include the following:
  - a. A copy of the recruitment plan
  - b. A list of the screening committee members
  - c. A copy of the log of applications
  - d. Copies of all advertisements, including names of publications and their dates
  - e. Copies of all correspondence with applicants

- f. Application materials of all non-selected candidates

Files will be maintained in accordance with appropriate state law and USG regulations.

## **200.02 Letters of Intent/Annual Contracts**

### **200.02.1 Annual Contracts**

Official Board of Regents faculty contracts (academic year or fiscal year) are issued only to individuals with regular academic rank. Other individuals may be given letters of agreement at the President's discretion.

### **200.02.2 Notification of Intent to Renew or Not to Renew**

All tenured faculty members employed under written contract for the fiscal or academic year shall give at least sixty days written notice of their intention to resign to the president of the institution or to his/her authorized representative.

Non-tenured faculty members, instructors, and lecturers at Clayton State University will receive written notification of intent to renew or not to renew contracts according to this schedule mandated by the Board of Regents. A faculty member is considered to be in his or her "initial one-year contract" if the person's starting date of employment for the duration of the fiscal or academic year is between July 1 and Sept. 30 (inclusive). Any faculty member whose initial contract begins on or after Oct. 1 does *not* have a full one-year contract and, therefore, is *not* officially due notice during that initial contract period.

Courtesy letters of intent may be issued to faculty members on temporary contract or in an initial contract of less than one year. Such courtesy letters *do not* affect the official notification schedule.

**See Board of Regents Policy 8.3.4**

## **200.03 Removal of Faculty Members**

Clayton State University follows the Policy Manual of the Board of Regents. **See Board of Regents Policy 8.3.9**

### **200.03.1 Procedures for Removal of Faculty**

The Policy Manual of the Board of Regents, Section 8.3.9, details the procedures for the dismissal of tenured and non-tenured faculty members before the end of their contracts. These procedures constitute the "minimum standards of due process" and allow institutions to "set additional standards or procedures" that are consistent with Board of Regents' policy and bylaws. The Board of Regents

requires that any “additional standards or procedures shall be incorporated into the statutes of the institution.”

### **200.03.2 Removal of Part-Time Faculty Members Serving Without a Written Contract**

Clayton State University follows the Policy Manual of the Board of Regents. **See Board of Regents Policy 8.3.9.3**

### **200.03.3 Suspension for Violation of State or Federal Laws**

Clayton State University follows the Policy Manual of the Board of Regents. **See Board of Regents Policy 8.3.9.4**

## **200.99 Forms**

[Recruitment Plan Summary Form](#)  
[EEO Voluntary Disclosure Form](#)  
[Security Questionnaire and Loyalty Oath](#)

## **201 FACULTY TRACKS**

The tenure status of an individual (tenured, tenure track, non-tenure track) does not affect faculty classification for purposes of this document. Appropriate initial faculty rank is determined at the time of appointment by the President upon the recommendation of the Provost and Vice President for Academic Affairs.

### **201.1 Tenure**

Refer to [Section 205.02.1](#) of the Faculty Handbook for more detailed information.

### **201.2 Non-Tenure**

Clayton State University follows the Policy Manual of the Board of Regents. **See Board of Regents Policy 8.3.8**

## **202 ANNUAL FACULTY EVALUATION**

**This version supersedes all previous versions (October 9, 2006).**

### **202.01 Policy for Annual Faculty Evaluation**

The purpose of the annual faculty evaluation process at Clayton State is to assess faculty performance in teaching effectiveness, in service to the University, and in professional development and scholarship. Through self-evaluation and administrative, peer, and student evaluations, faculty can demonstrate their contributions to the University, articulate

their goals, and gain insight into the expectations of others. In addition, merit salary increases for faculty are based on the department head's/associate dean's evaluation as reviewed by the dean and the Provost.

As an integral part of the ongoing process of promotion and tenure, the annual evaluations are intended to encourage faculty to make significant contributions to Clayton State. Section 205 further explains the relation between annual faculty evaluation and the process of promotion and tenure.

The responsibility for annual evaluation of faculty members begins with the department head/associate dean, moves through the dean of the school and the Provost, and ultimately resides with the President.

Faculty members have a right to know the criteria and procedures for annual evaluation, to have access to them in published form, and to receive timely notice of any revisions.

Annual faculty evaluation at Clayton State is based on the Policy Manual of the Board of Regents and uses the four general criteria specified in the Academic and Student Affairs Handbook of the Board of Regents Manual:

1. Academic Achievement
2. Superior Teaching
3. Outstanding Service to the Institution
4. Scholarly Activities and Professional Development

## **202.02 Procedures for Annual Faculty Evaluation**

### **202.02.1 Annual Evaluation Portfolio**

The annual faculty evaluation at Clayton State requires that full time regular faculty members<sup>6</sup> submit a portfolio (See Annual Evaluation Portfolio Guidelines) to the department head/associate dean at a specified date in January. (Department heads and associate deans submit their portfolios to the dean of the school.) Annual faculty evaluation covers the period from January 1 to December 31. The portfolio for promotion and/or tenure, or pre-tenure review will constitute the individual's annual evaluation. However, the individual must submit to the department head/associate dean an updated Summary of Professional Activity Form in January to document activities during Fall Semester for purposes of annual evaluation. The post-tenure review form is considerably different from that of pre-tenure or tenure or promotion review and consequently a faculty member subject to post-tenure review will also need to submit a complete annual self-evaluation and the accompanying portfolio to his/her department head at the end of the calendar year.

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<sup>6</sup> Temporary and part-time faculty as well as administrators at the level of dean or above are not included in this definition.

### **202.02.2 Student Evaluation of Instructor**

Students shall be given the opportunity on a regular basis to confidentially rate faculty performance. The purpose of this process is to improve instruction through student feedback. The information derived from the student ratings will be used by the faculty member for self-evaluation and by the administration as part of the faculty evaluation process. The form and procedure of the student rating of faculty shall be established by Faculty Council and approved by the Provost (See Student Evaluation of Instructor.)

### **202.02.3 Procedures for Department Head/Associate Dean**

The department head/associate dean evaluates the portfolio using the Annual Faculty Evaluation Summary Form. The evaluator rates the faculty member's performance using a 1-8 rating scale in the following five areas under the Board of Regents' criteria for faculty evaluation:

#### **Part I—Superior Teaching**

##### **A. Instruction of Students**

##### **B. Planning, Development, and Evaluation of Programs, Courses, and Materials**

#### **Part II—Outstanding Service to the Institution and Larger Community**

#### **Part III—Scholarly Activities and Professional Development**

Based on his or her observations of the faculty member and the evidence in the portfolio, the department head/associate dean evaluates the five areas using the following rating scale:

- 8 Exceptional
- 7 Outstanding
- 6 Very Good
- 5 Good
- 4 High Marginal
- 3 Low Marginal
- 2 Poor
- 1 Very Poor

The department head/associate dean uses the following procedure for assigning ratings, determining weight factors, and computing the total evaluation score:

1. **Assignment of Rating:** The department head/associate dean will assign a rating, based on the above scale, for each of the five areas of the criteria.
2. **Determination of Weight Factor:** The weight of each section of the evaluation will be determined by the department head/associate dean in consultation with

the faculty member and with the approval of the dean of the school. The sum of all factors must be 100, within the following ranges:

Part I—Superior Teaching (Weight Factor 50-70)

A. Instruction of Students (Weight Factor 25 to 40)

B. Planning, Development, and Evaluation of Programs, Courses, and Materials (Weight Factor 20 to 35)

Part II—Outstanding Service to the Institution and Larger Community (Weight Factor 15 to 30)

Part III—Scholarly Activities and Professional Development (Weight Factor 10 to 25.)

As Clayton State becomes more diverse in the types of programs it offers and the community it serves, it might reasonably have different levels of expectation for faculty in different programs. Departments or schools desiring to adjust the weights of criteria on the Faculty Evaluation Summary Form should apply to do so with justification(s) to the Provost. Schools desiring to establish special standards within the existing criteria may do so with approval of the Provost.

The weight for each section for the next year will be recorded on the Annual Faculty Evaluation Summary Form at the time of the faculty member's evaluation conference with the department head/associate dean. (If circumstances so dictate, the weight factors can be modified during the year by mutual consent of the faculty member and department head/associate dean.)

3. Computation of Total Evaluation Score: The evaluation of each section will be computed by multiplying the evaluation rating (1-8) by the factor assigned to the section. Since the sum of all weight factors must be 100, the total number of points available is 800. The ratings, weight factors, and total will be recorded on the Annual Faculty Evaluation Summary Form.

Before submitting the evaluation to the dean, the department head/associate dean must have an evaluation conference with the faculty member. At this conference, the department head/associate dean will:

1. discuss the faculty member's portfolio and the ratings on the Annual Faculty Evaluation Summary Form;
2. give the faculty member an opportunity to make a written comment on the Annual Faculty Evaluation Form;
3. discuss the faculty member's goals and plans for the coming year; and
4. assign weight factors for the coming year to the five areas considered in the Annual Faculty Evaluation Summary Form.

The department head/associate dean submits the evaluation of the faculty member to the dean at a specified date in Spring Semester (usually early March). (Deans submit their evaluations of department heads and associate deans to the Provost.)

## **202.99 Forms and Instructions**

[Summary of Professional Activity Form](#)  
[Annual Faculty Evaluation Summary Form](#)  
[Student Evaluation of Instructor](#)  
[Student Evaluation of Course](#)

## **205 PROMOTION AND TENURE**

### **205.01 General Policies for Promotion and Tenure**

Each faculty member is expected to contribute to the achievement of the University's mission through effective teaching, service, and scholarly activities and professional development appropriate to the faculty member's discipline. It is the responsibility of the faculty member, with assistance from administrators, to document the quality of his or her contributions by maintaining and presenting clear and adequate records.

The Annual Faculty Evaluation process is integral to the procedures for faculty to advance in rank or to gain tenure at Clayton State. Annual evaluations and periodic reviews shall be designed to assist faculty, promotion and tenure committee members, and administrators in making decisions relative to personal development, promotion, and tenure.

The promotion and tenure policies and procedures at Clayton State are based on the policies, guidelines, and timelines established by the Board of Regents of the University System of Georgia. While Board of Regents policy prescribes minimum standards for promotion and tenure, it allows considerable flexibility to University System institutions in developing appropriate criteria. In the event of any conflict, the policies of the Board of Regents shall prevail. Appeal or grievance may be made in accordance with general University and Board policy and procedures. The President, when justified by extraordinary circumstances, may make exceptions to the requirements set forth in this section.

Because tenure resides at the institutional level rather than system-wide, faculty who have achieved tenure status in one state system institution cannot hereby claim tenure in other institutions of the state system. **See Board of Regents Policy 8.3.7 and Academic and Student Affairs Handbook Section 4.4.**

Dates published within this document are considered finite; however, when the stated dates fall on a weekend, the deadline date will be the first business day immediately following the specified date.

## **205.02 Clayton State Policy on Tenure**

### **205.02.1 Definition of Tenure**

Tenure is the practice that entitles a faculty member to continuation of his or her appointment until relinquishment or forfeiture of tenure or until termination of tenure for adequate cause, financial exigency, or academic program discontinuance. The burden of proof that tenure should be awarded rests with the faculty member. Tenure is acquired only by positive action of the president of the university. **See Board of Regents Policy 8.3.7**

### **205.02.2 Obligations and Responsibility of Tenured Faculty**

The primary responsibility of tenured faculty is to ensure the open and free exchange of knowledge and the pursuit of truth and to initiate others into their respective fields of learning and research through creative and effective teaching. The American Association of University Professors states that faculty, as members of the academy, have the responsibility, above all, to be effective teachers and scholars and to encourage the free pursuit of learning in their students. Professors should exhibit the best scholarly and ethical standards of their discipline, adhere to “their proper roles as intellectual guides and counselors,” and demonstrate respect for students as individuals.

It is the duty of all members of the academy to seek the best-qualified persons for appointment. Tenured faculty are also entrusted with the responsibility for retention and promotion of exceptional faculty. As standard bearers, these faculty are to ensure the quality of learning within the institution. It is for that reason that tenured faculty members must be intimately involved in the development of an environment that is conducive to the discovery of knowledge, academic freedom, and high ethical standards of conduct. In addition, tenure insures the academic freedom that is essential to an atmosphere conducive to the free search for truth and attainment of excellence in the University.

### **205.02.3 Eligibility for Tenure**

Tenure should be granted only to faculty whose teaching, service, scholarly activities and professional development exhibit the potential for outstanding long-term and continued performance so that the University, to the extent that its fiscal and human resources permit, can justifiably undertake to employ the faculty member for the rest of that faculty member’s academic career. The granting of tenure, therefore, should be more significant than promotion in academic rank and exercised only after a comprehensive evaluation of the faculty member’s capacity for effective continued performance throughout the individual’s career.

According to Board of Regents policy, only faculty who hold the rank of Assistant Professor, Associate Professor, or Professor and are employed on a full-time basis

in a tenure-track appointment are eligible for tenure. At Clayton State, tenure is usually considered for only associate professors and professors; adjunct faculty, instructors, senior lecturers, lecturers, clinical track faculty and assistant professors are not eligible for tenure, although assistant professors who received credit toward tenure upon appointment can be considered for tenure while holding the rank of assistant professor.

Administrative personnel, such as department chairs, associate deans, and deans who hold academic rank in addition to their administrative positions, may hold tenured status as faculty members. Administrative positions per se are not subject to tenure.

It is routine and customary to consider tenure in the fifth year of a tenure-track appointment, with a tenure decision to be determined prior to the beginning of the sixth year. If the faculty member is not notified of the award of tenure at the end of the fifth year, he or she may have the opportunity to strengthen the identified areas where improvement is needed and resubmit documentation prior to the beginning of the sixth year for tenure beginning with the seventh year. If notification of tenure is not awarded by the end of the sixth year of service, termination notice will be given. (A maximum of two attempts at tenure is possible. If the candidate waits until the beginning of the sixth year of employment, they will only have one attempt at tenure.)

Clayton State neither recognizes nor grants “de facto” tenure or the practice of conferring tenure without a tenure review solely by reason of the faculty member’s time of service in rank exceeding six years.

#### **205.02.4 Probationary Period for Consideration of Tenure**

Clayton State’s policies for the probationary period required for the consideration of tenure are in accordance with policies prescribed in Board of Regents Policy 8.3.7.7.

1. A probationary period of at least five years of full-time service\* at the rank of assistant professor or higher is required before a candidate is eligible to be awarded tenure. The earliest time for submission of a portfolio, therefore, is at the beginning of the fifth year. These five years of service must be continuous at Clayton State with the following exceptions:
  - a. A maximum of two years’ interruption because of a leave of absence or part-time service may be permitted, but no probationary credit for the period of an interruption shall be allowed.
  - b. When hiring faculty with especially strong credentials and with experience in tenure track at a professorial rank, Clayton State is permitted by the Board of Regents policy to grant up to three years of credit toward the required

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\*The term full-time refers to service with a one hundred percent workload for at least two out of three consecutive academic semesters.

five years of probationary service at this institution. At Clayton State, three years of credit is granted toward tenure only in cases of extremely exceptional and unique merit. Such credit for prior service toward tenure shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher.

- c. The Board of Regents Policy Manual allows tenure on appointment in unique cases for highly distinguished positions.
2. The Board of Regents specifies policies concerning the maximum time that tenure-track faculty can serve without tenure.
    - a. The maximum time that may be served at the rank of assistant professor or above without the award of tenure is seven years. However, a terminal contract for an eighth year may be proffered if the President does not approve an institutional recommendation for tenure.
    - b. The maximum time that may be served in any combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure is ten years. However, a terminal contract for an eleventh year may be proffered if the President does not approve an institutional recommendation for tenure.
  3. Faculty employed as clinical faculty, lecturer or other temporary positions are not eligible for consideration for the award of tenure. Probationary credit toward tenure shall not be awarded for service as clinical faculty, lecturer or temporary positions.

### **205.02.5 Criteria for Tenure at Clayton State**

Tenure is awarded to a faculty member after a thorough review of all presented evidence, the ultimate determination of professional excellence and the reasonable presumption that the faculty member's performance will contribute substantially over a considerable period of time to the mission and anticipated needs of the academic unit in which tenure is granted. Professional excellence is reflected in the record of faculty member's teaching, service, scholarly activities, and professional development, including the faculty member's ability to interact appropriately with colleagues and students. The relative weights of these factors will vary according to the fit between the faculty member and the mission and needs of the academic unit to which he or she is appointed.

At a minimum, candidates for tenure must satisfy the promotion criteria (as detailed in relevant parts of Section 205.03) for the rank at which they will be tenured. A candidacy for simultaneous promotion to Associate Professor and tenure at the rank of Associate Professor will result in one of the following three outcomes: promotion and tenure, promotion only, or neither promotion nor tenure. A candidacy for simultaneous promotion to Professor and tenure at the rank of Professor will result

in one of the following four outcomes: both promotion and tenure, promotion only, tenure at the current rank, or neither promotion nor tenure.

As stated below, an academic department must also establish more specific criteria for tenure in that department. After approval by the faculty of the academic unit, these criteria for tenure shall be published in the bylaws of the academic unit and posted on the official University Promotion and Tenure website.

If a tenure-track assistant professor, who does not have previous credit for tenure, applies for tenure, the faculty member must simultaneously apply for promotion to associate professor. Applying for promotion to associate professor without applying for tenure is permitted.

### **205.03 Clayton State Policy on Promotion**

Promotion is a way in which the University rewards professional achievement and contributions of individual faculty during their employment. Promotion is not a routine event for satisfactory time in rank, but rather an endorsement of high professional competence and service.

#### **205.03.1 Length of Service Required for Promotion**

The Board of Regents has established minimum requirements for length of service in rank at an institution before a candidate is recommended for promotion. Board of Regents Policy 4.5.1 allows for up to three years of probationary credit for the purposes of promotion. Such credit for prior service toward tenure and/or promotion shall be defined in writing by the President and approved by the Board of Regents at the time of the initial appointment at the rank of assistant professor or higher. Any recommendation to the Board of Regents for promotion before this period of time has been served at the institution must be accompanied by a “strong justification.” **See Board of Regents Academic and Student Affairs Section 4.5**

Clayton State’s policies for the length of service in rank before consideration for promotion are in accordance with policies prescribed by the Board of Regents; however, an academic unit (department) must establish the specific criteria for promotion in that department. After approval by the faculty, these criteria for promotion shall be published in the bylaws of the academic unit and posted to the University Promotion and Tenure website. The minimum years for consideration of promotion refer to full-time service.

##### **205.03.1.1 Minimum Time in Rank For Promotion To:**

**Assistant Professor:** For those not appointed as Assistant Professor, faculty members must serve three years but may serve no more than ten years at the rank of instructor at Clayton State. (The portfolio may be submitted during August of the beginning of the third year.)

**Associate Professor:** Faculty members must serve a minimum of five years at the rank of assistant professor at Clayton State. (The portfolio may be submitted during August of the beginning of the fifth year.)

**Professor:** Faculty members must serve a minimum of five years at the rank of associate professor. (The portfolio maybe submitted during August of the beginning of the fifth year.)

**Note: “Faculty hired during the academic year (e.g., in January) may opt to have that year counted as a full year for purposes of both promotion and tenure. This decision must be made by the Department Chair or Dean and clearly documented in the contract at the time of hiring.”**

### **205.03.1.2 Universal Requirements for Promotion and/or Tenure**

The Board of Regents Policy Manual and the Board of Regents Academic and Student Affairs Handbook prescribe the evaluation of four general criteria for promotion, upon which the criteria for promotion and tenure at Clayton State are based:

- a. **Academic Achievement:** An earned degree appropriate to a specified discipline and rank at Clayton State, or extraordinary recognition and achievement in the area of specialization, is required. For Senior Lecturers, an appropriate master’s degree is required. For faculty in tenure-track positions, the appropriate terminal degree is required. (In disciplines where the appropriate terminal degree is the doctorate, the doctorate is the required credential.)
- b. **Superior Teaching:** Demonstration of effectiveness in teaching. The candidate must show an overall positive assessment in his/her courses as evidenced by the Student Evaluation of Instructor instrument. The candidate must show that syllabi for all of the courses are readily available to the students and departmental offices, and that office hours are provided for each semester the candidate teaches. (Each unit should establish minimum number of hours per week.) Other evidence germane to this category may be included as the candidate deems appropriate for evaluation.
- c. **Outstanding Service to the Institution:** Demonstration of effectiveness as shown by areas such as service on committees at the departmental, college/school, and/or university level, advisement and mentoring, faculty mentorship, student activity engagement and other evidence germane to this category may be included as the candidate deems appropriate for evaluation.
- d. **Scholarly Activities and Professional Development.** Demonstration of effectiveness and participation in the candidate’s discipline and other evidence germane to this category may be included as the candidate deems appropriate for evaluation.

Each criterion will be assessed as to whether the candidate has met expectations or has exceeded expectations and to what degree they may have exceeded those expectations by the candidate's department or the candidate's college or school if there is no departmental governance document. The portfolio will then be reviewed by the candidate's college or school and by the dean of the college or school. At each step in the review, up to and including the assessment by the dean of the college or school, a rating value will be assigned to each criterion as follows:

- does not meet expectations
- meets expectations
- exceeds expectations
- exhibits exemplary performance

The departments will establish description of a “meets expectations”, “exceeds expectations” and “exhibits exemplary performance” rating that would have to be attained by the candidate for each possible rank, tenure and/or promotion. Departments/college can tailor their requirements to meet the needs of their accreditation agencies, faculty, etc. without competition or conflict from totally dissimilar areas. Once these rating policies are established, they will be posted on an Official University Promotion and Tenure website with any necessary forms needed for the review process.

All candidates will be evaluated on the first criterion listed above, Academic Achievement, on a “pass/fail” basis determined by the department/college of the candidate.

A successful candidate for promotion to Senior Lecturer must have a rating of meets expectations in the criterion of Academic Achievement and have a rating of exceeds expectations or greater in the criterion of Teaching.

Meeting expectations across all evaluation categories is a necessary but not sufficient condition for promotion and/or tenure. A successful candidate for promotion to Assistant Professor or above must have earned a set of ratings in the remaining areas equivalent to at least one “meets expectations” and a rating of either “exceeds expectations” or “exhibits exemplary performance” in the other two categories for the rank description the candidate is seeking. If a rating of “does not meet expectations” is given in any category, the candidacy for promotion and/or tenure will be denied.

Each department's tenure and promotion guidelines must be approved by three-fifths of the full-time tenure-track and tenured faculty in that department and three-fifths of the full-time tenure-track and tenured faculty in that department's respective College before being published to the Official University Promotion and Tenure website.

### **205.03.1.3 Adoption of New and Amended Promotion and Tenure Guidelines by Academic Units**

The faculty of each academic unit immediately below the college level (department, area, program or school) are responsible for developing guidelines for promotion and tenure for the members of its faculty. Promotion and tenure guidelines developed and that may be amended by the unit must conform to all Board of Regents and University criteria and requirements and must meet the standards of applicable accrediting agencies and of professions within the unit. New and amended guidelines must be approved by three-fifths of the full-time, tenure-track and tenured faculty in the unit.

Upon approval by the faculty of the academic unit, the college promotion and tenure committee will review the proposed new or amended guidelines to make sure that they align with the requirements of the faculty handbook and that they meet the minimum college requirements. Approval will require three-fifths of the members of the committee. The college promotion and tenure committee will only consider general requirements and not discipline specific requirements as identified by the department committees. Once the guidelines are approved they will be referred to the full-time, tenure-track and tenured faculty of the college, which will vote upon the proposed guidelines. A three-fifths vote by said college faculty in favor of the guidelines is required for approval. Following the faculty vote, the dean of the college will give approval or disapproval.

During their consideration of the proposed new or amended guidelines, the academic unit and the college promotion and tenure committee, may consult with the University promotion and tenure committee to make sure that the proposed guidelines align with the Faculty Handbook and meet the minimum university requirements.

Once the guidelines are approved by the dean, they will be referred to the provost for approval or disapproval.

Following approval by the provost, the president of the University will approve or disapprove the new or amended proposed guidelines. Proposed guidelines will not become effective until the necessary academic unit vote and approvals are obtained and the guidelines are published by the head of the academic unit on the University promotion and tenure Web site.

Academic units within a college may choose to adopt promotion and tenure guidelines as a college. In such case, the same approvals must be obtained as set forth for guidelines for academic units.

If the faculty of any academic unit chooses not to adopt promotion and tenure guidelines, then the promotion and tenure guidelines that were in effect before August 1, 2015, will be in effect for that academic unit.

Based upon Board of Regents and University criteria and requirements and the guidelines of each academic unit within the college or the college as a whole, academic units will establish forms for use in the promotion and tenure process in their respective colleges. Once adopted, such forms will be published by the dean of the college on the University promotion and tenure Web site.

#### **205.03.1.4 Implementation of amended and new guidelines**

New and amended department or college guidelines that have been reviewed by August 1 will be in effect for new faculty appointed in the year that they were approved. Faculty that have appointments prior to the August 1 of the year they go into effect may choose to be evaluated using the old or approved new/amended department or college guidelines for four years following their last review. Faculty must inform their departmental committee when they turn in their portfolio under which guidelines they want to be evaluated. The fifth year after guidelines are approved all faculty will be evaluated using the new or amended guidelines.

#### **205.03.2 Evidence to Document Achievement of Criteria for Promotion and/or Tenure at Clayton State**

The Promotion Procedure and Criteria listed in Section 205.03 specify the degree requirements of Clayton State University for promotion to a certain rank or to receive tenure at rank. Candidates will document their qualifications for promotion and/or tenure in the categories of Superior Teaching, Outstanding Service, and Scholarly Activities and Professional Development in a portfolio submitted for review. An extensive but not exhaustive list of representative examples of activities within each category is provided in 205.03.3. Judgments concerning whether the evidence represents the quality of performance expected for the rank sought and/or tenure are made by the appropriate department chair/associate dean, the appropriate dean, the Provost, and the promotion and tenure committees of the department (if applicable), of the college or school, and (when warranted) of the university.

#### **205.03.3 Evidentiary Sources Relevant to Promotion and/or Tenure**

Each academic department is responsible for determining what will constitute evidence for promotion and/or tenure. What follows below is a listing of some examples of areas of endeavor which faculty members may use as evidence of Superior Teaching, Outstanding Service, and Scholarly Activities and Professional Development. It is not expected that faculty members must engage in all of these activities or even any particular activity. Faculty members will be evaluated on their *overall* achievements within each of the categories of Superior Teaching, Outstanding Service, Scholarly Activities and Professional Development, rather than upon the presence of a specified number of activities.

### **1. Academic Achievement**

Validation of the appropriate degrees is described in the Clayton State Faculty Credential and Hiring Guide and verified by the Office of the Provost.

**b. Superior Teaching:**

- Evidence from Student evaluation of instructor
- New course development
- Significant updating or revision to existing course(s)
- Noteworthy application of technology to course(s)
- Program and/or curriculum development
- Peer or mentor evaluation of teaching
- Direction of individual student research or internship
- Participation in collaborative instruction
- Participation in cross-disciplinary program
- Program implementation in K-12 schools
- Teaching of core or introductory courses
- Coordinator of large core class sections
- Design and/or implementation of community engagement course or academic community engagement activity
- Special recognition for teaching accomplishments

**c. Outstanding Service to the Institution:**

- Committee service
- Service as a mentor to full-time and/or part-time faculty
- Advisement and mentoring of students
- Development of advisement and mentoring materials
- Support to student organizations and/or campus activities
- Management of department, college or university wide budgets
- Coordination of department, school, college or university-wide programs
- Contributions to system or regional accreditation programs
- Contributions to the improvement of campus life
- Contributions to the improvement of community life related to one's discipline
- Participation in community activities and organizations which enhance CSU's image
- Direct participation in K-12 school activities

**d. Scholarly Activities and Professional Development:**

- Publications
- Artistic performances or creations as appropriate to the discipline
- Membership and/or service in professional societies
- Development of new grant proposals, contracts or fellowship applications
- Receipt of new grants, fellowships or contracts
- Research with undergraduate or graduate students
- Research

- Presentations before learned societies, professional organizations or public institutions
- Consulting or other applications of professional expertise
- Professional licenses or certifications
- Development of professional applications of technology
- Participation in professional development training related to one's discipline, scholarship and/or creative activities
- Honors and awards for research, scholarship or other creative activities

The general criteria of Superior Teaching, Outstanding Service to the Institution, and Scholarly Activities and Professional Development allow flexibility by permitting other evidentiary sources to be included. Inclusion of other evidentiary sources does not guarantee that the new evidentiary source will be considered to be of comparable importance to those specifically listed, however the candidate is invited to make the case for inclusion.

In addition to the evidentiary sources listed above, specific requirements for promotion and/or tenure are determined by individual academic departments.

#### **205.04 Process and Procedures for Promotion and Tenure**

At Clayton State, the processes for application for promotion and/or tenure follow the same procedures, and an applicant may apply for tenure and promotion at the same time. The documentation period for promotion covers the period of time that is minimally required prior to submission of the application, but nothing can be included by the applicant after the August 21<sup>st</sup> submission deadline. An applicant with strong credentials could apply early (after 4 years for Assistant and Associate faculty), and if they fail they can reapply the following year (after 5 years with an additional year of documentation). There is no additional opportunity for applications after the beginning of the 6<sup>th</sup> year.

To assure the best possible outcome, Faculty Members are strongly encouraged to consult with their administrator or senior colleagues prior to submitting their portfolio. Following the due date for submission, the Faculty Member may not make further modifications to the portfolio.

Tenure decisions will be made using evidence/documentation which spans the time frame that is required in the promotion guidelines for the rank that is currently held by the candidate requesting tenure in addition to the information provided by the curriculum vitae relative to accomplishments throughout the faculty member's career.

If the faculty member is requesting both tenure and promotion, the documentation shall be the evidence provided by the faculty member's portfolio for promotion and the faculty member's curriculum vitae listing accomplishments throughout his or her career.

When Department Chairs, Associate Deans, or Deans are candidates for promotion and/or tenure, their petitions will follow the same process and procedures as non-administrative

faculty, except that a review by an *ad hoc* committee of three tenured faculty at appropriate rank as stated for other reviews will replace the review the Department Chair, Associate Dean, or Dean would normally conduct. Such an *ad hoc* committee will be convened by the appropriate Dean in the case of Department Chairs or Associate Deans and by the Provost in the case of Deans. The members of such an *ad hoc* committee will not have previously reviewed the candidate's portfolio at any level.

#### **205.04.1 Membership and Terms on Promotion and Tenure Committees**

Faculty holding an administrative appointment<sup>7</sup> are not eligible to serve on promotion and tenure committees. Only tenured faculty members are eligible to serve on Promotion and Tenure Committees.

##### **Departmental Committee:**

If a department committee is formed, it will consist of a minimum of three eligible tenured departmental faculty. Only members who hold the academic rank at or above the rank being sought may evaluate a candidate's portfolio. When there are fewer than three departmental members who meet the criteria for service on a departmental committee or the School does not have departments, faculty seeking promotion and/or tenure will be reviewed only by the department chair/associate dean. There are no term limits on service at the Departmental committee.

##### **College/School Committee:**

If possible, each college/school will elect a Promotion and Tenure Committee consisting of a minimum of three tenured faculty members. Only tenured faculty members who hold the academic rank at or above the rank being sought may evaluate a candidate's portfolio. If there are fewer than three faculty members eligible and available to serve, the dean, in consultation with the relevant other deans, will appoint members from the larger university community to augment the school committee. There are no term limits on service at the college/school committee.

##### **University Committee:**

Each school will elect a tenured Professor as its representative(s) to the University Promotion and Tenure Review Committee. If a school does not have enough tenured Professors to elect the requisite number of representatives, the dean, in consultation with the Provost, will appoint representative(s) from the larger university community as needed to equal the specified number. Representatives to the University committee serve for three years. Members may serve multiple terms with a break of at least one year in committee service. University committee members may serve on department or college/school committees during the same academic year, unless the college or school chooses to prohibit this in its own by-laws.

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<sup>7</sup> Administrative appointment will apply to any person who plays a direct role in the evaluation of the candidates under consideration, such as a department chair or dean. This may or may not include directors and/or coordinators depending upon the circumstances.

## **205.04.2 Promotion and Tenure Portfolio**

The portfolio that the candidate submits for promotion and tenure should be compiled by the candidate in an effort to assure their promotion/tenure. The candidate should be aware of the time span and documentation required for promotion and tenure. Binders to be used for promotion and tenure are standard and provided to petitioner by the Office of Academic Affairs. The portfolio for promotion and tenure should consist of no more than 3-1/2" of contents in a single binder, including the following:

1. An essay/cover letter presenting the portfolio, describing significant accomplishments and information about performance or other information that would promote the candidate. Candidates should endeavor to coordinate their essays with the order of categories on the Summary of Professional Activity Form.
2. The Summary of Professional Activity Form providing factual information about the candidate covering the entire promotion/tenure evaluation period. To complete this section of the portfolio, faculty members should follow the Instructions for Completing the Summary of Professional Activity Form.
3. A copy of the faculty member's Annual Faculty Evaluation Summary Form for each full year during the promotion/tenure evaluation period. Whenever possible, a candidate with previous academic employment during the promotion/tenure evaluation period will provide similar documentation from the previous employer.
4. An up-to-date curriculum vitae in the format required by the College.
5. Statistical summaries of the responses to objective questions from the Student Evaluation of Instructor during the evaluation period. Summer semester statistical summaries may be included at the candidate's discretion. (These summaries will be provided to each faculty member by the department chair/associate dean responsible for evaluation; any missing data will be explained.)
6. A summary of student comments from all Student Evaluations of Instructor (Summer optional).
7. Statistical summaries of the grade distributions of the courses taught by the faculty member during the evaluation period (Summer optional). (These summaries will be provided to each faculty member by the department chair/associate dean responsible for evaluation; any missing data will be explained.)
8. Mentor and/or peer comments (optional).
9. Documentation for each activity for which the faculty member is claiming credit. This section will be clearly organized in the order in which the evidentiary categories appear on the Promotion and Tenure evaluation form.
10. The portfolio must follow any additional guidelines published by the Faculty Member's College.
11. Other provisions of this section notwithstanding, a faculty member may choose to submit the portfolio electronically in a format specified by the Dean of the faculty member's college. (amended 4-24-19)

## **205.04.2 Responsibilities and Timelines in the Promotion and Tenure Process**

The promotion and tenure process involves four stages:

1. Preparation by the Faculty Member of the Portfolio for Promotion and/or Tenure
2. Faculty Members are strongly encouraged to consult with their administrator or senior colleagues prior to submitting their portfolio. Following the due date for submission, the Faculty Member may not make further modifications to the portfolio.
3. Review at the Department Level (Department chair/Associate Dean and Departmental Review Committee, if one exists)
4. Review at the College or School Level (College or School Promotion and Tenure Review Committee & Dean of the College or School)
5. Review at the University Level (University Promotion and Tenure Review Committee, if needed; Provost, and President)

These stages as well as the timelines in the process of promotion and tenure are described in the following section. For convenient reference, refer to the Calendar for Promotion & Tenure.

### **1. Preparation of the Portfolio for Promotion and/or Tenure**

- a. By the end of Spring Semester (approximately May 1), the candidate receives notification from the department chair/associate dean that he or she is facing a retention deadline. (Copies of this notification will be forwarded to the dean of the college/school and to the faculty member's file in the Office of the Provost.) A faculty member who believes that he or she has met the criteria for consideration of promotion and/or tenure may initiate the process by submitting a portfolio to his or her department chair/associate dean.
- b. By August 21, each candidate for promotion and/or tenure will submit a portfolio to his or her department chair/associate dean. Prior to the deadline for submission, the candidate should consult with the department chair/associate dean to ensure all required materials have been included in the portfolio and obtain a binder or binders from the Office of Academic Affairs. No material may be added by the candidate after August 21st. The portfolio materials, the format of the portfolio, and the criteria to be met are described above in Section 205.03 and 205.04.2. The candidate should make a copy of the P&T portfolio, and use it for the annual review by adding an updated SPA in January.

### **2. Review at the Department Level (Department chair/Associate Dean and Departmental Review Committee, if one exists)**

- a. From August 21 to September 20, the Departmental Review Committee, if applicable, and the department chair/associate dean will evaluate the candidate's portfolio materials using the Promotion and Tenure Evaluation Form.

Faculty holding an administrative appointment<sup>8</sup> are not eligible to serve on promotion and tenure committees. The department chair/associate dean will confer with his or her dean to insure that a departmental committee is appropriate and not redundant to the School or College Promotion and Tenure Committee. If a department committee is formed, it will consist of a minimum of three eligible tenured departmental faculty. For candidates seeking promotion (whether applying for tenure or not), only members who hold the academic rank at or above the rank being sought may evaluate the candidate's portfolio. For candidates not seeking promotion, only members at or above the rank of the candidate may evaluate the candidate's portfolio.

When there are fewer than three departmental members who meet the criteria for service on a departmental committee, faculty seeking promotion and/or tenure will be reviewed only by the department chair/associate dean.

The department chair/associate dean and/or departmental committee may request clarification of any confusing items from the candidate. Such clarification may be included in the department's reports.

- b. By September 21, the department chair/associate dean submits the candidate's portfolio, the completed Promotion and Tenure Evaluation Form, the most recent annual evaluation form, and a recommendation to the dean of the college or school.

If a departmental committee exists, the committee chair submits a written recommendation for each candidate to the dean.

By September 21, the dean forwards the portfolio, the department chair's evaluation, and any departmental committee recommendations to the College or School Promotion and Tenure Review Committee, regardless of whether the recommendations are favorable or unfavorable. At this time, candidates should be informed of the recommendations made at the departmental level concerning their applications.

### **3. Review at the College/School Level (College/School Promotion and Tenure Review Committee and Dean of the College/School)**

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<sup>8</sup> Administrative appointment will apply to any person who plays a direct role in the evaluation of the candidates under consideration, such as a department chair or dean. This may or may not include directors and/or coordinators depending upon the circumstances.

**a. College or School Promotion and Tenure Review Committee**

- (1) From September 21 to October 31, for each eligible candidate applying for promotion and/or tenure, the College or School Promotion and Tenure Review Committee reviews the portfolio, the evaluation form, and any departmental committee recommendations. At its discretion, the College or School Promotion and Tenure Review Committee may request clarifying information from a candidate.

Faculty holding administrative appointments<sup>9</sup> are not eligible to serve on promotion and tenure committees. Only tenured faculty members are eligible to serve on College or School Promotion and Tenure Committees. The College or School Promotion and Tenure Committee will consist of a minimum of three eligible tenured faculty. Colleges or Schools may (or may not) allow individuals to serve simultaneously on both a Departmental and College or School Promotion and Tenure committee, consistent with their own bylaws. For candidates seeking promotion (whether applying for tenure or not), only members who hold the academic rank at or above the rank being sought may evaluate the candidate's portfolio. For candidates not seeking promotion, only members at or above the rank of the candidate may evaluate the candidate's portfolio. Reviews must be completed by a minimum of three eligible faculty. If fewer than three members of the committee are eligible to review a particular portfolio (e.g., if the portfolio is for promotion to the rank of full Professor and there are not three full Professors on the committee), additional members will be appointed by the Dean either from the college or school, or from the larger university faculty if there are not sufficient eligible faculty within the college or school.

- (2) By November 1, the College or School Promotion and Tenure Review Committee will provide a written report of its findings and a recommendation to the dean of the college or school regarding each candidate.

**b. Dean of the College or School**

1. From November 1 to November 14, the dean of each college or school will review all portfolios submitted by candidates of that college or school and will evaluate each portfolio.
  - (a) If all previous levels of review produce a favorable evaluation and the dean concurs, he or she attaches a note of written concurrence to the report completed by the college or school committee and forwards these together with the candidate's portfolio to the Provost.

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<sup>9</sup> Administrative appointment will apply to any person who plays a direct role in the evaluation of the candidates under consideration, such as a department chair or dean. This may or may not include directors and/or coordinators depending upon the circumstances.

- (b) If a candidate receives a favorable recommendation from some levels but not all levels of review, his or her materials and evaluations will be forwarded to the University Review Committee (described below). Also,
- The dean must complete a separate evaluation and forward it to the University Promotion and Tenure Review Committee
  - The dean will provide a written notification to the candidate.
  - The candidate has the option of submitting a statement of appeal to the University Promotion and Tenure Review Committee.
- (c) If all levels of review submit unfavorable recommendations, the dean will provide a written notification to the candidate. From November 15 through November 21, the candidate has the option of submitting a written statement of appeal with clarifying information to University Promotion and Tenure Committee. The appeal materials are due to the Provost on November 22 to be forwarded to The University Promotion and Tenure Committee. If the candidate submits no appeal, the candidacy is terminated.

By November 15, evaluations and recommendations from the deans and college or school committees are submitted either to the Provost or to the University Promotion and Tenure Committee, as appropriate.

#### **4. Review at the University Level (University Promotion and Tenure Committee, when warranted; Provost; and President)**

##### **a. Composition of the University Promotion and Tenure Review Committee**

The University Promotion and Tenure Review Committee will consist of tenured professors elected from each college or school: Arts and Sciences, three (3); Business, one (1); Health, one (1); Information and Mathematical Sciences, one (1). Every year the Provost will review the distribution of faculty within the Schools at Clayton State University. After review, the Provost may recommend that the Faculty Senate reconsider the proportional representation.

Faculty holding administrative appointments<sup>10</sup> are not eligible to serve on promotion and tenure committees.

If possible, each school will elect its representative(s) to the University Promotion and Tenure Review Committee. If a school does not have enough tenured Professors to elect the requisite number of representatives, the dean, in consultation with the Provost, will appoint

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<sup>10</sup> Administrative appointment will apply to any person who plays a direct role in the evaluation of the candidates under consideration, such as a department chair or dean. This may or may not include directors and/or coordinators depending upon the circumstances.

representative(s) from the larger university community as needed to equal the specified number.

Elected members of this committee will have a term of three (3) years. Terms will be staggered to provide continuity of representation. Appointed representatives will have a term of one year and may be reappointed. In the case of an appeal of an unfavorable Post-Tenure Review by a committee member, that committee member will be replaced for that academic year by election or appointment as appropriate.

**b. Actions by the University Promotion and Tenure Review Committee**

- (1) From November 22 to January 20, the University Promotion and Tenure Review Committee reviews the materials of candidates who have not received a positive recommendation at all previous levels of review or who have requested an appeal. The University Promotion and Tenure Committee will review to assure compliance with procedures. The committee will consider any recommendations from the department chair/associate dean (and departmental review committee, if one exists), College or School Review Committees, and the dean, and any appeal from the candidate. The University Review Committee may request clarifying information from the candidate.
- (2) A candidate must receive favorable votes from at least 2/3 of the membership of the University Promotion and Tenure Review Committee in order to be recommended for promotion and/or tenure to the Provost.
- (3) By January 21, the University Promotion and Tenure Review Committee will present to the Provost its recommendation on each candidate it reviewed. The Provost will provide written notification of the University Promotion and Tenure Review Committee's recommendation to the candidate and to the dean of the candidate's college or school. Any candidate who receives an unfavorable recommendation from the University Promotion and Tenure Review Committee has the option to appeal to the Provost.

**c. Provost**

- (1) From January 21 through January 28, any candidate who has received an unfavorable recommendation from the University Promotion and Tenure Review Committee may appeal to the Provost. Written justification for the basis of the appeal must be included. Any candidate who has not submitted appeal materials to

the Provost by January 28 will have forfeited his or her right to appeal, and the candidacy is terminated.

- (2) For candidates who received favorable recommendations from all levels of review, candidates who received favorable reviews from the University Promotion and Tenure Review Committee, and candidates who appealed an unfavorable recommendation from a lower level, and candidates who appealed an unfavorable recommendation from the University Promotion and Tenure Review Committee, the Provost will review portfolios, specific criteria developed by individual departments, and the Promotion and Tenure Evaluation Forms and recommendations from the department chair/associate dean (and departmental review committee, if one exists), College or School Review Committees, and deans, and any appeal materials from the candidates.
- (3) In February, at a date consistent with the Board of Regents timetable, the Provost will make recommendations to the President. Each candidate, as well as the dean of the candidate's school or college, will be informed in writing of this recommendation by the Provost. In the case of an unfavorable recommendation, the candidate has the option of submitting a statement of appeal with clarifying information to the President.

#### **d. President**

- (1) By the date specified by the Board of Regents the President makes a decision regarding the final approval or rejection of all candidates that were submitted to the President by the Provost.
- (2) The President will provide written notification to the candidate, the Provost, and the dean of the candidate's school of his or her recommendation.

### **205.99 Forms and Instructions**

[Summary of Professional Activity Form](#)  
[Annual Faculty Evaluation Summary Form](#)  
[Promotion/Tenure Candidate Evaluation Form](#)  
[Calendar for Promotion & Tenure](#)  
[Calendar for Pre-Tenure](#)  
[Calendar for Post-Tenure](#)

## **206 PRE- AND POST-TENURE REVIEW**

### **206.01 Pre-Tenure Review: Policy and Procedures**

### **206.01.1 Pre-Tenure Review: Policy**

The Board of Regents Policy Manual specifies requirements for pre-tenure review at University System of Georgia institutions. Clayton State University's policy on pre-tenure review is in accordance with Board of Regents requirements.

During the Spring Semester of their third year at Clayton State University, tenure-track faculty are required to participate in a review of progress toward tenure.

The purpose of this review is to assist faculty members in determining whether they are making appropriate progress toward tenure or promotion into tenure-track rank. Because this review occurs before a faculty member becomes eligible for tenure or promotion, it does not result in or guarantee a positive tenure or promotion decision. Instead, pre-tenure review provides feedback to the faculty member about performance strengths and weaknesses and addresses progress toward tenure or promotion, taking into account his or her stage of academic career development. The general performance expectations vary with academic rank. See Section 205.3 for specific criteria.

The third-year progress review assesses how well the faculty member is meeting the expectations of the University during the probationary period. The review also addresses the individual's prospects for continued development and contributions to his or her department and school and to the University. The review concludes with a formal written report stating the faculty member either is "***Making Good Progress***" (indicating the individual's performance to date appears to be progressing well for promotion or tenure in due course) or "***Deficiencies Noted***" (indicating that there are areas of performance that are deficient and need to be addressed for a successful promotion or tenure decision in the future).

Each committee involved in the pre-tenure review process provides a single written recommendation with rationale for each candidate. Minority opinion recommendations and rationale may be included.

### **206.01.2 Pre-Tenure Review: Process and Procedures**

Pre-tenure review is an integral part of the promotion and tenure process at Clayton State University. So that the faculty member will receive constructive feedback, the dean will provide a written notification to the faculty member. The evaluation forms for pre-tenure review shall reflect the criteria used for promotion and tenure:

1. The Annual Faculty Evaluation Summary Form provides a record of numerical scores from the annual evaluations of the two preceding years and the current year.
2. The Pre-Tenure Evaluation Form provides a suggested list for the criteria for promotion and tenure and the evaluator's recommendation.

The pre-tenure review process involves three stages:

1. Preparation of the Pre-Tenure Review Portfolio by the Faculty Member
2. Review at the Department Level (Department chair/Associate Dean & Departmental Review Committee, if one exists)
3. Review at the School Level (College or School Promotion and Tenure Review Committee & Dean).

These stages, as well as the timelines in the process of pre-tenure review, are described in the following section. For convenient reference, refer to the Calendar for Pre-Tenure Review.

### **1. Preparation of the Pre-Tenure Review Portfolio**

- a. By the end of Spring Semester of the second year of employment (approximately May 1), the faculty member receives notification from the department chair/associate dean that he or she will be undergoing pre-tenure review. (Copies of this notification will be forwarded to the dean of the school and to the faculty member's personnel file.)
- b. By January 21, each individual undergoing pre-tenure review will submit a portfolio to his or her department chair/associate dean. The portfolio materials to be submitted by the faculty member undergoing pre-tenure review are identical to those described in Section 205.04.2. The portfolio for pre-tenure review will constitute the individual's annual evaluation. Prior to the deadline for submission, the candidate may consult with the department chair/associate dean about the portfolio, but no material may be added by the candidate after January 21.

### **2. Pre-Tenure Review at the Department Level (Department chair/Associate Dean and Departmental Promotion and Tenure Review Committee, if one exists)**

- a. From January 21 to February 20, the Departmental Review Committee, if applicable, and the department chair/associate dean will evaluate the individual's portfolio materials using the Pre-Tenure Evaluation Form. At his or her discretion, the department chair/associate dean and/or departmental committee may request clarifying information from the candidate.
- b. By February 21, the department chair/associate dean submits the individual's portfolio, the completed Pre-Tenure Evaluation Form, the current annual evaluation form, and the recommendation to the dean of the college or school.

If a departmental committee exists, the committee chair submits a written recommendation for each candidate to the dean.

- c. By February 21, the dean forwards the portfolio and evaluation and any departmental committee recommendations to the College or School Promotion and Tenure Review Committee, regardless of whether the recommendations are favorable or unfavorable.
- d. Any individual receiving a recommendation of “*Deficiencies Noted*” will receive a written evaluation from the department chair/associate dean explaining the rationale for that recommendation and may submit a statement of response to the dean, who will forward the response to the College or School Promotion and Tenure Review Committee.
- e. Section 205.04.2 provides guidelines for forming a departmental review committee.

### **3. Pre-Tenure Review at the College or School Level (College or School Promotion and Tenure Review Committee and Dean)**

#### **a. College or School Promotion and Tenure Review Committee**

- (1) From February 21 to February 28, any faculty member undergoing pre-tenure review who receives a recommendation of “*Deficiencies Noted*” at the department level may prepare a formal statement of response with clarifying information. If the individual chooses to file a response, he or she must submit it to the dean by February 28.
- (2) From February 21 to March 20, the School Promotion and Tenure Review Committee will review the portfolios of each individual undergoing pre-tenure review and all evaluations and recommendations from the department chair/associate dean and the departmental committee. The committee may not begin a review of any pre-tenure file with a recommendation of “*Deficiencies Noted*” until the deadline for submission of a response has passed.  
At its discretion, the School Promotion and Tenure Review Committee may request clarifying information from the individual undergoing pre-tenure review.
- (3) By March 21, the College or School Promotion and Tenure Review Committee will provide a written report of its findings and recommendation to the dean of the school regarding each individual.

#### **b. Dean of the College or School**

- (1) From March 21 to April 7, the dean of each school will review and evaluate all portfolios, including the recommendations of the School Review Committee and, if applicable, any response by the faculty member.

- (2) By April 8, the dean will provide a formal written report indicating a final decision of ***“Making Good Progress”*** or ***“Deficiencies Noted.”*** A copy of this report is forwarded to the faculty member undergoing pre-tenure review, to the department chair/associate dean, and to the official file in the Office of the Provost.

## **206.06 Post-Tenure Review: Policy and Procedures**

### **206.06.1 Post-Tenure Review Policy**

The Academic and Student Affairs Handbook of the Board of Regents states that all institutions in the University System of Georgia shall conduct post-tenure reviews of all tenured faculty members, beginning five years after the faculty member’s tenure or post-tenure review. The policy and procedures for post-tenure review at Clayton State University are in accordance with Board of Regents requirements.

The primary purpose of post-tenure review is to examine, recognize, and enhance Superior Teaching, Outstanding Service to the Institution, and Scholarly Activities and Professional Development of all tenured faculty members, consistent with the mission of the University. Post-tenure review serves to highlight constructive and positive opportunities for all tenured faculty to realize their full potential in contributing to Clayton State University and the University System of Georgia. It also serves to identify deficiencies in performance and provides a structure for addressing such concerns.

At Clayton State University, the actual review begins in the Spring Semester of the individual’s fifth year after award of tenure or since his or her last post-tenure review or other personnel action. For individuals who submit materials for promotion in the same academic year in which they would be required to submit for post-tenure review, the promotion portfolio will be used for the post-tenure review as well. If a candidate withdraws from consideration of promotion before the portfolio reaches the College level, that Faculty Member must submit a separate post-tenure review portfolio in January of the same academic year. Recommendation for promotion will constitute successful post-tenure review. If, at any level of review, promotion is not recommended, the review will indicate whether or not the candidate is achieving expectations in post-tenure performance.

Post-tenure review shall continue at five-year intervals unless interrupted by a further review for promotion or other personnel action. Post-tenure review provides both retrospective and prospective examination of performance, taking into account that a faculty member probably will have different emphases and assignments at different points in his or her career. It is directed toward career development and a multi-year perspective of accomplishments and plans for professional development.

## **206.06.2 Post-Tenure Review Criteria**

The criteria for evaluating the performance of a faculty member undergoing post-tenure review will be the same as those established for evaluations for promotion and tenure. Two outcomes of the evaluation will be possible:

1. ***“Achieving Expectations in Post-Tenure Performance”*** means that the faculty member has achieved or exceeded expectations in Superior Teaching, Outstanding Service to the Institution, and Scholarly Activities and Professional Development, and that satisfactory performance has been sustained in annual reviews over the last five years. The individual has continued to grow in his or her development as a faculty member and has maintained a level of professional activity and accomplishment that achieves or exceeds expectations for an individual at this rank, in this faculty position, and with this level of experience. (For definitions of “meets expectations,” see Section 205.03.1.2) The individual has, at most, minor deficiencies in expected faculty performance.
2. ***“Not Achieving Expectations in Post-Tenure Performance”*** means that the faculty member has failed to meet expectations in Superior Teaching, Outstanding Service to the Institution, and Scholarly Activities and Professional Development, and that satisfactory performance has not been sustained in annual performance reviews over the past five years. The individual has failed to grow significantly in his or her development as a faculty member and has not maintained a level of professional activity and accomplishment that achieves expectations for an individual at this rank, in this faculty position, and with this level of experience. The individual has major deficiencies in expected faculty performance.

## **206.06.3 Post-Tenure Review: Process and Procedures**

Each committee involved in the post-tenure review process will provide a single written recommendation with rationale for each candidate. Minority opinion recommendations and rationale may be included. In cases in which the person undergoing post-tenure review is also applying for promotion, the materials required for promotion will constitute post-tenure review.

The post-tenure review process involves four stages:

1. Preparation of the Post-Tenure Review Portfolio by the Faculty Member
2. Review at the Department Level (Department Chair/Associate Dean & Departmental Review Committee, if one exists)
3. Review at the College or School Level (College or School Promotion and Tenure Review Committee & Dean of the college or school)
4. Review at the University Level of those portfolios not achieving expectations (University Promotion and Tenure Review Committee & Provost)

These stages, as well as the timelines in the process of post-tenure review, are described in the following section. Please refer to the Calendar for Post-Tenure Review.

### **1. Preparation of the Post-Tenure Review Portfolio by the Faculty Member**

- a. By the end of Spring Semester of the fourth year since the faculty member's tenure or post-tenure review (approximately May 1), the faculty member receives notification from the department chair/associate dean that he or she is undergoing post-tenure review. (Copies of this notification will be forwarded to the dean of the school and to the faculty member's personnel file.)
- b. By January 21, each individual undergoing post-tenure review will submit a portfolio to his or her department chair/associate dean for review by that individual and to the departmental review committee if one exists. Superior Teaching, Outstanding Service to the Institution, and Scholarly Activities and Professional Development are the primary focuses of post-tenure review. Any tenured faculty member who is scheduled for post-tenure review must submit the following for consideration to the committee:
  - (1) A cover letter or narrative of accomplishment and projected goals
  - (2) A packet consisting of the last five Annual Report Forms
  - (3) A letter of evaluation from the faculty member's immediate supervisor
  - (4) An up to date curriculum vitae in the format required by the Faculty Member's College and/or department.

If the candidate is uncomfortable using only the last five Annual Report Forms as the basis of his/her post-tenure review, he/she may compile a more comprehensive portfolio consisting of:

- (1) A cover letter or narrative of accomplishments and projected goals
- (2) A Summary of Professional Activities form in the required Clayton State format
- (3) An up-to-date curriculum vitae in the format required by the Faculty Member's College.
- (4) An analysis or summary of the past five year's Student Evaluation of Instructor data including the comments
- (5) The last five annual evaluations from the department chair
- (6) A letter of evaluation from the faculty member's immediate supervisor
- (7) Written student and/or peer evaluations at the discretion of the faculty member

The purposes of this procedure are to maximize the efficiency of the evaluation process already in place and to require submission of only the information

necessary for post-tenure review. Consequently, a faculty member subject to post-tenure review who opts for option #1 above, will also need to submit a complete annual self-evaluation and accompanying portfolio to his/her department chair for review of the past calendar year. If the candidate opts for option #2 above, he/she can include all necessary documentation for the past year and have the portfolio count for the annual review as well as post-tenure review.

**2. Post-Tenure Review at the Department Level (Department Chair/ Associate Dean & Departmental Review Committee, if one exists)**

- a. From January 21 to February 20, the Departmental Review Committee, if applicable, and the department chair/associate dean will evaluate the candidate's portfolio materials using the Post-Tenure Evaluation Form. The department chair/associate dean and/or departmental committee may request clarifying information from the candidate.
- b. By February 21, the department chair/associate dean submits the candidate's portfolio, the completed Post-Tenure Evaluation Form, and the evaluation and recommendation to the dean of the college or school. If a departmental committee exists, the committee chair submits a written recommendation for each candidate to the dean.
- c. By February 21, the dean forwards the portfolio and evaluation and any departmental committee recommendations to the College or School Promotion and Tenure Review Committee, regardless of whether the recommendations are favorable or unfavorable.
- d. Any individual receiving a recommendation of "***Not Achieving Expectations***" will receive a written evaluation from the dean and may submit a statement of response to the dean, who will forward the response to the School Promotion and Tenure Review Committee. (See below.)
- e. Section 205.04.1 provides guidelines for forming a departmental review committee.

**3. Post-Tenure Review at the College or School Level (College or School Promotion and Tenure Review Committee & Dean)**

**a. College or School Promotion and Tenure Review Committee**

- (a) From February 21 to March 20, the College or School Promotion and Tenure Review Committee will review the portfolios of each candidate undergoing post-tenure review and all evaluations and recommendations from the department chair/associate dean and the departmental committee.

The School Promotion and Tenure Review Committee may request clarifying information from the individual undergoing post-tenure review.

- (b) By March 21, the School Promotion and Tenure Review Committee will provide a written report of its findings and a recommendation to the dean of the school regarding each candidate. Any individual receiving a "***Not Achieving Expectations in Post-Tenure Performance***" by the School

Promotion and Tenure Review Committee may submit a statement of response to the dean.

**b. Dean of the College or School**

- (1) From March 21 to April 7, the dean of each college or school will review and evaluate all portfolios submitted by each faculty member of the school undergoing post-tenure review. The dean's review will include the recommendations and evaluations of the department chair/associate dean (and departmental review committee, if one exists) and the College or School Promotion and Tenure Review Committee.
- (2) If all levels of review concur in a recommendation of ***“Achieving Expectations in Post-Tenure Performance”*** the review process is complete. In such cases, the dean can simply endorse the recommendation and no separate statement is necessary. A copy of the favorable recommendation is forwarded to the Provost and to the faculty member by April 8.
- (3) If the candidate receives a recommendation of ***“Not Achieving Expectations in Post-Tenure Performance”*** from any committee or administrator, the portfolio is automatically reviewed by the University Promotion and Tenure Review Committee. In such cases, the dean must prepare a separate report explaining his or her recommendation. From April 8 through April 15, the candidate has the option of submitting a written statement of appeal with clarifying information to the University Promotion and Tenure Committee. By April 8, the dean will submit his or her report, the report from College or School Promotion and Tenure Committee, and the faculty member's response (if any) to the Provost, who will forward copies of these reports to the University Promotion and Tenure Review Committee and to the individual undergoing post-tenure review.

**4. Post-Tenure Review at the University Level (University Promotion and Tenure Review Committee and Provost)**

**a. University Promotion and Tenure Review Committee**

- (1) The University Promotion and Tenure Review Committee will review the file of any individual undergoing post-tenure review who has received a recommendation of ***“Not Achieving Expectations in Post-Tenure Performance,”*** and it will make a recommendation even if the individual has not submitted a formal statement of appeal.
- (2) The University Promotion and Tenure Review Committee may not begin a review of post-tenure files until the deadline for submission of a response has passed or until it has received all possible responses.

- (3) The University Promotion and Tenure Committee will review to assure compliance with procedures. The University Promotion and Tenure Review Committee will review the following:
  - (a) The recommendation of College or School Promotion and Tenure Review Committee (if one exists)
  - (b) The recommendation of the department chair/associate dean
  - (c) The recommendation of the dean
  - (d) The faculty member's portfolio
  - (e) The faculty member's response, if any
  - (f) Any additional information the University Promotion and Tenure Review Committee may request through the Office of the Provost, including copies of favorable post-tenure reviews of other faculty members for comparative purposes
- (4) Representatives of colleges or schools will advise other University Promotion and Tenure Review Committee members of the criteria used by the department before consideration of the individuals undergoing post-tenure review begins.
- (5) In order to be recommended as ***"Achieving Expectations in Post-Tenure Performance,"*** the individual undergoing post-tenure review must receive favorable votes from at least 2/3 of the membership of the University Promotion and Tenure Review Committee. Fewer than 2/3 of the votes constitute a recommendation of ***"Not Achieving Expectations in Post-Tenure Performance."***
- (6) By the deadline established by the Provost, the University Promotion and Tenure Review Committee will present to the Provost a written report containing its recommendation and justification concerning each individual reviewed. The Provost will forward a written evaluation of an unfavorable recommendation to the individual undergoing post-tenure review and to the dean of his or her school.

**b. Provost**

- (1) Any individual undergoing post-tenure review who receives a recommendation of ***"Not Achieving Expectations in Post-Tenure Performance"*** from the University Promotion and Tenure Review Committee has the right to submit a statement of appeal to the Provost, who will establish a deadline for receipt of the appeal statement. (This deadline must allow the individual *at least one week* to prepare the appeal statement.) The Provost will review the recommendation regardless of whether the individual undergoing post-tenure review submits a response.
- (2) The Provost will review all post-tenure recommendations (whether favorable or unfavorable) from the University Promotion and Tenure Review Committee.
- (3) After reviewing the recommendation from the University Promotion and Tenure Review Committee, the individual's response (if one is

- submitted), and any other relevant information deemed appropriate, the Provost will assign a final determination of either ***“Achieving Expectations in Post-Tenure Performance”*** or ***“Not Achieving Expectations in Post-Tenure Performance”*** and will inform the faculty member and the dean of his or her decision in writing. (The decision by the Provost must be made and communicated no later than two weeks following the deadline for the individual to submit his or her response.)
- (4) If the decision of the Provost is ***“Achieving Expectations in Post-Tenure Performance,”*** then the process is complete. If the decision of the Provost is ***“Not Achieving Expectations in Post-Tenure Performance,”*** then a formal faculty development plan is prepared (See Section 206.06.4).

#### **206.06.4 Faculty Development Plan for Faculty Not Achieving Expectations in Post-Tenure Performance**

When the faculty member undergoing post-tenure review is found to be ***“Achieving Expectations in Post-Tenure Performance”*** no additional action is necessary. (Faculty development efforts should be based on annual faculty evaluations.)

When a faculty member at Clayton State University is identified in the post-tenure review as ***“Not Achieving Expectations in Post-Tenure Performance”*** a formal faculty development plan must be developed and written in accordance with the Academic and Student Affairs Handbook of the Board of Regents. This development plan should address how deficiencies cited in the post-tenure review will be corrected. It should be individualized, taking into account the faculty member’s specific circumstances. In all cases, face-to-face meetings and discussions are required to ensure thorough exploration of all options and clear communication of the understandings reached. A formal plan for faculty development should do the following:

1. define specific goals or outcomes that are to be achieved;
2. outline the activities that will be undertaken to achieve the goals or outcomes;
3. identify appropriate sources of faculty development, whether they be located on campus, on other campuses of the University System, at the system level, or in other locations;
4. set appropriate times within which the goals or outcomes should be accomplished; and
5. indicate appropriate criteria by which progress will be monitored.

The department chair/associate dean and the dean of the faculty member’s school are jointly responsible for arranging appropriate funding for the development plan, if required. However, development plans will typically expect the faculty member to remedy deficiencies within existing resources and the normal level of support available for faculty development and for achieving faculty expectations. Furthermore, faculty members with unsatisfactory performance reviews should not

expect to receive paid leaves to pursue further study or research for the purpose of remediation of the deficiencies.

Three or four individuals will be involved in the creation of a formal faculty development plan:

1. the faculty member
2. his or her administrative unit head
3. the administrative officer one level above the faculty member's administrative unit
4. an optional fourth colleague (The affected faculty member may ask one of the members of the School or University Promotion and Tenure Review Committees to serve as this fourth principal)

This group of three or four individuals will be responsible for designing the formal plan, monitoring the faculty member's progress in completing the plan, and signing off on the plan's completion. As a supplement to the advice, support, and encouragement that these principal colleagues will provide, the faculty member will be free to seek other mentors as needed for the successful completion of the plan.

The maximum time allowed to complete a faculty development plan will be three years. The three-year period will normally start in the spring of the academic year in which the post-tenure review was conducted and in which the faculty development plan is formulated. Depending on the nature of the circumstances, remediation could occur in less time. An assessment of progress made on the faculty development plan will be incorporated into the individual's annual evaluation each year. A written progress report on the plan will be prepared as a supplement to the annual performance evaluation and be reviewed by the department chair/associate dean. Satisfactory completion of the faculty development plan must be documented in writing, approved by the signatories of the plan, and copied to the Provost. Each candidate, as well as the dean of the candidate's college or school, will be informed in writing of this recommendation by the Provost. In the case of an unfavorable recommendation, the candidate has the option of submitting a statement of appeal with clarifying information to the President.

#### **206.06.5 Consequences of an Unsuccessful Faculty Development Plan**

In accordance with the procedures outlined in the Academic and Student Affairs Handbook of the Board of Regents, if, after three years, the tenured faculty member has not satisfactorily completed his or her formal faculty development plan as determined by the University Promotion and Tenure Committee, one of several consequences could occur as determined by the Provost with the approval of the President:

1. University colleagues would continue to work with the individual toward the completion of the plan, but the individual's salary would be frozen until the plan was finished satisfactorily;
2. a reassignment might be considered if it appears that the individual will not successfully complete the original plan; or
3. other personnel actions, which may include dismissal in accordance with appropriate Board of Regents and Clayton State University procedures.

## **206.99 Forms and Instructions**

[Pre-Tenure Evaluation Form](#)

[Post-Tenure Evaluation Form](#)

[Calendar for Pre-Tenure Review](#)

[Calendar for Post-Tenure Review](#)

## **207 GENERAL PERSONNEL REGULATIONS**

### **207.01 Faculty Absence (Corps of Instruction)**

When a faculty member must be absent from class for any reason, he or she is responsible for notifying the department head or coordinator as soon as practical and for making proper arrangements for classes. Responsibility for missed class time should be left up to the faculty in consultation with department heads and/or deans. It is normally preferable to have another faculty member teach the classes, but if this arrangement cannot be made, students should be given specific and meaningful assignments, such as library research, group work, or work in the Center for Academic Success. (The Library or Center for Academic Success should be notified if students are to attend as a group.) Class dismissal with no assignment to replace class time is inappropriate.

Specific reasons for absences and types of leave are discussed below.

#### **207.01.1 Professional Absence (including Professional Travel)**

Absence from class or other scheduled activities for professional reasons, whether on- or off-campus, requires the approval of the department head or equivalent supervisor. In addition, off-campus travel must be approved by the dean and the Provost (and the Vice President for Business and Operations if University funds are used). The following procedure must be followed:

1. For any off-campus professional absence, the faculty member must complete a Travel [Authorization Form](#) and submit it to the appropriate department head or other supervisor. For routine travel directly connected to duties (e.g., clinical travel or attendance at required University System meetings) and day trips at no expense to the University, this is the only form necessary. [Forms](#) are found at <http://www.clayton.edu/accounting-services/expenses/travel/forms>.

2. For any professional development travel involving University funds (or overnight travel even if no University funds are used), the faculty member must complete the same Travel Authorization form.
3. Additional policies regarding travel can be found at <http://www.clayton.edu/accounting-services/expenses/travel>.

### **207.01.2 Sick Leave**

#### **1. Sick Leave with Pay:**

The normal maximum leave time for death in the immediate family (spouse, parents, guardian, child, sibling) is three (3) days. Exceptions to this provision may be granted in unusual circumstances when recommended by the faculty member's supervisor and approved by the Provost (or other appropriate administrative officer). **See Board of Regents Policy 8.2.7.2**

#### **2. Sick Leave Without Pay:**

A physician's statement or other evidence may be required by the supervisor or Director of Human Resources. **See Board of Regents Policy 8.2.7.3**

#### **207.01.2.2 Procedure for Reporting Sick Leave (Corps of Instruction)**

All absence from class or other officially scheduled activity must be reported within a week. Please note that sick leave must be reported even if a colleague "covers" the class or if the time is "made up" through an alternate assignment or meeting time.

As full time employees of the University, faculty are expected to take sick leave hour-for-hour of time unable to work in accordance with the University's Employee Handbook.

### **207.01.3 Military Leave**

Board of Regents policies concerning military leave are detailed in Section 8.2.7.5 and Section 8.2.7.7 of the Policy Manual and in Section 4.9 of the Academic and Student Affairs Handbook.

#### **207.01.4 Court Duty (Jury or Witness)**

A Clayton State faculty member called to court duty should notify his or her supervisor of the duty and make arrangements to cover classes or other duties. When possible, the faculty member should work with the court to arrange the absence for the least inconvenient time. At the conclusion of the court duty, the

faculty member must file an Absence Report form with the Office of Human Resources. The form should be clearly marked “Court Duty” and a copy of the official court order should be attached.

The faculty member will be paid his or her normal salary while on jury duty. Since payment for jury duty is usually a nominal amount, it shall be considered as expense money and may be retained by the faculty member.

Except as noted herein, a faculty member compelled to serve as a witness will be paid his or her normal salary and may accept expense money. Absence by faculty involved as principals in litigation requires careful attention by the faculty member and supervisor. A fiscal-year employee will normally take annual leave. An academic-year employee will make special arrangements with his or her supervisor.

Employment of a faculty member as an expert witness shall be considered as consulting rather than court duty. (See the Outside Activities section below). **See Board of Regents Policy 8.2.7.7.**

#### **207.01.4 Voting**

Clayton State University follows Board of Regents Policy 8.2.7.7.c.

#### **207.01.5 Personal Leave**

Clayton State University follows Board of Regents Policy 8.2.7.7.e.

#### **207.01.6 Weather/Emergency Leave**

Clayton State University follows Board of Regents Policy 8.2.7.7.f.

#### **207.01.7 Leaves of Absence**

This category includes but is not limited to leaves for further academic study. Clayton State University follows Board of Regents Policy 8.2.7.4.

#### **207.01.8 Vacation (Annual Leave)**

Faculty on academic-year contracts do not accrue vacation leave. Faculty on fiscal-year contracts do accrue vacation leave and must report days between semesters and other appropriate absences as vacation leave time.

#### **207.01.9 Pregnancy and Family Leave**

Clayton State University follows Board of Regents Policy 8.2.7.6

## **207.02 Gratuities**

Clayton State University follows Board of Regents Policy 8.2.18.4

## **207.03 Check-out Procedure for Faculty Members Ending Employment**

The final paycheck cannot be issued to a faculty member who has resigned, retired, or been terminated until a Clearance of Campus has been completed and signed by the appropriate administrator. The exit checklist accounts for keys, grade books and student records, curriculum materials, manuals, equipment and supplies, library materials, forwarding address, University credit cards, and other listed items. A copy of the Faculty Exit Checklist will be given to the employee by the department head or other supervisor.

### **207.03.1 Resignation of Tenured Faculty**

Clayton State University follows Board of Regents Policy 8.3.4.

### **207.03.2 Non-Renewal of Non-Tenured Faculty**

Clayton State University follows Board of Regents Policy 8.3.4

### **207.04 Sexual Harassment**

Clayton State University follows Board of Regents Policy 6.7

#### **207.04.1 University Policy on Sexual Harassment**

Clayton State is committed to providing a learning and work environment conducive to effective learning and to the effective discharge of work-related duties and responsibilities. Employees are expected to act professionally in their respective work settings. Students are expected to respect the rights of other students and all members of the University community. The University environment must be free of discrimination and harassment of any kind, especially that of a sexual nature. Any allegations of sexual harassment will be thoroughly and expeditiously investigated. Sexual harassment is totally unacceptable, and determination that such harassment has occurred will result in prompt and firm disciplinary action which may include immediate dismissal.

#### **207.04.2 Procedure for Reporting Sexual Harassment**

Any complainant (faculty member, staff member, or student) who believes that he or she is a victim of sexual harassment should follow the procedural steps described below:

Step 1: Complainant should clearly convey his or her discomfort with the conduct to the alleged offender (see procedural notes);

Step 2: If the conduct continues, complainant should convey to the alleged offender, in writing, a request that the conduct be discontinued (see procedural notes);

Step 3: Reporting Procedure:

- a. Employee Complainant: If the offensive behavior continues, complainant should report the conduct to his or her immediate supervisor or the Director of Human Resources.
- b. Student Complainant: If the offensive behavior continues, complainant should report the conduct to the Vice President and Dean of Student and Enrollment Services *and* to other administrators as follows:
  - (1) If the alleged offender is another student, and if the alleged offender is in a class with the complainant, the complainant should also notify the instructor.

- (2) If the alleged offender is a faculty member, the complainant should also report the offensive behavior to the department head or other administrator to whom the faculty member reports.
  - (3) If the alleged offender is a University employee other than a faculty member, the complainant should also report the offensive behavior to the employee's immediate supervisor, if known, or to the Director of Human Resources.
  - (4) If the alleged offender is a visitor to the University (i.e., anyone not a student, faculty member, or other employee) the complainant should also report the offensive behavior to the department or office where the behavior occurred.
- a. Procedural Notes for Students and Employees:
- (1) If the complainant has reason to fear reprisal from the alleged offender if steps one and/or two are carried out, the complainant may move directly to the next step.
  - (2) If the complainant has reason to be uncomfortable reporting as directed by this policy, the complainant should report the offensive behavior to any administrator (not a subordinate of the alleged offender) with whom the complainant feels comfortable. That administrator then has the responsibility of helping the complainant with the procedure.
  - (3) If at any time a person experiencing sexual harassment has cause to fear immediate physical harm, the person should promptly contact campus public safety.

All such complaints shall be handled as further detailed by the Department of Human Resources' policies and procedures which are available online and in the Department of Human Resources.

### **207.05 Faculty-Student Relationships**

As professional educators, faculty members have responsibilities to students in various roles including teacher, advisor, sponsor, and mentor. Because all faculty have this educational responsibility toward all students, faculty must ensure that their relationships with students remain clearly and exclusively professional. Any action or relationship that may compromise a faculty member's impartiality or objectivity toward a student should be avoided.

An inherent inequality of power, prestige, and authority exists between faculty and students; therefore, some personal relationships, which on the surface seem to be fully consensual, may, in fact, be shaped by the faculty member's position of influence and thus should be avoided. Faculty should take care to avoid not only impropriety or conflict of interest but also the appearance thereof with students. While applying to relationships with all students, this policy is especially important with regard to students with whom the faculty member has, or is likely to have, direct contact such as in class, in a student organization, or as a reference.

A faculty member who has any concerns or questions about a relationship should contact his or her supervisor.

## **207.99 Forms**

[Clayton State Travel Expense Statement](#)

[Clayton State Absence Report-Faculty](#)

[Clearance of Campus Form](#)

## **208 OUTSIDE ACTIVITIES AND ON-CAMPUS EXTRA COMPENSATION**

### **208.01 Conflict of Interest and Conflicts of Commitment: Policy**

A conflict of interest is defined as a conflict between the private interests and the official responsibilities of a person in a position of public trust. The first obligation of a University employee is always to Clayton State. No University employee shall engage in any outside activity that competes or appears to compete with the interests of the University, and/or to inhibit the successful pursuit of University objectives, and/or to bring discredit upon the University. Such outside activities are, by definition, a conflict of interest and will not be approved. **See Board of Regents Policy 8.2.18.2 and subsections**

### **208.02 Occupational Activity and Consulting**

#### **208.02.1 Definitions**

1. An outside activity is considered “occupational” if the nine-month employee must commit more than one full business day per week to the pursuit of the activity. Twelve-month faculty assigned to administrative positions must take annual leave when engaged in consulting during their normal work hours. Absences to engage in occupational activity must be requested using an “Conflict of Interest-Conflict of Commitment Approval Form found on the HR website.”
2. “Ongoing occupational activities” are occupational activities that require the attention/time of an employee more than once in an academic year.
3. Single Occasion Occupational Activities are those activities involving only a few hours (generally fewer than 8) of faculty time and not recurring on a regular basis as part of an established pattern of consulting speaking or performing.
4. Extra compensation is defined as activities performed outside the frame work of the employee’s normal workload in which the employee is compensated through the University System of Georgia payroll system.

## 5. Consulting

Clayton State University follows Board of Regents Policy 8.2.18.2.4 and Board of Regents Academic and Student Affairs Handbook 4.8

### **208.02.2 Policy**

1. The use of University funds, facilities, materials, equipment, or supplies, in connection with outside occupational activities or consulting is strictly prohibited unless prior arrangements have been approved for reimbursing the University at the normal rates charged to outside users of University facilities.
2. Missing class or other assigned duties to engage in approved outside occupational activities or consulting is strongly discouraged, and general approval of an activity does *not* convey specific permission to be absent. If special circumstances appear to warrant absence (e.g., out-of-town consulting), the faculty member must secure prior written authorization. The faculty member must specify what arrangements have been made to make sure that the absence will not interfere with the discharge of official duties. In no case may class absence for occupational activity or consulting exceed 10 percent of the lecture/lab time for a semester.

**See Board of Regents Policy 8.2.18.2**

### **208.02.3 Procedure for Obtaining Approval of Occupational Activity or Consulting**

*Before* accepting outside occupational activity or consulting during the term of his or her contract or during summer if receiving compensation from the University, the faculty member must do the following:

1. A faculty member wishing to engage in outside occupational activity or consulting must first discuss the employment with his or her department head/associate dean or supervisor to determine if the employment is consistent with the University and Board of Regents policy.
2. If this informal consultation indicates that the activity appears likely to be approved, then the faculty member should submit a completed Conflict of Interest-Conflict of Commitment-Approval Form to the department head/associate dean or supervisor, who will forward it through the administrative chain of command for approval.

Employees who wish to engage in on-going occupational activities or on-going consulting must submit a form at the start of each academic year. Approval during one academic year does *not* necessarily ensure approval in subsequent

years. It is the employee's obligation to report and request approval of any change in the nature or extent of duties or obligations involved in outside occupational activities or consulting approved for the year.

Employees who engage in outside occupational activities or consulting on an occasional basis that is not amenable to long-term planning must submit an approval form for each occasion, and must *not* engage in the activity or activities until written approval is received.

#### **208.02.4 Occupational Activities Resulting in Extra Compensation**

The following guidelines must be met for outside activities that result in extra compensation:

1. Compensation made through the college payroll system will be subject to the following limitations:
  - a. The compensation will not exceed the fair market value for the work performed.
  - b. During that part of the year when a faculty member is under contract as a full-time employee of the college, the compensation will not exceed 20% of the faculty member's base pay as indicated in the contract.
    - (1) Faculty members on a fiscal year contract may be compensated up to an additional 20% of their base pay during the fiscal year.
    - (2) Faculty members on an academic year contract may be compensated up to an additional 20% of their base pay during the academic year contract period. They may be compensated for an additional 33.3% of their academic year base pay during the period following the academic year contract period. If a project resulting in extra compensation generates funds in excess of this limit, the funds will be used to "buy" a portion of the faculty member's time; the faculty member will be released from an appropriate portion of his or her responsibilities as a full-time faculty member.
2. Any faculty member receiving compensation from a corporation that has a contract with the University must disclose and receive **prior** approval from the President or his designee for that compensation. This can be done using the Conflict of Interest-Conflict of Commitment-Approval Form.
3. A faculty member who participates in an outside activity during the summer semester is not subject to a compensation limit provided that the faculty member is not under contract during the summer semester.
4. If a faculty member, while under contract for the summer semester, wishes to participate in an outside activity, the approval process as outlined in section 208.02.3 must be followed.

5. Employees are prohibited from consulting or otherwise receiving compensation from a current USG vendor or entity seeking a vendor relationship with the USG. Exceptions to this provision may be granted by the institution President.

#### **208.02.5 Approval Procedures for Outside Activity Involving Georgia State Agencies (including other institutions of the University System of Georgia)**

The following steps must be completed for outside activities involving Georgia state agencies:

1. Employees of Clayton State who desire to perform paid services for another state agency should arrange an informal consultation with their department head/ associate dean, director, or dean, and vice president, as applicable, and discuss the proposed arrangements in detail. No commitment of any kind to another state agency should be made by a Clayton State employee until and unless informal approval is obtained in Step 1.
2. The chief executive officer of the department or agency desiring the services of a person at this University who falls in one of the eligibility categories mentioned above should address a letter to the President of the University, certifying the need for the Clayton State employee's services and explaining why the best interests of the state will be served by obtaining the part-time services of a Clayton State employee, rather than obtaining the same services from a person(s) not presently employed by the State of Georgia.
3. The President of the University may approve or disapprove the request. In order to approve the other agency's request for a Clayton State employee's services, the President must certify in writing, to the requesting state agency or department, each of the following:
  - (1) The person whose services are desired is available to perform such services.
  - (2) The performance of the requested services will not detract from, or have a detrimental effect on the Clayton State employee's performance of obligations to the University.
  - (3) The part-time employment of the employee will be in the best interests of the State.
4. The two departments or agencies involved must then reach an agreement about the procedures under which the Clayton State employee shall perform the additional services. The agreement shall specify the means of employment (whether as a part-time employee or as a consultant), the compensation involved, and other pertinent details and conditions. The agreement may be terminated at any time by either party.

#### **208.02.6 Professional Liability Insurance**

Employees should be aware that they are *not* covered by The Board of Regents Professional Liability Insurance Plan when engaged in outside occupational activity or consulting. Liability coverage for such activities was specifically excluded by the Board of Regents in 1987. This exclusion specifically extends to “Participation in consultation practice in the employee’s discipline or related subject areas, when such consultation is for the employee’s personal gain and where the contract for the service is between the employee and the third party benefiting from the consultation.” (Board of Regents action Jan. 14, 1987)

### **208.03 On-Campus Activities For Extra Compensation (Personal Services)**

Faculty members are, of course, expected to devote a full workweek to their regular duties and responsibilities to the University. Occasionally, special activities, above and beyond the normal workweek, will be performed for which extra compensation may be provided.

#### **208.03.1 Procedure for Approval**

Any faculty member intending to perform on-campus activities for extra compensation must complete the Employee Extra Compensation Form. The form requires the signatures of the immediate supervisor and other administrators.

#### **208.03.2 Continuing Education**

The most common type of extra compensation is that provided when the faculty member teaches or performs other services for the office of Continuing Education above and beyond the faculty member’s normal workweek. The approval procedure explained in 208.03 must be followed for Continuing Education compensation.

### **208.04 Political Activity**

Any employee of Clayton State who files for political office must immediately notify his or her supervisor in writing. **See Board of Regents Policy 8.2.18.3**

### **208.05 State Business Disclosure Report**

Georgia Code Sections 45-10-20 through 45-10-28 require that public officials and employees of the state or any agency thereof must disclose on or before January 31st of each year, all business transactions during the preceding calendar year between the State of Georgia and the public official or employee or any business in which such official or public employee or any member of the family has a substantial interest.

The Attorney General’s office has advised that employees of the Board of Regents are considered to be public employees and are required by law to comply with the disclosure provision of this law unless the amount of each individual transaction is less than \$250.00 and the aggregate of all transactions does not exceed \$9,000.00 per calendar year.

The Attorney General's office has also confirmed that employees who have not engaged in any business with the State during the past calendar year are not required to file the report.

For any employee required to file, a copy of the State Business Transaction Disclosure Report to the Office of Secretary of State is available in the Department Office of Human Resources.

## **208.99 Forms**

See the Human Resources website for the Conflict of Interest-Conflict of Commitment Form.

## **209 USE OF STATE PROPERTY**

### **209.01 Political Campaigns**

Clayton State University follows Board of Regents Policy 9.10.6.1

### **209.02 Personal Use**

Clayton State University follows Board of Regents Policy 9.10.6.4

## **210 DRUG-FREE WORK PLACE: POLICY**

As a recipient of Federal funds, Clayton State supports and complies with the provisions of the Drug-Free Work Place Act of 1988. In the discharge of its responsibilities as an employer, Clayton State promotes and requires a drug-free work place among its employees. Therefore, Clayton State incorporates the following provisions as part of its drug-free policy:

- A. No employee of Clayton State may illegally engage in the manufacture, distribution, dispensation or possession or use of controlled substances in the work place. Such unlawful activity will be considered as sufficient grounds for a serious adverse personnel action, including dismissal from employment.
- B. An employee must notify Clayton State of any criminal drug statute conviction (including a plea of *nolo contendere*) for a violation occurring in the work place no later than five days after such conviction. The notification must be in writing to the Director of Human Resources at the University.
- C. Violation of this policy, including felony and/or misdemeanor drug convictions, during the course of employment with Clayton State will result in appropriate disciplinary penalties being imposed by the University.

Clayton State actively encourages employees who feel they have a potential substance abuse problem to utilize a confidential referral service available through Counseling and Psychological Services.

## **211 ACADEMIC FREEDOM AND RESPONSIBILITY**

### **211.01 Preamble**

Institutions of higher education exist for the common good and not to further the interests of either the individual or the institution. The common good depends upon the free search for and exposition of the truth. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the faculty in teaching and of the student to freedom in learning<sup>11</sup>. Membership in the academic community imposes on students, faculty members, administrators, and board members an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry, and free expression on and off the campus<sup>12</sup>.

### **211.02 Academic Freedom of Faculty<sup>13</sup>**

Faculty are free to present relevant materials in the classroom without fear of censorship but should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Faculty enjoy full freedom in research and publication of results, subject to the adequate performance of their other academic duties and to the requirements of individual research contracts and copyright limitations.

Faculty have the right to speak freely as private citizens but should clarify that they are voicing personal opinions and are not speaking for the University. In expressing opinions publicly, faculty should realize that both the profession and the University may be judged by their statements and, accordingly, should exercise appropriate restraint.

### **211.03 Code of Ethics**

Clayton State expects high ethical standards of all personnel. In particular, it endorses the following principles<sup>14</sup>:

1. Faculty have a primary responsibility to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly

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<sup>11</sup> Adapted from the Joint Statement on Government of Colleges and Universities, as it appears in the *AAUP Policy Documents and Reports*

<sup>12</sup> Adapted from A Statement of the Association's Council: Freedom and Responsibility, as it appears in the *AAUP Policy Documents and Reports*

<sup>13</sup> Adapted from the 1940 Statement of Principles on Academic Freedom and Tenure, as it appears in the *AAUP Policy Documents and Reports*.

<sup>14</sup> Adapted from the 1966 Statement of Professional Ethics, as it appears in the *AAUP Policy Documents and Reports*.

- competence. They accept the obligation to exercise critical self-discipline in using, extending, and transmitting knowledge. Faculty practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, faculty encourage students' free pursuit of learning. They uphold the best scholarly standards of their disciplines. They demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. They exert reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect true merit. Faculty respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for private advantage. They acknowledge significant academic or scholarly assistance from them. They protect students' academic freedom.
  3. As colleagues, faculty have obligations that derive from common membership in a community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. Faculty strive to be objective in their professional judgments of colleagues.
  4. Faculty seek to be effective teachers and scholars. Although they observe the stated regulations of the University, provided they do not contravene academic freedom, they maintain their right to seek revision of these regulations through the appropriate channels. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
  5. As members of the community, faculty have the rights and obligations of any citizens. They measure the urgency of these obligations in the light of their responsibilities to their students, to their professions, and to the institution. When they speak or act as private citizens, they avoid creating the impression that they speak for the institution. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

## **211.04 Professional Responsibilities**

### **211.04.01 Professional Conduct**

This statement shall serve as a guide for the professional conduct of the members of the faculty of this University. The responsibilities of a faculty member may be considered from five major perspectives: 1) as a member of the teaching profession; 2) as a teacher; 3) as a colleague; 4) as a part of an institution; 5) as a member of a community. Essential functions are listed as well.

#### **1. As a member of the teaching profession, the professor:**

- a) Seeks and states the truth as perceived.
- b) Devotes energies to developing and improving scholarly competence.
- c) Accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.
- d) Practices, fosters, and defends intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus.
- e) Avoids allowing subsidiary interests to hamper or compromise freedom of inquiry.

**2. As a teacher, the professor:**

- a) Encourages the free pursuit of learning in students.
- b) Collaborates with colleagues to ensure the integrity of the curriculum offered by the School or Department.
- c) Holds before students the discipline's best scholarly standards.
- d) Demonstrates respect for the student as an individual.
- e) Adheres to a proper role as an intellectual guide and counselor.
- f) Does not participate in the formal evaluation of any student or in any institutional decisions involving a direct benefit to a student who is a member of his or her immediate family, a blood relative, or with whom he or she has an economic, sexual, and/or romantic involvement which could reasonably be perceived as impairing objectivity.
- g) Makes every reasonable effort to foster honest academic conduct.
- h) Makes every reasonable effort to assure that evaluations of students reflect their true merit and are based on their academic performance professionally judged and not on matters irrelevant to that performance, such as personality, degree of political activism, personal beliefs, race, religion, color, disability, sex, sexual orientation, national origin, ancestry, or age.
- i) Treats students with civility, understanding, and respect and does not denigrate, humiliate, or stigmatize students on the basis of race, religion, color, disability, sex, sexual orientation, national origin, ancestry, or age.
- j) Makes every reasonable effort to assure that all students are treated with civility, understanding, and respect whenever the professor has responsibility for students and is acting in a professorial, professional, and/or mentoring role and that students do not denigrate, humiliate, or stigmatize other students on the basis of race, religion, color, disability, sex, sexual orientation, national origin, ancestry, or age.
- k) Respects the confidential nature of the relationship between professor and student.
- l) Does not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course.
- m) Refrains from forcing students by the authority inherent in the instructional role to make particular personal choices as to political action or their own part in society.
- n) Does not persistently intrude into the presentation of the subject, material which has no relation to that subject.
- o) Presents the subject matter of a course as announced to students and as approved by the faculty in their collective responsibility for the curriculum.
- p) Allows students the freedom to take reasoned exception to the data or views

- offered in a course of study and to reserve judgment about matters of opinion.
- q) Avoids an exploitation of students for private advantage.

**3. As a colleague, the professor:**

- a) *Treats each member of the academy with dignity, courtesy and due consideration.*
- b) Respects and defends the free inquiry of associates.
- c) Shows due respect for the opinions of others in exchanges of criticism and ideas.
- d) Acknowledges academic debts.
- e) Strives to be objective in the professional judgment of colleagues.
- f) Does not participate in personnel evaluations, such as appointment, retention, tenure, or promotion, of a member of his or her immediate family, a blood relative, or a person with whom he or she has an economic, sexual and/or romantic involvement that could reasonably be perceived as impairing objectivity.
- g) Does not participate in decisions, such as awarding of grants, sabbaticals, or other awards that involve a direct economic benefit to himself or herself, a member of his or her immediate family, a blood relative, or a person with whom he or she has an economic, sexual and/or romantic involvement that could reasonably be perceived as impairing objectivity.

**4. As a member of an institution, the professor:**

- a) Seeks above all to be an effective teacher and scholar.
- b) Observes the stated regulations of the institution provided they do not contravene academic freedom.
- c) Maintains the right to criticize regulations and seek their revision.
- d) Determines the amount and character of the work that can be done outside the institution while fulfilling primary responsibilities within it.
- e) Recognizes, when considering the interruption or termination of services, the effect of such a decision upon the program of the institution, and gives due notice of intentions.
- f) Requests a leave of absence or resigns an academic position when acute conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of students, colleagues, and institution, on the other, preclude the fulfillment of substantial academic obligations.
- g) Refrains from calling attention to grievances in ways that significantly impede the functions of the institution.
- h) Accepts a share of faculty responsibilities for the governance of the institution.

**5. As a member of a community, the professor:**

- a) Measures the urgency of any obligations as a citizen in light of responsibilities to subject, students, profession, and institution.
- b) Makes every effort, when speaking and acting as a citizen, to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to indicate that these words and actions do not represent the University.

- c) Promotes conditions of free inquiry.
- d) Furthers public understanding of academic freedom.

## **211.04.02 Essential Duties/Expectation of Faculty**

All faculty at Clayton State University are expected to provide service to the university community that exemplifies teamwork, committee involvement, participation in shared governance, investment in academic advisement and mentoring of students and sponsorship of student activities. Additionally, faculty are expected to foster professional growth and development and continuous learning of themselves as well as their colleagues. Faculty work as a member of a self-directed team and report to a designated department chair or associate dean. Faculty are expected to have an uncompromising commitment to learning that is reflective of the university's mission, vision and values. Faculty are expected to have a positive and proactive approach to their work, a willingness to change and the ability to foster consensus and collaboration in and out of the classroom.

### **Essential Duties:**

1. Facilitate learning through classroom activities, technology enhanced experiences, out-of-classroom activities, and mentoring of students and peers.
2. Assess and evaluate student performance in alignment with established grading methodology.
3. Meet assigned classes as scheduled for the scheduled length of time.
4. Post and maintain office hours.
5. Participate in ongoing curriculum development.
6. Maintain up to date syllabi and course outcome summaries in an approved departmental/school format.
7. Participate in institutional, advisory and program/instructional committee meetings.
8. Submit grades in a timely manner.
9. Maintain accurate records of student attendance and achievement for one year in accordance with CSU policy.
10. Actively select and use appropriate learning materials and resources including textbooks, library resources, equipment and supplies to enhance learning.
11. Assist in planning, development and implementation of new or modified program/courses. Identify areas in need of improvement.
12. Maintain currency in area of expertise and in teaching methodology.
13. Maintain all required certificates if applicable.
14. Assist in student academic advising as assigned.
15. Actively serve on department, school and university committees as assigned.
16. Attend college's in-service sessions and commencement.
17. Assist Department Chair in carrying out their defined duties.
18. Assists with student recruitment and admission activities as needed.

## **211.05 Rights and Freedoms of Students**

### **211.05.01 Student Intellectual Diversity Policy**

Clayton State expects faculty to respect the rights and freedom of students at CSU. In particular, CSU endorses the following statements published on the American Association of University Professors (AAUP) website  
<http://www.aaup.org/AAUP/pubsres/policydocs/contents/stud-rights.htm>.

*Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedom of students outlined below are essential to any community of scholars.*

*Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. In order to protect the freedom of students to learn, as well as enhance their participation in the life of the academic community, students should be free from exploitation or harassment. Students should exercise their freedom with responsibility.*

*The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Each college and university has a duty to develop policies and procedures that provide and safeguard this freedom. Such policies and procedures should be developed at each institution within the framework of general standards and with the broadest possible participation of the members of the academic community. The purpose of this statement is to enumerate the essential provisions for students' freedom to learn.*

## **211.05.02 Faculty Responsibilities and Protection of Student Freedoms**

### **1. Protection of Students' Freedom of Expression**

Students have the right to learn and to inquire. They have a right to examine and discuss questions of interest, to take stands on issues, and to support causes, by orderly means, which do not impede the collegial process of learning.

Faculty in the classroom should encourage free discussion, inquiry, and expression. They should make students aware of viewpoints differing from their own, should carefully distinguish between fact and opinion, and should never require agreement on debatable matters as the price of academic success. Faculty should encourage students to develop the capacity for critical judgment and to engage in a sustained and independent search for truth in and out of the classroom.

### **2. Protection of Students against Improper Evaluation**

Students shall have the right of protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, students are responsible for learning the content and maintaining the standards of academic performance established by the faculty for each course in which they are enrolled. ***Any student who believes that individual academic rights have been violated may seek redress by contacting the associate provost for academic affairs for direction in filing a formal grievance.***

Faculty should evaluate student performance solely on an academic basis and not on opinions or conduct in matters unrelated to academic standards. Faculty have a duty to provide promptly evaluation of the work of each student as required by relevant faculty policies. This evaluation must be based upon academic performance professionally judged and not upon such irrelevant matters as personality, sex, race, religion, degree of political activism, or personal beliefs. The arbitrary assignment of a fixed percentage of students to each grade level is an unacceptable practice.

### 3. Protection of Students against Improper Disclosure

Faculty have an obligation to respect the rights of students, including, in the absence of exceptional circumstances, an obligation to respect student confidences shared with them.

## **212 GRANT PROPOSAL SUBMISSION PROCESS**

### **212.01 Process**

1. A minimum of 15 business days prior to the funding agency deadline for the proposal, the Preliminary Proposal Review Sheet should be submitted to the relevant Department Head, who will review the information to determine if the proposal is consistent with the mission and priorities of the department. If approved, the Preliminary Proposal Review Sheet will then be submitted for approval by the relevant Dean and then the Provost and Vice President for Academic Affairs. Proposals requiring the waiver of indirect costs or other institutional commitments will also require the approval of the Vice President for Operations, Planning & Budget. If the proposed work is deemed consistent with the mission of the University, the Provost and Vice President for Academic Affairs will work with the Department Head/Associate Dean and Dean to assist in the preparation of the proposal, as requested by the principal investigator/project director. The Department Head/Associate Dean and Dean will assist the principal investigator/project director with budgeting and interpretation of financial guidelines for the proposal.
2. A minimum of 5 business days prior to the funding agency deadline, the Final Proposal Review Sheet and a budget for the proposed work must be submitted to the Department Head/Associate Dean and Dean. The Department Head/Associate Dean and Dean will assist the principal investigator/project with fine-tuning of the budget.
3. A minimum of three business days prior to the funding agency deadline, an appropriate number of copies of the proposal (including Preliminary and Final Proposal Review Sheets) must be submitted for approval by the Department Head, the Dean, and the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will transmit the proposal to the President. When the President approves the proposal, it becomes an official University proposal to the funding agency.
4. File copies of the completed proposal and signed Final Proposal Review Sheet must be submitted to the Dean, the Provost and Vice President for Academic Affairs, and the Office of Grant and Contract Programs.

## **212.99 Forms**

[Preliminary Proposal Review Sheet](#)

[Final Proposal Review Sheet](#)

## **301 GRIEVANCE PROCEDURES FOR FACULTY AND CLASSIFIED EMPLOYEES**

The policy and procedures for grievance at Clayton State have been approved by the University System of Georgia's Board of Regents.

### **301.01 Grievance Committee**

The Grievance Committee at Clayton State shall be known as the Board of Review.

### **301.02 Purpose**

The Board of Review is established to provide a means to hear the complaints of college employees (faculty members and classified personnel) who have exhausted normal channels, as defined herein, but who have not received satisfaction in the resolution of a grievance. Prior to filing a complaint with the Board of Review, as provided in [Section 301.04](#) below, an aggrieved employee shall have attempted through normal channels, that is, by appeal to administrative officers through and including (at least) one level of authority higher than the grievant's immediate supervisor, to resolve the grievance satisfactorily.

### **301.03 Jurisdiction**

The Board of Review shall have jurisdiction to consider grievances of any faculty member or classified employee of Clayton State. Grievances heard by the Board of Review shall include, but not be limited to, the following:

- A. Complaints reasonably related to terms and conditions of employment, supported by affidavit of the grievant or other credible evidence, when properly and timely filed in accordance with the procedures set forth in [Section 301.04](#) below.
- B. Grievances concerning salary or promotion of any employee or involving the award of tenure or nonrenewal of a faculty member, but only when it is reasonably alleged that the action complained of was the result of discrimination based on race, color, sex, religion, creed, national origin, handicap, or age.
- C. Any grievance referred to the Board of Review for hearing by the President of Clayton State or the Board of Regents of the University System of Georgia.

Except as stated in paragraph C above, the Board of Review shall not be authorized to hear grievances related to salary or promotion of any employee, or the award of tenure or nonrenewal of faculty members, unless it is reasonably alleged by the grievant that such decisions have been based on discrimination as set forth in Section B above.

All decisions made by the Board of Review are advisory in nature and are reviewed by the President of the University for final determination within 30 days of the Board of Review's recommendation.

The next level of review following the President's final decision shall be the Board of Regents, in accordance with the provision of (the Policies) of the Board of Regents. See Section VIII [Appeals](#) in the Bylaws of the Board of Regents:

A Board of Review shall not re-hear any grievance for which the President has already made a final decision unless directed to do so by the Board of Regents. **See Board of Regents Policy 4.7**

#### Involuntary Termination (Dismissal)

In cases of involuntary termination of tenured faculty or nontenured faculty during their contract term, an application for review may be directed to the Board of Regents. **See Board of Regents Policy 8.3.9**

In cases of involuntary termination of classified employees, an application for review may be directed to the Board of Regents, according to the procedures set forth in the Grievance Policy of the Board of Regents Human Resources Practice Manual.

### **301.04 Board of Review**

#### **301.04.1 Definitions**

1. Notification "in writing" shall mean by hand-delivered letter given to the recipient personally or by certified mail.
2. Faculty members shall be construed to mean those persons defined as "faculty" by the Bylaws and Policies of the Board of Regents and the Statutes of Clayton State and those persons with faculty status appointed by the President to administrative positions at the institution.
3. Classified personnel shall be construed to mean those persons identified as "classified personnel" by the Clayton State Office of Human Resources.

#### **301.04.2 Selection of a Chairperson**

There shall be a Chairperson for each Board of Review. At the first faculty meeting of each Fall Semester, the faculty shall be provided with a list of tenured faculty members who have completed a minimum of one full academic year of full-time service at the institution. These persons are eligible to serve as Board of Review Chairpersons. This list will be considered a ballot, and each faculty member will vote for two eligible persons to serve as Chairpersons. The person receiving the greatest number of votes and the person receiving the next greatest number of votes and representing an academic division or organizational unit other than that represented by the person receiving the greatest number of votes shall be designated Chairpersons.

By the toss of a coin these two Chairpersons shall determine who shall chair the first Board of Review to be called. Thereafter they shall alternate as Chairperson for any subsequent Boards of Review during their service. Should a Chairperson

be a party in any action brought to a Board of Review, the other Chairperson shall chair the Board of Review. If for any reason both Chairpersons are unable to serve on a Board of Review, the President shall call a special faculty meeting to elect a chairperson. A quorum shall be present at any such meeting.

### **301.04.3 Drawing of Panel**

A grievant shall file a grievance in writing with the President of the institution within thirty (30) days after the alleged act prompting the grievance. The President shall within three (3) working days notify in writing the Chairperson whose turn it is to chair a Board of Review.

If the Chairperson determines the grievance to be within the jurisdiction of a Board of Review, he or she shall obtain from the Office of Human Resources a random list of nine (9) eligible faculty or classified employees appropriate to the case. The panel must be drawn within five (5) working days after the chairperson has been notified of the need for a Board of Review. When grievances involve only faculty member(s), the Chairperson shall draw the nine (9) member panel from faculty members having at least one (1) academic year (nine months) of continuous service at the college. For grievances involving classified employees only, the Chairperson shall draw the nine (9) member panel from the names of classified employees having at least nine months of continuous service at the University. A new panel for each grievance shall be drawn by the chairperson in the presence of the Director of Human Resources or the Affirmative Action Officer of Clayton State who shall certify to the President that the panel drawing process has been impartially executed.

#### **301.04.4 Eligibility for Service on Board**

With the exception of the President, all full-time employees (faculty and classified) having at least one (1) academic year (nine months) of continuous service excluding full-time temporary service at the University are potential panel members of the Board of Review. Employees' names shall be removed from the pool if: (a) employment terminates; (b) the employee is a grievant; (c) the employee is named or otherwise directly involved in the grievance; or (d) the employee is on full- or part-leave.

#### **301.04.5 Notification and Excuse of Panel Members**

After the panel is drawn, panel members must be notified in writing of their possible service on a Board or Review. A panel member will be required to serve on a Board of Review if chosen unless (1) there is a bona fide conflict of interest between the panel member(s) and either of the parties' grievance; (2) the panel member is ill; or (3) service on the Board of Review should be excused for good cause shown. A panel member wishing to be excused shall inform the Chairperson in person or in writing within two working days after he or she has been notified. The Chairperson shall then cause another panelist to be selected.

## **400 SYLLABUS AND COURSE STRUCTURE**

### **400.01 Syllabus Content**

Faculty members must prepare and make available a course syllabus at the beginning of the course. A copy of the syllabus must be filed with the department each semester unless the dean of the school or college establishes another procedure.

Whenever departments and/or courses establish standard or semi-standard syllabi, copies will be available online and faculty members are expected to abide by them. A faculty member should consult his or her department head/associate dean about modifications of established standards in a syllabus. Changes in course requirements or grading policy made after the first class meeting of the semester must be given to students in writing.

The syllabus must contain all essential class policies, grading methods and a tentative timetable for covering course content. Required components of a CSU syllabus can be found in the syllabus template in the form section below.

### **400.02 Course Codes**

Each course offered by CSU is issued a code that indicates the percentage of seated class time that is replaced by the use of technology. These codes are standardized and issued by the Board of Regents. An explanation of the codes and symbols used can be found in the Form section below.

### **400.03 Final Examinations**

Faculty members are expected to give final examinations (or equivalent evaluation measure) and to follow the examination schedule printed in the Schedule of Classes. In the event a student has a conflict that cannot be resolved, the student may submit a written request for a change of date of the final examination. The student must receive approval signatures from the instructor, the appropriate department head/associate dean, and the dean of the school offering the course. Since the final exam schedule is published well in advance, change of time or date will be approved only for serious reasons and not for mere convenience. (In the unlikely event that a student has three finals scheduled on the same day, approval to reschedule one exam will be routinely granted.)

### **400.99 Forms**

[Syllabus Template](#)  
[Course Codes](#)

## **402 TEXTBOOKS AND MATERIALS**

### **402.01 Procedures for Adopting Locally Developed or Campus-Authored Materials (Textbooks, Software, Etc.)**

When materials developed or authored by Clayton State faculty are adopted as required purchases for our students, procedures outlined below must be followed and also documented. Conflict of interest or the appearance thereof must be avoided. The department head/associate dean (or dean or area coordinator, if applicable) must:

1. Ensure that the entire faculty who teach the course are involved in the selection process. (If the course is always, or almost always, taught by the faculty member who wrote the text, other appropriate faculty must be involved in the selection process.)
2. Ensure that several alternative texts are considered and that the faculty involved in the selection process are aware of the cost to students of each alternative.
3. Ensure that the selection process is documented, including the rationale for selecting the faculty written textbook.
4. The selection process must be repeated at least annually.
5. Documentation must be kept on file in the office of the dean of the school or college.

#### **402.02 Examination/Desk Copies**

Examination/desk copies of texts and other curriculum material are provided by vendors for legitimate adoption consideration. Abuse of this marketing technique by resale of examination copies or requests beyond legitimate needs may influence vendors to restrict their services in ways that inconvenience professional colleagues.

#### **403 FACULTY OFFICE HOURS**

Full- and part-time faculty members are expected to be in their offices and accessible to students and colleagues for specified periods during the week. Each school/department shall establish office-hour guidelines appropriate to its programs. A portion of the regular office hours may be conducted online. Hours must be stated in the syllabus and posted on the faculty member's office door or other convenient location and conveyed in writing to the department office.

#### **404 GRADE REPORTING**

The grading system for institutions in the University System of Georgia is detailed in the Academic and Student Affairs Handbook, Section 2.5 and Board of Regents Policy 3.5.

The current Clayton State Academic Catalog contains a description of the University's grading system. There is no official campus-wide percentage standard because grade calculation methods vary widely among courses, programs, and faculty. The faculty member is responsible for insuring that his or her grading method is reasonable, fair, and easily understood. The course grading method must be clearly explained to students in the course syllabus.

#### **404.01 Incomplete Grade (Procedure for Assigning)**

If a student's work is satisfactory but for non-academic reasons beyond the student's control the student is unable to complete the class or take the final examination, a faculty member may assign a grade of Incomplete (I). Faculty who wish to assign a grade of I must submit a written [Request for Incomplete Grade](#) signed by the appropriate dean with the final hard copy of the grade roll. The grade of I should be used only when the incomplete portion of the course can be clearly identified, and the student can be expected to make up the work within the time allotted to remove the Incomplete, as described in the catalog. If a substantial portion of the work of the course remains to be done at the time that the extenuating circumstances arise, withdrawal is normally more appropriate than a grade of Incomplete.

#### **404.02 Hardship Withdrawal**

Students who experience an unexpected event or circumstance beyond their control that directly interferes with their ability to continue to make satisfactory progress in class(es), such as serious illnesses or unexpected major life events, may petition the Dean of their major for a hardship withdrawal. In order to be considered for a hardship withdrawal, the student must have been passing the course at the time that the emergency or other hardship arose and notify his or her instructors or other University officials about the hardship situation as soon as possible after it arose (per University and Board of Regents policy, "passing" is defined as a grade of "D" or above). Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Faculty will be required to attest to the passing status of all students requesting a hardship withdrawal. The faculty and dean may request documentation of the hardship.

#### **404.03 Reporting Grades**

Faculty must follow the Registrar's instructions for reporting grades online ~~and on paper~~. It is important for grades to be submitted by the deadline established by the Registrar. When grades are not turned in on time, the student receives a grade of NR (Not Reported), and the department head/associate dean is notified. Not reporting grades can have serious negative consequences for students such as placing a student on probation or loss of financial aid.

#### **404.04 Maintaining Grade Records**

Faculty must keep for a minimum of one calendar year all copies of final examinations and final grade sheets. Students have one semester of enrollment, or one year if not enrolled, to appeal a grade.

When a faculty member leaves Clayton State, either permanently or on a leave of absence, grade records for previous years should be left with the department head/associate dean to assist in resolving questions regarding students' grades.

#### **404.05 Change of Grade**

A faculty member may request a change in a student's grade in order to correct an error in the grade assigned or to remove an Incomplete. A faculty member must complete a [Change of Grade Form](#), which the appropriate department head/associate dean and the dean of the school must approve. The signed form must be sent to the Office of the Registrar.

#### **404.06 Release of Grades**

Releasing grades to any unauthorized person is a violation of the Family Educational Rights and Privacy Act (FERPA). Grades cannot be given out via telephone or email and should only be communicated to the individual student.

#### **404.99 Forms**

[Change of Grade Form](#)  
[Request for Incomplete Grade](#)

### **405 DISRUPTIVE BEHAVIOR**

#### Faculty Responsibilities

Faculty are to establish expectations for student course behavior. Faculty should set the tone for expected course behavior at the beginning of each term. This is best achieved by directly addressing policies regarding attendance, tardiness, decorum, student misconduct, withdrawal policies, and by referring the student to the CSU Student Handbook Code of Conduct. Faculty should remind students that any disruption of a positive learning environment in the classroom or actions which impede the ability of other students to learn or the ability of the professor to teach is a violation of the student conduct code.

Faculty should state in writing CSU's Disruptive Student Policy and any other course policies in their syllabi. Faculty should clarify the definition of student misconduct, citing specific examples of misconduct that would result in disciplinary action. Disruptive behavior includes but is not limited to intoxication, belligerent, abusive (physically or verbally), profane, distracting, and/or threatening behavior. More subtle forms of behavior may also negatively impact the teaching-learning process. Some examples include: inappropriate attire, eating during class time, and unwillingness to participate in educational activities, in some cases, may significantly impact the instructor's ability to conduct the class. A more comprehensive list of specific suggested example behaviors can be found at (<http://www.clayton.edu/Portals/47/docs/student-code-of-conduct.pdf>). Any statement beyond the above regarding disruptive behavior should be clarified in course documents including the syllabus.

Faculty should also provide students with an opportunity to clarify course policies and issues.

Faculty have the authority and responsibility to maintain a positive learning environment in the classroom. Faculty should remember that discussion and expression of all views relevant to the subject matter are permitted in the classroom, subject only to the responsibility of the instructor to maintain order. However, student behavior that disrupts the ability of other students to learn or impedes the ability of the professor to teach is a violation of the student code conduct and should be addressed. To maintain classroom order, the faculty member has the right and responsibility to take the steps he or she deems necessary and reasonable, including private or public requests that the student(s) refrain from disruptive behavior.

Faculty members also have the responsibility to respond to students in a calm and objective manner. Even in the face of inappropriate behavior, it is imperative for faculty to maintain a professional and controlled demeanor with students in order to facilitate constructive interactions.

A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class, and in some circumstances may be dismissed from a course for the remainder of the semester. A student is entitled to due process (see “Disciplinary Procedures” in the “Student Handbook” at <http://www.clayton.edu/Portals/46/docs/student-handbook>) and will be afforded such rights as soon as possible by the processes described below. If found in violation of the Student Code of Conduct, a student may, in addition to other outcomes, be administratively withdrawn from the course and may receive a grade of WF.

## **406 RELEASE OF STUDENT INFORMATION**

Students have the right to assurance that their educational records as defined by the Family Educational Rights and Privacy Act (FERPA) of 1974 will be recorded accurately and retained in confidence. Students have the right to review the contents of their educational records. The type of information maintained by the University is divided into two groups: directory information and personally identifiable information.

Clayton State has identified the following as directory information that the University may release without written consent of the student: name; address; telephone number; dates of attendance; previous institutions attended; major; awards and/or honors; degree conferred; participation in clubs, organizations, and sports; date and place of birth.

All other information is considered personal and *cannot* be released without the student’s written consent. Grades matched with a Social Security number are considered personally identifiable and, therefore, must not be posted for public view. (See [Section 404.05](#).)

Student record information accessible via computer is subject to all of the rules and regulations of confidentiality under FERPA. Faculty should take care to make sure that computer-accessible confidential information is handled with due professional care.

## **413 ACADEMIC PROGRAM DEVELOPMENT, PLANNING, AND REVIEW**

See Board of Regents Policy 3.6 and Board of Regents Academic and Student Affairs Handbook Section 2 for further information.

### **413.01 Academic Program Development**

The faculty decides the course offerings of the various academic requirements within course limits set by the University and the University System of Georgia. Faculty members in a department recommend a change in the curriculum to the school or college. Proposals for new academic programs must be developed using the guidelines and forms of the University System of Georgia (Academic and Student Affairs Handbook, Section 2.3.2 New Academic Programs). The dean, with school/college approval, recommends the change to the Undergraduate Curriculum Committee. With the approval of the Undergraduate Curriculum Committee, the Chair of the Faculty Senate recommends the change to the Provost, who then submits the proposal to the President for further action, as dictated by Board of Regents policies.

### **413.02 Academic Program Review**

Informal curriculum review should be conducted continuously. As part of the ongoing review process, the department head/associate dean should routinely carry out surveying and other activities in order to assess the outcomes of the major programs (see schedule for Outcomes Review Reporting). Department heads/associate deans must also ensure that the course syllabus for each departmental course is prepared according to institutional guidelines as defined in Section 400.01.

### **413.03 Comprehensive Program Review**

Each department and program undergoes a formal review every seven years. The calendar of reviews is determined by the Provost and Dean of Assessment and Instructional Development in consultation with the deans. The review process for each unit involves the following steps:

1. The department head or associate dean recommends to the dean a minimum of three potential external program reviewers.
2. The dean, in consultation with the Provost, selects a single reviewer.
3. The dean negotiates the external review with the selected reviewer and arranges for the on-site visit.

4. The department head/associate dean writes a summary report based on the Comprehensive Program Review Template. The report is submitted to the dean, who forwards the completed Comprehensive Program Review Report to the external reviewer.
5. The external reviewer submits a written report to the dean which addresses the Comprehensive Program Review Report and additional information/materials gathered in relation to the on-site visit.
6. The department head/associate dean, in consultation with the faculty, submits a written response to the report of the external reviewer to the dean. This response includes a draft action plan to address any identified deficiencies/problem areas.
7. The dean, following consultation with the department, submits a written assessment of the total academic program review to the Provost. The Dean's response will include a five-year review outcome analysis and an action plan that is appropriate to the outcome analysis.

#### **413.04 Seven-Year Review Outcomes**

The seven-year review may lead to recommendations regarding the department or program resources and budget or substantial program modifications. Specifically, the following outcomes can occur as a result of a seven-year review:

1. Enhance: The department and its programs are operating in a manner consistent with the mission of the university, college/school and department. Enhancement of the department with additional physical and/or human resources could lead to significant improvements from the standpoints of achieving strategic planning goals and student outcomes.
2. Maintain: The department and its programs are operating in a manner consistent with the mission of the university, college/school, and department. No changes are needed at this time.
3. Reduce: The department is not achieving its stated outcomes for reasons that cannot be corrected through reasonable enhancements, or the department is no longer operating in a manner that is consistent with the mission of the university and college/school. One or more programs in the department should be reduced or deleted.

#### **413.05 Review of Accredited Departments or Programs**

Programs accredited by external entities may not substitute an external review for institutional program review, but material submitted as part of an external accreditation process may be used in the institutional review. Institutions may align program review cycles with required external accreditation review, so long as no program review cycle at any level exceeds ten (10) years.

#### **413.06 Continuous Strategic Planning**

The department head/associate dean is responsible for maintaining and updating the department's strategic plan. Departmental strategic planning sessions are scheduled into

each Faculty Planning Week, and should occur as necessary throughout the year. All planning must be connected to the institution's and school's statement of mission and purpose and prioritized Institutional Planning Themes. Each departmental strategic plan should encompass all of the academic programs/majors taught in the department and should include a unit mission statement, a set of goals consistent with the mission statement, objectives that attend to the goals, and intended outcomes for students as well as a delineated Outcomes Assessment Plan.

#### **413.06.1 Unit Mission Statement**

The mission of the department should be consistent with and a subset of the mission of the University and School. The department mission should reference input variables (e.g., student levels of preparation, expertise of faculty) as well as outcomes for students.

#### **413.06.2 Goals and Objectives**

Each goal is a future state or end product that will help guide and direct the progression of the department's activities. Each goal should:

- Be in agreement with the institution's mission.
- Be compatible with the mission of the institution and school.
- Be divisible into measurable objectives.
- Have predictable consequences.
- Have a long-term time-frame for completion.
- Be consistent with the prioritized institutional planning themes.

Objectives are short-range steps in the direction of attaining a goal. Each objective must:

- Relate and attend to a specific goal.
- Be measurable or observable.

#### **413.06.3 Outcomes for Students**

Each unit must identify the most important or key outcomes for all academic programs/majors and assess those outcomes. The outcomes should be related to strategic planning goals and objectives within the [Academic Unit Plan](#). The outcomes for each program/major should be evaluated using an [Outcomes Assessment Plan](#). Each specified outcome must include methods of measurement and criteria for evaluation. Outcomes should be stated in terms of expected behaviors within a set time frame and should be classified in three domains—cognitive (knowledge), affective (attitudes) and skills (performance).

#### **413.99 Forms**

Clayton State CPR Template

[Academic Unit Plan](#)  
[Outcomes Assessment Plan](#)

## **501 DUPLICATING AND PRINTING (PRINT, COMPUTER, AUDIO, VISUAL)**

### **501.01 Duplicating Services**

Duplicating facilities are available for faculty in various departmental offices and in the Library: <http://adminservices.clayton.edu/media/repographicservices.htm>  
Faculty members must use a LakerCard to access most copiers on campus.

High volume or specialized duplication and printing services are centralized under Media and Printing Services: <http://adminservices.clayton.edu/media/>.

Faculty members should be aware that their departments must pay duplication and printing costs out of their budgets. Therefore, department heads/associate deans or other supervisors may establish guidelines for reasonable use of these services.

### **501.02 Copyright**

The Board of Regents has detailed its policies, procedures, and guidelines for copyright and fair use in Policy 6.3 (For information on faculty creation of copyrightable material, see [Section 602](#).)

#### **501.02.1 Fair Use**

Each faculty member is responsible for maintaining familiarity with the Fair Use doctrine of the copyright law (17 U.S. Code), and to follow it carefully. A copy of Section 107 of 17 U.S. Code (Limitations on exclusive rights: Fair Use) is in each department and in the Library and is available at <http://www.law.cornell.edu/uscode/17/107.shtml>. All duplicating, copying, or reproduction of material must be in compliance with the copyright law. A “Fair Use Checklist” is available at [http://www.usg.edu/copyright/fair\\_use\\_checklist](http://www.usg.edu/copyright/fair_use_checklist)

. For more information, faculty may also refer to “Reproduction of Copyrighted Works by Educators and Librarians (Circular 21), United States Copyright Office”: <http://www.copyright.gov/circs/circ21.pdf>.

Any faculty member who is uncertain about the proper interpretation of the Fair Use doctrine should discuss the matter with the department head/associate dean or with the Dean of Library Services.

#### **501.02.2 Software Policy: Copying and Using**

Clayton State supports the work of EDUCOM, a non-profit consortium of over 450 colleges and universities committed to the use and management of information technology in higher education, and ADAPSO, the computer software and services industry association. This work is outlined in the brochure “Using Software: A

Guide to the Ethical and Legal Use of Software for Members of the Academic Community”:

“Software enables us to accomplish many different tasks with computers. Unfortunately, in order to get their work done quickly and conveniently, some people justify making and using unauthorized copies of software. They may not understand the implications of their actions or the restrictions of the U.S. copyright law. Here are some relevant facts:

1. Unauthorized copying of software is illegal. Copyright law protects software authors and publishers, just as patent law protects inventors.
2. Unauthorized copying of software by individuals can harm the entire academic community. If unauthorized copying proliferates on a campus, the institution may incur a legal liability. Also, the institution may find it more difficult to negotiate agreements that would make software more widely and less expensively available to members of the academic community.
3. Unauthorized copying of software can deprive developers of a fair return for their work, increase prices, reduce the level of future support and enhancement, and inhibit the development of new software products.

Respect for the intellectual work and property of others has traditionally been essential to the mission of colleges and universities. As members of the academic community, we value the free exchange of ideas. Just as we do not tolerate plagiarism, we do not condone the unauthorized copying of software, including programs, applications, data bases and code.

Therefore, we offer the following statement of principle about intellectual property and the legal and ethical use of software. This ‘code’—intended for adoption and use by individual colleges and universities—was developed by the EDUCOM Software Initiative.

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to all works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and 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.

It is expected that each employee of Clayton State will follow and support the above principle.

## **502 USE OF CAMPUS FACILITIES AND OTHER STATE PROPERTY**

Use of campus facilities and state property at Clayton State follows the policies, procedures, and guidelines specified in [Section 9.0](#) of the Board of Regents Policy Manual.

### **502.01 Classroom Assignment**

Classrooms for regularly scheduled credit classes are assigned by the department heads/associate deans in consultation with the Registrar and the Office of the Provost. Changes of rooms must be cleared by the Office of the Provost with consultation with the departments.

Classrooms for other academic use (in all buildings except Continuing Education and Spivey Hall) are centrally scheduled (by the Office of the Provost).

Rooms in the Continuing Education (CE) building for any use are scheduled through the Office of Continuing Education. Use of classrooms for Continuing Education or Community Services in buildings other than CE (including the Student Center Building and the Athletics & Fitness Center) shall be coordinated between the Office of Continuing Education and the Office of the Provost.

Use of classrooms by student groups or for other Student **Affairs** purposes shall be coordinated between the Office of Student Affairs and the Office of the Provost.

Use of Spivey Hall is scheduled by the director of this facility. (See [Section 502.03.2](#).)

Use of conference rooms not in the BANNER system shall be scheduled by the department or office having principal responsibility for the room, but conference rooms are open to use by any campus group as available.

### **502.02 Equipment and Climate Control**

Faculty should not move or transfer Clayton State equipment or property from rooms and buildings. Requests for removal or transfer of media equipment should go through Media and Printing Services: <http://adminservices.clayton.edu/media/>. Problems with other equipment should be referred to Plant Operations: <http://adminservices.clayton.edu/opb/fppo/>.

If climate control equipment in classrooms or buildings is not working properly, faculty should contact Plant Operations. Faculty should not tamper with climate control equipment. (Plant Operations may be reached through Public Safety when offices are closed.)

## **502.03 Use of Campus Buildings**

### **502.03.1 Use of the Student Activities Center**

Information about the hours for the Student Activities Center is available at <http://admins-services.clayton.edu/studentactivitiescenter/>

Information about the Student Activities Center weight room, gymnasium, locker rooms, and other facilities is available through the Athletics Staff office.

Information about classroom use in the Athletics & Fitness Center is available through the Office of the Provost.

### **502.03.2 Use and Operation of Spivey Hall**

Information about Spivey Hall is available at <http://www.spiveyhall.org/>. Spivey Hall is a highly specialized, special-purpose facility of superior quality with valuable contents and operating elements that require skill, knowledge and special training for proper use. Consequently, it is not an open campus facility. Except for approved activities that have been properly scheduled, all areas of Spivey Hall, except the second floor foyer and administrative offices, are closed and accessible only by prior arrangement with the Executive Director.

Requests for the use of Spivey Hall by University faculty must be made through the appropriate Department Head and the Provost. The Provost will forward authorized requests to the Executive Director of Spivey Hall with a copy to the Office of the President. Requests by authorized student groups must be made through the Office of Student Affairs, which will forward authorized requests to the Director of Spivey Hall with a copy to the Office of the President. Other University personnel will make requests through their supervisor to the Executive Director of Spivey Hall with a copy to the Office of the President. All requests must be made on forms available from the Office of the Director of Spivey Hall.

Requests for the use of Spivey Hall during an academic year will be reviewed and decided upon by the Executive Director beginning in August. Requests for the use of the hall during the Summer Semester will be considered during May and June. Exceptions to these time frames can be made for special events that require advanced reservations. Request for the use of Spivey Hall by non-University personnel can be made at any time, but will not normally be considered until after requests by University personnel have been scheduled.

## **502.04 Use of Campus Outdoor Facilities**

Official policies are posted at appropriate sites (e.g., tennis courts, amphitheatre). Policy is established by the Vice President of Business Operations in consultation with other appropriate administrative officers.

## **502.05 Campus and Building Security**

Campus and building security is the responsibility of the Department of Public Safety under the supervision of the Vice President of Business Operations. For more information on Public Safety, go to <http://adminservices.clayton.edu/ps/>.

### **502.05.1 After Hours Identification and Procedure**

In order to enhance campus safety and security, the Department of Public Safety may check identification of persons in buildings, especially after normal operating hours. It is important to understand that this procedure is for the protection of personnel and property and not a type of harassment. If a person does not have proper identification, he or she will be asked to leave the building until regular operating hours.

If students are authorized to be in a building after normal operating hours, the appropriate administrator must notify the Department of Public Safety in advance.

It is important that all desks, file cabinets, and other equipment be locked when an employee leaves an office or work area. When leaving a building after normal operating hours, it is especially important to check to make sure that the outer door is locked.

## **502.06 Traffic and Parking**

Faculty and staff are expected to abide by all traffic and parking regulations issued by the Department of Public Safety. Faculty and staff who violate parking regulations will receive tickets. Information on traffic and parking regulations is available at <http://adminservices.clayton.edu/ps/parkingrules.htm>.

## **502.07 Use of University Vehicles**

University vehicles may be used for approved official travel when available. (It is usually less expensive to use a University vehicle than a privately owned vehicle, especially when several faculty members are traveling together and can use the van.)

Faculty members wanting to use a University vehicle should reserve one online at <http://adminservices.clayton.edu/opb/fppo/vehiclerequest.htm>. Campus Vehicle Use Policy and Driver Safety Tips are available for reference at the same location.

## **502.08 Personal Use**

Clayton State University follows Board of Regents Policy 9.10.6.4

**502.09 Political Campaigns**

Clayton State University follows Board of Regents Policy 9.10.6.1

## **602 PRODUCTION OF COPYRIGHTABLE MATERIALS**

The Board of Regents has detailed its policies, procedures, and guidelines for copyright and fair use at <http://www.usg.edu/copyright/>. (For information on faculty responsibilities in regard to copyright and fair use of educational materials, see [Section 501](#).)

### **602.01 Definition of Copyrightable Materials**

The term “copyrightable materials” refers to those materials that qualify for protection under United States or international copyright (or other protective statutes, whether or not copyrightable there under). Examples of copyrightable materials include the following but are not limited to:

1. books, journal articles, texts, glossaries, bibliographies, study guides, manuals, syllabi, tests, and proposals;
2. lectures, musical or dramatic compositions, unpublished scripts;
3. films, filmstrips, charts, transparencies, and other visual aids;
4. video and audio tapes, cassettes;
5. live video and audio broadcasts;
6. programmed instructional materials;
7. computer program documentation; and
8. online course materials and computer-related instructional resources (including software, CDs, digital images/video/audio).

### **602.02 Determination of Rights and Equities in Copyrightable Materials**

Copyright considerations are classified according to the following four categories of development: (1.) individual effort, (2.) University-assisted individual effort, (3.) University-assigned effort, and (4.) sponsor-supported effort.

#### **602.02.1 Individual Effort**

Copyright in materials produced by a faculty member of Clayton State vests exclusively in the faculty member under these conditions:

1. If there is no significant use of University personnel or facilities (library collections excluded) and
2. If the materials are not prepared in accordance with the terms of a contract or grant as a specific assignment.

The production of scholarly and creative works stemming from a faculty member’s general obligation to develop professionally does not constitute a specific assignment.

Examples of copyrightable materials in this category include:

- Materials developed by faculty without involvement by the Center for Excellence in Learning and Teaching or the Office of Information Technology

& Services personnel, facilities, and/or equipment, and without course released time or special funding by the University or other agency.

- Use of the faculty member's office space, notebook computer, campus-wide licensed software, and workshops provided by the Center for Instructional Development are acceptable for this category (i.e. use of these items is not considered to constitute "significant use" of University facilities.).

#### **602.02.2 University-Assisted Individual Effort**

Copyright in materials produced by a Clayton State faculty member vests jointly in the University and the faculty member under these conditions:

1. If there is significant support of an individual's effort by use of University personnel or facilities (library collections excluded) and
2. If the materials are not prepared in accordance with the terms of contract or grant or as a specific assignment.

Division of income from royalties and other use should be agreed upon in writing by the Clayton State faculty member and appropriate administrative personnel in advance of the use of University personnel or facilities.

An example of copyrightable material in this category is:

- The development of materials initiated by faculty with or without special funding, released time, project teams, or Summer Institute, but frequently requiring personalized, repeated use of the Center for Instructional Development and/or the Office of Information Technology and Services personnel or resources.

#### **602.02.3 University-Assigned Effort**

Copyright in materials produced by a Clayton State faculty member vests in the University if the institution has assigned the employees the writing or production of the materials. The originator retains revision and editing privileges. Sharing of royalty income with the faculty member is authorized as an incentive to encourage further development of copyrightable materials.

An example of copyrightable material in this category is:

- Materials developed in response to administrative requests with the aid of course released time, internal grants, project teams, or other structured and systematic forms of University assistance.

#### **602.02.4 Sponsor-Supported Effort**

Rights to copyrightable materials developed as a result of work supported partially or fully by an outside agency through a contract or grant are disposed of in accordance with the terms of the contract or grant or, in the absence of such terms, in accordance with the policy governing University-assisted or University-assigned

efforts. If all rights are vested in the University or if royalty income is shared between the sponsor and the University, the faculty member may appropriately share in the income. The nature and extent of the faculty member's participation in royalty income, however, are subject to sponsor and University regulations.

An example of a Sponsor-Supported Effort is:

- Materials and/or software developed as a result of special funding from a for-profit or non-profit corporate or governmental agency.

## **602.03 Institutional Procedures**

### **602.03.1 Procedures to Determine Rights and Equities**

1. A faculty member who desires to produce potentially copyrightable material should notify his or her department head or supervisor and explain the nature of the project. The department head or supervisor recommends in writing to the Provost how the project should be classified according to [Section 602.02](#) above. Any substantial change in the nature of the project shall be reported to the department head or supervisor, who in turn notifies the Provost of the change.
2. If the faculty member and the Provost agree to the project's classification and royalty division (if any), then the agreement will be written (subject to the approval of the Vice President for Operations, Planning, and Budget) and signed by both parties, and no further administrative action will be required. When substantial changes in the nature of a project are made, a revised agreement will be written and signed. Copies of each agreement shall be filed with the Vice President for Operations, Planning, and Budget and with the President.
3. If the faculty member disagrees with the Provost, the Copyright Committee will hear such testimony as it deems appropriate and recommend a classification and royalty agreement to the Provost. The recommendations of the Committee shall be advisory and not binding. The Provost will then offer the faculty member a final agreement.
4. The faculty member may appeal the final decision of the Provost to the President and Board of Regents in accordance with the established University and Board of Regents' policy.

## **602.04 Guidelines for Determining Rights and Equities**

1. An award of royalty to a faculty member is based on the principle that such payments are an appropriate reward for and encouragement of research, writing, and production (i.e. scholarship). The division of royalties should generally reflect the relative contributions of the faculty member, the University, and the sponsor, if any.

The table below indicates the standard allocation of royalty revenues, given the different conditions of development outlined in [Section 602.02](#) above.

| Development Category | Originator      | Originator's Department and/or School | Assisting Unit(s)* | University Administration (501C3 acct) |
|----------------------|-----------------|---------------------------------------|--------------------|--|
| Individual Effort    | 100%            | na                                    | na                 | na                                     |
| University-Assisted  | 10-90%          | 0-25%                                 | 0-80%              | 10%                                    |
| University-Assigned  | 0-80%           | 0-25%                                 | 0-90%              | 10%                                    |
| Sponsor-Supported    | per negotiation | per negotiation                       | per negotiation    | 10% or higher per negotiation          |

2. Special royalty conditions may be authorized in certain circumstances. For example, in lieu of continuing payments, a flat single payment by either party, discharging all responsibility for further income from use of a particular piece of work, may be authorized. Also, royalties totaling less than \$1,000 may be allocated 100% to the originator, regardless of development category.
3. The University's share of royalty funds are held in a special account by Clayton State for support of research and other uses as recommended by the Faculty Council and approved by the President. The costs incurred in obtaining copyrights may be paid from this fund.

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\*e.g., the Center for Instructional Development, the Office of Information Technology and Services. Under certain conditions, the Assisting Unit(s) will be reimbursed at a flat rate rather than payment driven by a percentage.

## **603 PATENT POLICY**

Clayton State encourages the development and marketing of patentable inventions and materials by faculty and staff. When the development of these patentable inventions and materials is aided wholly or in part through the use of University facilities, the following procedure will be followed:

1. The faculty or staff member (or his or her immediate supervisor) should notify the Provost about the patentable invention or material.
2. The Provost will convene a committee that conforms to the guidelines established in Section 6.3 of the Board of Regents Policy Manual. This committee will be activated to consider the determination of rights and equities in patentable materials on an individual basis.

In general, the rights to patentable materials will follow the general principles for copyright policy (see [Section 501](#)) and will be adjusted as the committee recommends and in accordance with Board of Regents policy.

## **604 RESEARCH INVOLVING HUMAN SUBJECTS**

### **604.01 General Policy**

Clayton State abides by appropriate federal and state laws and regulations concerning research involving human subjects. In addition, faculty and staff members engaging in such research are expected to abide by the appropriate ethics statements and research guidelines established by the professional associations in the discipline of the research. The Institutional Review Board (see [Section 604.02](#)) shall consider such laws, regulations, statements, and guidelines in its review of specific proposals.

### **604.02 Procedures and Committee**

The Institutional Review Board shall serve as the screening, reviewing, and recommending body for all research body for all research proposals and projects which involve human subjects.

The Human Subjects Committee Review Committee shall be appointed by the Provost. It shall include representatives from each school or college, and at least one member of the Institutional Review Board shall be a department head, associate dean, or dean. The Provost will designate the chair of the committee. If any member of the committee has a potential conflict of interest on any case, he or she shall be disqualified and the Provost will appoint a substitute member from that school for that case. The Director of Institutional Research shall be an *ex officio*, non-voting member of the Human Subjects Review Committee.

Safeguarding the personal integrity, rights, and welfare of all human subjects involved in research undertakings at Clayton State shall be of primary importance. In order to provide

for this responsibility, it shall be the policy of Clayton State that all research endeavors involving human subjects shall be described in writing to the Institutional Review Board in advance of beginning such research. The description shall include explanation of how the research conforms to the standards mentioned in [Section 604.01](#) above.

The Human Subject Review Committee shall review the proposal and shall recommend approval, modification, or rejection of the project to the Provost. The Institutional Review Board may impose the requirement of the subject's informed consent or other modifications before recommending approval of the project.

### **604.03 Applicability**

The policy applies to any and all research endeavors that may place the human subject at risk. This policy applies (but is not limited) to those experiments known as "double blind," and to those endeavors using experimental stimuli such as electrical stimulus, sensory deprivation, and hypnosis, when such conditions are deliberately generated and deliberately applied for experimental purposes. Moreover, data obtained from such experimentation shall not be divulged or otherwise made visible unless proper informed consent has been obtained.

### **604.04 Subject**

The term describes any student, faculty, staff, employee, or volunteer who is used in any research of a psychological, biological, sociological, medical, or educational nature. This term applies equally to persons who have either unrestricted civil freedom or restricted civil freedom (prisoners, patients, etc).

### **604.05 "At Risk"**

An individual is considered to be "at risk" if he or she may be exposed to the possibility of harm --physical, psychological, sociological, or other--as a consequence of any activity which a reasonable person would judge as going beyond the application of those established and accepted methods necessary to meet the reasonable needs of the research project. The determination of when an individual is at risk is a matter of the application of common sense and sound professional judgment to the circumstances of the activity in question.

### **604.06 "Informed Consent"**

Informed consent assumes that the subject individual has been fully informed and indicates understanding of the nature of experimental techniques to be applied, studied, or manipulated. It additionally assumes that the subject is capable of understanding any normally expected risks and hazards (short-term or long-term) and gives consent freely, especially where Clayton State students are involved, without pressure of threat to academic grades.

#### **604.07 Stored and Retrieved Data**

This policy requires that data and information about individuals obtained during scientific and scholarly research and experimentation will be protected against compromise and or unauthorized visibility and that such data will be removed to the “objective” category at the earliest possible time -- that is, the names and other identities of human subjects will be removed from the data and destroyed and all “keys” for such re-identification will be likewise rendered useless.

#### **604.08 Publication of Research Findings**

All authors and researchers will be obliged to adhere to the rules as outlined in this document of confidentiality, ethics, and consideration of the individual’s personal welfare in any subsequent publication of research findings.

#### **604.09 Interpretation**

Questions and disputes arising from the implementation of this policy that the Institutional Review Board cannot resolve shall be settled by the Provost or such other authority as the President of Clayton State may designate.

All human-subject based research applications must be reviewed by the college representative prior to submission to the IRB committee. All applications, forms and background information are posted on the website for the IRB committee at <http://www.clayton.edu/provost/IRB>.

### **605 RESEARCH INVOLVING ANIMALS**

#### **605.01 General Policy**

Clayton State abides by appropriate federal and state laws and regulations concerning research involving animals. In addition, faculty and staff members engaging in such research are expected to abide by the appropriate ethics statements and research guidelines established by the professional associations in the discipline of the research. The Institutional Review Board acting as the Animal Care and Use Committee, shall consider such laws, regulations, statements, and guidelines in its review of specific proposals.

In accordance with guidelines set forth by the National Institutes of Health (NIH) and the National Research Council (NRC), animals that come under the jurisdiction of this section are living, vertebrate animals that are used for teaching or research. Studies/experiments/demonstrations using preserved (i.e., dead when received) vertebrates or invertebrates (animals without a backbone) are considered exempt from these guidelines.

## **605.02 Procedures and Committee**

The Institutional Review Board will also serve as the Animal Care and Use Review Committee. It is required to screen, review, and recommend to the Provost the approval, approval with modification, or rejection of all research proposals and projects dealing with animals, as defined above. This includes the use of animals for teaching, laboratory studies, and field studies.

The University policy regarding animal care and use is intended to ensure the humane treatment of all animals utilized in research, teaching, and testing in order to comply with applicable federal laws, as well as the policies of granting agencies and accrediting bodies. In addition, the use of vertebrate animals at Clayton College and State University must not result in warranted complaints from the public sector or place the University in jeopardy of litigation from specific public groups. Violations of federal standards could result in the suspension of federal funding.

Any individual who has the principal responsibility for the use of the animal in a research, teaching, or testing application must complete the appropriate forms available from the Office of the Vice President of Academic Affairs. Once approved, any significant changes in the testing protocols or procedures (including, but not limited to, a change in species, anesthetic, surgical procedure, location in housing, etc.) will require the submission of a revised form.

## **FORMS AND USEFUL INFORMATION**

## **Annual Evaluation Portfolio Guidelines**

The portfolio for annual evaluation may consist of two parts, which may be submitted electronically. Part 1 (which is contained in a single three-ring binder, no more than 3½”) consists of the following (1-5 are required; 6 is optional):

1. A brief essay/cover letter presenting the portfolio, describing significant accomplishments and information about the faculty member’s performance, and setting forth goals and plans for the coming year.
2. The [Summary of Professional Activity Form](#) providing factual information about the candidate.
3. An up-to-date professional resume (curriculum vita).
4. A statistical summary of the responses to the objective questions from the student evaluations of courses. (This summary will be provided to each faculty member by the department head responsible for evaluation.)
5. A statistical summary of the grade distributions of the courses taught by the faculty member during the evaluation period. (This summary will be provided to each faculty member by the department head responsible for evaluation.)
6. Mentor and/or peer comments (optional).

Part 2 of the portfolio is optional. If submitted, it contains only copies of all student evaluations of courses or a separate listing of written comments from all student evaluations. (This item may be in a separate notebook other than the 3½” binder referred to above.)

## Promotion and Tenure Portfolio Guidelines

**The portfolio for promotion and tenure (and pre-tenure review) consists of two parts, which may be submitted electronically.** Part 1 consists of no more than 3-1/2" of contents in a single binder, of the following:

1. A brief essay/cover letter presenting the portfolio, describing significant accomplishments and information about performance or other information that would promote the candidate, and setting forth goals and plans for the coming year.
2. The Summary of Professional Activity Form providing factual information about the candidate covering the entire promotion/tenure evaluation period. To complete this section of the portfolio, faculty members should follow the Instructions for Completing the Summary of Professional Activity Form.
3. A copy of the faculty member's Annual Faculty Evaluation Summary Form for each year during the promotion/tenure evaluation period. Whenever possible, a candidate with previous academic employment during the promotion/tenure evaluation period will provide similar documentation from the previous employer.
4. An up-to-date curriculum vitae in the required Clayton State format.
5. Statistical summaries of the responses to objective questions from the Student Evaluation of Instructor during the evaluation period. Summer semester statistical summaries may be included at the candidate's discretion. (These summaries will be provided to each faculty member by the department head/associate dean responsible for evaluation; any missing data will be explained.)
6. Statistical summaries of the grade distributions of the courses taught by the faculty member during the evaluation period. (These summaries will be provided to each faculty member by the department head/associate dean responsible for evaluation; any missing data will be explained.)
7. Mentor and/or peer comments (optional).
8. Documentation for each evidentiary category for which, in the faculty member's opinion, the criteria have been met. This section will be clearly organized in the order in which the evidentiary categories appear on the Promotion and Tenure evaluation form.

Part 2 of the portfolio will contain a separate listing of all written comments from all Student Evaluations of Instructor (Summer optional) and may be contained in a separate binder from the binder referred to in Part 1 of the portfolio.

## **The Summary of Professional Activity Form**

**1. General information.** The Summary of Professional Activity form is one component of the portfolio to be submitted annually for faculty performance reviews. The form also is submitted as part of the application for promotion and/or tenure. The form provides information to evaluators, and promotion and tenure committees to assist them in performing their duties.

The portfolio (contained in a single three-ring binder, limited to 3½”) submitted by each candidate for annual evaluation, promotion and/or tenure will consist of the following elements:

- A brief essay/cover letter presenting the portfolio, and describing significant accomplishments and information about performance or other information that would promote the candidate, and goals and plans for the coming year.
- A form (the subject of these instructions, Summary of Professional Activity) providing factual information about the candidate.
- Copies of the faculty member’s Annual Faculty Evaluation Summary forms from the first two year’s of the promotion/tenure evaluation period.
- A curriculum vita.
- Other significant evidentiary sources relevant to promotion and/or tenure.

The following information will be provided to each faculty member and the department head or associate dean responsible for evaluating the faculty member:

- A statistical summary of the responses to the objective questions from the student evaluations of courses (must be included in portfolio).
- The copies of all student evaluations of courses or a separate listing of written comments from the evaluations (optional in portfolio).
- A statistical summary of the grade distributions of the courses taught by the faculty member during the evaluation period (must be included in portfolio).
- Mentor and/or peer comments (optional in portfolio).

The role of Summary of Professional Activity form is to provide factual information, not a detailed description of professional activity. The purpose of the essay/cover letter is to provide faculty the opportunity to highlight significant accomplishments. The purpose of the evidentiary sources portion of the portfolio is to provide appropriate detail concerning professional activity. Details concerning entries in the form should be provided in either the essay/cover letter or in the evidentiary sources.

**2. Introduction to the form.** The form is provided as a Microsoft Word™ document to be completed by the faculty member. The form consists of a heading section (on the top of the first page) and three sections corresponding to three areas of evaluation required by the Board of Regents of the University System of Georgia: teaching, service to the institution and professional development. Not all categories will apply to every faculty member.

**It is expected that many of the categories will be blank.**

Much of the information required by the form is (hopefully) self-explanatory from the titles appearing in the tables. Nevertheless, brief comments about each of the tables of the form are provided below. Suggestions for improvements to the form are always solicited.

**3. Heading information.** The top of the first page of the form provides blanks for identification and status information.

- a. Name. Self-explanatory.
- b. Department/school. Self-explanatory.
- c. Dates. If the form is being submitted for the purpose of annual evaluation, the year entry associated with the months should be the same, that of the evaluation year. If the form is being submitted for the purpose of application for promotion and/or tenure, the dates should cover a three-year period. If the form is being submitted for the purpose of pre-tenure review, the dates should cover a three-year period. If the form is being submitted for the purpose of post-tenure review, the dates should cover a five-year period. After full conversion to the new promotion and tenure system, the individual forms from the past two year's annual evaluation submittals (past four year's for post-tenure review) plus the current annual evaluation year, may be used.
- d. Faculty rank and effective date. Provide your current faculty rank and the date upon which it became effective.
- e. Highest degree. Self-explanatory.
- f. Years of service and tenure status. Enter the total number of years served at Clayton State through the end of the evaluation year, and enter one of the following: tenured, tenure-track, non-tenure-track.

**4. Teaching.** The first 3 pages of the form provide tables for recording teaching related activity.

- a. Individual courses. Provide the information for courses you alone taught (there is another table for team-taught courses). Obtain the number of students from Banner or the Duck. If there is no course Web site, leave the space blank.
- b. Courses developed and/or major revisions of courses. Examples might include the development of new courses that have not been taught before at Clayton State and substantial modifications to existing courses. The description of effort should be brief. Development of new on-line courses or major modifications to on-line courses should be entered here (not under applications of technology to teaching).
- c. Team-taught courses. Provide the information for courses you team-taught with another instructor(s). Place the percentage of the course for which you were responsible and the name of your co-instructor in the course title space. Obtain the number of students from Banner or the Duck. If there is no course Web site, enter "none."
- d. Lectures delivered in other courses. Provide information concerning individual lectures you taught in another instructor's course. Place the name of the primary instructor of the course in the course title space.

- e. Program or curriculum development. Examples might be design of the curriculum for a new major, a track in the Integrative Studies degree program or major revisions to the curriculum of an existing major. The description of effort should be brief.
- f. Special recognition for teaching accomplishments. Recognitions for teaching, such as the Smith Award, are entered in this table.
- g. Applications of technology to teaching. Creations of original computer programs, simulations and/or technology techniques that are used in Clayton State courses are included in this table. Provide a short description of the application.
- h. Direction of individual student research or internships. Enter the student's name, the course and a brief description project in this table. Provide details on level of your involvement and results of the research or internship in the essay/cover letter or in the evidentiary sources.
- i. Other teaching activities. Other areas of evaluation of teaching activity must be pre-approved. Unless pre-approval has been obtained, this table should not be used.

**5. Service to the institution.** Pages 4 through 7 of the form provide tables for recording activity related to service to the institution.

- a. Committee service. Provide the committee name, your role on the committee, any special contributions you made to the committee's work (place details in the essay cover letter or in the evidentiary sources), and frequency and length of meetings (average) in this table.
- b. Mentoring. Provide the names of full-time and part-time faculty for whom you served as a mentor. Include a brief description of your mentoring role.
- c. Advisement and Mentoring of Students. List the disciplines (include undeclared, if applicable) for which you have advising and mentoring responsibilities, the number of students (by discipline) assigned to you and the number of advisement and mentoring plans developed (associate or bachelors degree plans). This category does not apply in Schools having centralized advising by staff members.
- d. Support to student organizations and/or activities. Self-explanatory.
- e. Development of advisement materials. Examples of such materials are Web-based advisement guides for specific disciplines, or brochures and handouts used in the advisement process.
- f. Coordination of department, school or university-wide programs. List organizations or programs for which you have significant administrative duties. Examples include service as a coordinator for a program or special assigned administrative duties.
- g. Contribution to system or regional accreditation programs.
- h. Contributions to the improvement of campus life. List any other contributions to the institution.
- i. Contributions to the improvement of community life. List contributions related to one's discipline or that result from one's experience and education and made to the larger community. Service on local committees that are not directly related to disciplinary professional growth and development should be listed here. Briefly describe your role in the organization.

- j. Other service to the institution. Other areas of evaluation of service to the institution must be pre-approved. Unless pre-approval has been obtained, this table should not be used.

**6. Scholarly Activities and Professional Development.** Pages 8 through 13 of the form provide tables for recording activity related to professional growth and development.

- a. Membership and or service in professional societies. List professional societies for which you are a member and indicate offices held or significant contributions (in the evaluation year).
- b. Grants, fellowships or contracts. Provide the information indicated for currently active grants, fellowships or contracts.
- c. New proposals for grants, fellowship and contracts (not yet funded). Provide the information indicated for proposals submitted for grants, fellowships or contracts that have not yet funded.
- d. Publications. Provide the information requested for publications in the categories indicated in the table. If the item has been published, provide a citation; if not provided its status: submitted or accepted for publication.
- e. Artistic performances or creations. Provide the title and a brief description of artistic performances or creations (include the venue or audience).
- f. Research activities.
- g. Presentations before learned societies, professional organizations or public institutions. Self-explanatory.
- g. Consulting which involves scholarly application of professional expertise. Self-explanatory.
- h. Professional licenses or certifications. Self-explanatory.
- i. Development of scholarly applications of technology. Do not include applications of technology to teaching in Clayton State courses (such applications should be entered in the table provided in the teaching section of the form).
- j. Participation in professional development training related to one's discipline, scholarship and/or creative activities. Clearly indicate whether you were the recipient of the training or the trainer.
- k. Special recognitions for professional growth and development accomplishments. Self-explanatory.
- l. Other professional growth and development activities. Other areas of evaluation of professional growth and development must be pre-approved. Unless pre-approval has been obtained, this table should not be used.

## Summary of Professional Activity

Name \_\_\_\_\_

Faculty rank and effective date \_\_\_\_\_

Department/School \_\_\_\_\_

Highest degree \_\_\_\_\_

January \_\_\_\_\_ through December \_\_\_\_\_

Years of service and tenure status \_\_\_\_\_

Internet \_\_\_\_\_

E-mail \_\_\_\_\_

### *I. Teaching*

#### **A. Instruction of Students**

| <b>Individual courses</b> |              |              |              |               |                    |                    |
|---------------------------|--------------|--------------|--------------|---------------|--------------------|--------------------|
| course number             | course title | terms taught | credit hours | contact hours | number of students | course Web address |
|                           |              |              |              |               |                    |                    |

| <b>Applications of technology to instruction of students</b> |              |      |                            |
|--|--------------|------|----------------------------|
| Course Number  | course title | term | description of application |
|  |              |      |                            |

| <b>Peer or mentor evaluations</b> |              |      |          |             |
|-----------------------------------|--------------|------|----------|-------------|
| course number                     | Course title | date | Observer | Description |
|                                   |              |      |          |             |

| Direction of individual student research or internships |              |      |   |
|---|--------------|------|---|
| course number   | student name | term | description of research project or internship |
|   |              |      |   |

| Participation in collaborative instruction (including courses team taught) |              |              |              |               |                    |                    |
|--|--------------|--------------|--------------|---------------|--------------------|--------------------|
| course number  | course title | terms taught | credit hours | contact hours | number of students | course Web address |
|  |              |              |              |               |                    |                    |

| Lectures delivered in other courses (indicate course instructor) |              |              |                        |
|--|--------------|--------------|------------------------|
| course number  | course title | terms taught | topic/title of lecture |
|  |              |              |                        |

| Special recognitions for teaching accomplishments |                      |              |
|---|----------------------|--------------|
| name of award                                     | date of presentation | presented by |
|   |                      |              |

| Other instruction of students activities |
|--|
| description                              |
|  |

## B. Planning, Development and Evaluation of Programs, Courses and Materials

| New courses developed and/or course revisions |              |                       |
|---|--------------|-----------------------|
| Course Number                                 | course title | description of effort |
|   |              |                       |

| Development of applications of technology to courses, programs and/or curricula |              |                       |
|---|--------------|-----------------------|
| Course Number   | course title | description of effort |
|   |              |                       |

| Program or curriculum development |                       |
|-----------------------------------|-----------------------|
| program or curriculum             | description of effort |
|                                   |                       |

| Other planning, development and evaluation of programs, courses and materials activities |  |
|--|--|
| description  |  |
|  |  |

## ***II. Service to the Institution***

### **A. Committee and Other Service within the University Community**

| <b>Committee service</b> |  |                   |                                     |              |
|--------------------------|--|-------------------|-------------------------------------|--------------|
| name of committee        | participation<br>(member, chair, consultant) | period of service | frequency and length of<br>meetings | contribution |
| Departmental             |  |                   |                                     |              |
|                          |  |                   |                                     |              |
| School                   |  |                   |                                     |              |
|                          |  |                   |                                     |              |
| University               |  |                   |                                     |              |
|                          |  |                   |                                     |              |
| University System        |  |                   |                                     |              |
|                          |  |                   |                                     |              |

| <b>Mentoring</b> |                   |              |
|------------------|-------------------|--------------|
| name of mentee   | full or part-time | contribution |
|                  |                   |              |
|                  |                   |              |

| <b>Advisement and Mentoring of students</b> |                             |                           |
|---|-----------------------------|---------------------------|
| discipline                                  | number of assigned students | description of activities |
|   |                             |                           |

|  |
|--|
| <b>Development of advisement materials</b> |
| description of materials developed         |
|  |

|  |  |                   |                                 |
|--|--|-------------------|---------------------------------|
| <b>Support to student organizations and/or campus activities</b> |  |                   |                                 |
| name of organization   | participation<br>(adviser, helper, consultant) | period of support | frequency and length of support |
|  |  |                   |                                 |

|   |              |
|---|--------------|
| <b>Coordination of department, school or university-wide programs</b> |              |
| administrative title  | contribution |
|   |              |

|  |                 |
|--|-----------------|
| <b>Management of department, school or university-wide budgets</b> |                 |
| budget name  | management role |
|  |                 |

|   |      |                   |
|---|------|-------------------|
| <b>Contributions to the system and/or regional accreditation programs</b> |      |                   |
| name of program/organization  | role | period of service |
|   |      |                   |

|  |
|--|
| <b>Contributions to the improvement of campus life</b> |
| description  |
|  |

|  |
|--|
| <b>Other service within the university community</b> |
| description  |
|  |

**B. Service to the Larger Community**

|   |
|---|
| <b>Contributions to the improvement of community life related to one's discipline</b> |
| description   |
|   |

|   |
|---|
| <b>Participation in community activities and organizations which enhances the University's image in the community</b> |
| description   |
|   |

|  |
|--|
| <b>Other service to the larger community</b> |
| description                                  |
|  |

### **III. Professional Development and Scholarship**

|  |       |          |
|--|-------|----------|
| <b>Professional publications</b>             |       |          |
| Refereed papers, chapters in books           |       |          |
| author(s)                                    | title | citation |
|  |       |          |
| Non-refereed publications                    |       |          |
| author(s)                                    | title | citation |
|  |       |          |
| Other publications (reports)                 |       |          |
| author(s)                                    | title | citation |
|  |       |          |
| Abstracts for (invited and proffered papers) |       |          |
| author(s)                                    | title | citation |
|  |       |          |

|   |             |
|---|-------------|
| <b>Artistic performances or creations</b> |             |
| title                                     | description |
|   |             |

|  |                       |
|--|-----------------------|
| <b>Membership and/or service in professional societies</b> |                       |
| professional society                                       | service/participation |
|  |                       |

| Receipt of competitively awarded grants, fellowships or contracts |         |       |       |               |
|---|---------|-------|-------|---------------|
| applicant(s)  | sponsor | title | dates | funded amount |
|   |         |       |       |               |

| Development of new grant proposals, fellowship applications or contracts |         |       |       |                 |
|--|---------|-------|-------|-----------------|
| applicant(s)   | sponsor | title | dates | funding request |
|  |         |       |       |                 |

| Presentations before learned societies, professional organizations or public institutions |                      |       |      |
|---|----------------------|-------|------|
| date  | name of organization | title | role |
|   |                      |       |      |

| Consulting or other applications of professional expertise |          |       |
|--|----------|-------|
| sponsor  | activity | dates |
|  |          |       |

| Professional licenses or certifications |             |
|---|-------------|
| license or certification                | description |
|   |             |

| Development of professional applications of technology |             |
|--|-------------|
| application  | description |
|  |             |

| Participation in professional development training related to one's discipline, scholarship and/or creative activities |                    |          |
|--|--------------------|----------|
| title of training  | presenter/attendee | location |
|  |                    |          |

| Honors and awards for research, scholarship or other creative activities |                      |              |
|--|----------------------|--------------|
| name of award  | date of presentation | presented by |
|  |                      |              |

| Other professional growth and development activities |
|--|
| description  |
|  |

## Annual Faculty Evaluation Summary Form

(Items in red are not part of the form; they are evidentiary sources associated with an evaluation area.)

Faculty Name \_\_\_\_\_

Date \_\_\_\_\_

### I. Teaching (Weight Factor 50-70)

#### A. Instruction of Students (Weight Factor = 25 to 40\*)

Factor \_\_\_\_\_ Rating \_\_\_\_\_ = \_\_\_\_\_

##### **Student Evaluations of Instructor (Mandatory)**

Application of technology to instruction of students  
Peer to mentor evaluations  
Direction of individual student research or internships  
Participation in collaborative instruction  
Special recognition for teaching accomplishments  
Other instructional activities (subject to approval\*\*)

#### B. Planning, Development, and Evaluation of Programs, Courses, and Materials (Weight Factor = 20 to 35\*)

Factor \_\_\_\_\_ Rating \_\_\_\_\_ = \_\_\_\_\_

##### **Course development (Mandatory)**

Development of applications of technology to courses, programs, and/or curricula  
Program or curriculum development  
Other development activities (subject to approval\*\*)

Comments and Recommendations (including comments and recommendations on faculty Member's goals and plans for next year):

### II. Service to the Institution and Larger Community (Weight Factor 15 to 30)

Factor: \_\_\_\_\_ Rating: \_\_\_\_\_ = \_\_\_\_\_

##### **Committee service (Mandatory) – at the department, school, university or system level**

Service as a mentor to full-time and/or part-time faculty  
Advisement and Mentoring of students  
Development of advisement materials  
Support to student organizations and/or campus activities  
Coordination of department, school, or university-wide programs  
Management of department, school, or university-wide budgets  
Contributions to the system or regional accreditation programs  
Contributions to the improvement of campus life  
Other service to the institution (subject to approval\*\*)  
Contributions to the improvement of community life related to one's discipline  
Participation in community activities and organizations which enhances the University's image in the community  
Other service to the larger community (subject to approval\*\*)

Comments and Recommendations (including comments and recommendations on faculty member's goals and plans for next year):

**III. Professional Development and Scholarship (Weight Factor 10 to 25)**

Factor \_\_\_\_\_ Rating \_\_\_\_\_ = \_\_\_\_\_

**Publications, Artistic Performances or Artistic Creations as appropriate to the discipline (Mandatory)**

Membership and/or service in professional societies

Receipt of competitively awarded grants, fellowships, or contracts

Development of new grant proposals, fellowship applications or contracts

Research activities

Presentations before learned societies, professional organizations, or public institutions

Consulting or other applications of professional expertise

Professional licenses or certifications

Development of professional applications of technology

Participation in professional development training related to one's discipline, scholarship, and/or creative activities.

Honors and awards for research, scholarship, or other creative activities

Other professional growth and development activities (subject to approval\*\*)

Comments and Recommendations (including comments and recommendations on faculty member's goals and plans for next year):

TOTAL EVALUATION POINTS

Ratings 1-8

Weight factors must total 100

|  |
|--|
|  |
|--|

**IV. Degree/Credential**

Has completed appropriate degree/credential.

Yes ☐ No ☐ Degree/credential completed \_\_\_\_\_

If No, is making satisfactory progress toward degree/credential

Yes ☐ No ☐

Comments and Recommendations:

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean of School

\_\_\_\_\_  
Date

Faculty Member Comments:

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

\_\_\_\_\_  
Date

This report has been discussed with me. I understand my signature does not necessarily indicate agreement. (Attach additional sheets if necessary to record comments).

\* The weight factor ranges in evaluation areas IA (Instruction of Students) and IB (Planning, Development, and Evaluation of Programs, Courses and Materials) are both 20 to 40 for Associate Deans and Department Heads. The total weight of evaluation area I (Teaching) remains 60 for Associate Deans and Department Heads.

\*\* The general criteria of Superior Teaching, Outstanding Service to the Institution and Larger Community, and Scholarly Activities and Professional Development allow flexibility by permitting other evidentiary sources to be included. Approval for any other evidentiary source must be obtained prior to the submission of the portfolio to insure that the new evidentiary source is considered to be of comparable importance to those specifically included. Requests for additions must be submitted to the dean of the school of the faculty member.

## Pre-Tenure Evaluation Form

NAME OF FACULTY MEMBER \_\_\_\_\_ FACULTY RANK \_\_\_\_\_

PERIOD OF EVALUATION From \_\_\_\_\_ Through \_\_\_\_\_

### I. EVALUATION FOR PRE-TENURE REVIEW

- A. CURRENT EVALUATION (Attach a completed copy of the Annual Faculty Evaluation form).  
 B. NORMATIVE EVALUATION (This section is to be completed by the department head or associate dean only. Deans, and School and University committee members omit this section.)

|                    | Total points of annual evaluations of candidate | Total points of annual evaluations of other faculty in department (or school for those not in departments) holding the rank for which the candidate is being considered |   |   |
|--------------------|---|---|---|---|
|                    |   | Number of faculty holding rank  | Mean of total points of faculty in rank | Median of total points of faculty in rank |
| Current evaluation |   |   |   |   |
| One Year Ago       |   |   |   |   |
| Two Years Ago      |   |   |   |   |

### C. SUMMARY OF EVALUATION BASED UPON CRITERIA FOR PROMOTION/TENURE

#### 1. Minimum requirements (criteria and number of evidentiary credits)

| Rank   | Evaluation area                                   | Criteria  | Criteria met? (Yes/No) | Number of evidentiary credits required | Number of evidentiary credits granted |
|--|---|---|------------------------|--|---------------------------------------|
| Assistant Professor<br>(To achieve tenure, candidates must achieve Associate Professor credits.) | Superior Teaching                                 | Demonstration of potential for effectiveness in teaching with evidence from student evaluations.  |                        | 2                                      |                                       |
|  | Outstanding Service to the Institution            | Demonstration of potential for effectiveness in service to the institution.   |                        | 2                                      |                                       |
|  | Scholarly Activities and Professional Development | Demonstration for potential for effectiveness in the candidate's discipline.  |                        | 2                                      |                                       |
| Associate Professor  | Superior Teaching                                 | Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching with evidence from student evaluations. |                        | 3                                      |                                       |
|  | Outstanding Service to the Institution            | Demonstration of significant contributions in service to the institution and a strong likelihood of continuing effectiveness in such service.                   |                        | 3                                      |                                       |
|  | Scholarly Activities and Professional Development | Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness.                                   |                        | 3                                      |                                       |
| Professor  | Superior Teaching                                 | Demonstration of a clear and convincing record of a high level of sustained effectiveness with evidence from student evaluations.                               |                        | 4                                      |                                       |
|  | Outstanding Service to the Institution            | Demonstration of a clear and convincing record of a high level of sustained effectiveness in service to the institution.  |                        | 4                                      |                                       |
|  | Scholarly Activities and Professional Development | Demonstration of a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline.  |                        | 4                                      |                                       |

2. Evidentiary categories. (One credit per area below for which the faculty member meets the criterion for promotion/tenure or two credits if the faculty member exceeds the criterion for promotion/tenure.)

| Areas of Evaluation                               | Evidentiary Categories   | Number of Credits |
|---|--|-------------------|
| Superior Teaching                                 | <b>Evidence from Student Evaluation of Instructor</b> Yes_____ No_____   |                   |
|   | <b>Course development</b>  |                   |
|   | Application of technology to courses   |                   |
|   | Program or curriculum development  |                   |
|   | Peer or mentor evaluations   |                   |
|   | Direction of individual student research or internships  |                   |
|   | Participation in cross-disciplinary programs   |                   |
|   | Special recognitions for teaching accomplishments  |                   |
|   | Other teaching activities*   |                   |
| Outstanding Service to the Institution            | <b>Committee Service</b>   |                   |
|   | Service as a mentor to full-time faculty and/or part-time faculty  |                   |
|   | Advisement and mentoring of students   |                   |
|   | Development of advisement materials  |                   |
|   | Support to student organizations and/or campus activities  |                   |
|   | Coordination of department, school or university-wide programs   |                   |
|   | Management of department, school or university-wide budgets  |                   |
|   | Contributions to system or regional accreditation programs   |                   |
|   | Contributions to the improvement of campus life  |                   |
|   | Contributions to the improvement of community life related to one's discipline   |                   |
|   | Participation in community activities and organizations which enhances Clayton State's image in the community          |                   |
|   | Other service to the institution*  |                   |
| Scholarly Activities and Professional Development | <b>Publications, artistic performances or creations as appropriate to the discipline</b>                               |                   |
|   | Membership and/or service in professional societies  |                   |
|   | Receipt of competitively awarded grants, fellowships or contracts  |                   |
|   | Development of new grant proposals, contracts or fellowship applications   |                   |
|   | Research activities  |                   |
|   | Presentations before learned societies, professional organizations or public institutions                              |                   |
|   | Consulting or other applications of professional expertise   |                   |
|   | Professional licenses or certifications  |                   |
|   | Development of professional applications of technology   |                   |
|   | Participation in professional development training related to one's discipline, scholarship and/or creative activities |                   |
|   | Honors and awards for research, scholarship or other creative activities   |                   |
|   | Other professional growth and development activities*  |                   |

\* Each of the areas of evaluation allows flexibility by permitting other evidentiary categories to be included. Approval for any other evidentiary category must be obtained prior to the submittal of the portfolio to ensure that the new area of evaluation is considered to be of comparable importance to the categories specifically included in the evaluation areas.

3. Evaluation summary.

In my judgement this faculty member

\_\_\_\_\_ Has displayed significant and substantive advancement in Superior Teaching, Outstanding Service to the Institution, and Scholarly Activities and Professional Development.

\_\_\_\_\_ Has NOT displayed significant and substantive advancement in Superior Teaching, Outstanding Service to the Institution, and Scholarly Activities and Professional Development.

II. PRE-TENURE RECOMMENDATION

\_\_\_\_\_ MAKING GOOD PROGRESS

\_\_\_\_\_ DEFICIENCIES NOTED (described in comments below)

III. COMMENTS:

|                              |
|------------------------------|
| CERTIFICATION:               |
| Signature of Evaluator _____ |
| Evaluator's Position _____   |
| Date _____                   |

## Promotion and Tenure Evaluation Form

NAME OF FACULTY MEMBER \_\_\_\_\_ FACULTY RANK \_\_\_\_\_

CHECK APPROPRIATE CATEGORY

\_\_\_\_\_ Promotion evaluation

\_\_\_\_\_ Tenure evaluation

\_\_\_\_\_ Promotion and Tenure evaluation

PERIOD OF EVALUATION From \_\_\_\_\_ Through \_\_\_\_\_

### II. EVALUATION FOR PROMOTION AND/OR TENURE

A. CURRENT EVALUATION (Attach a completed copy of the Annual Faculty Evaluation form).

B. NORMATIVE EVALUATION (This section is to be completed by the department head or associate dean only. Deans, and School and University committee members omit this section.)

|                    | Total points of annual evaluations of candidate | Total points of annual evaluations of other faculty in department (or school for those not in departments) holding the rank for which the candidate is being considered |   |   |
|--------------------|---|---|---|---|
|                    |   | Number of faculty holding rank  | Mean of total points of faculty in rank | Median of total points of faculty in rank |
| Current evaluation |   |   |   |   |
| One Year Ago       |   |   |   |   |
| Two Years Ago      |   |   |   |   |
| Three Years Ago    |   |   |   |   |
| Four Years Ago     |   |   |   |   |

### C. SUMMARY OF EVALUATION BASED UPON CRITERIA FOR PROMOTION/TENURE

#### 2. Minimum requirements (criteria and number of evidentiary credits)

| Rank                | Evaluation area                                   | Criteria  | Criteria met? (Yes/No) | Number of evidentiary credits required | Number of evidentiary credits granted |
|---------------------|---|---|------------------------|--|---------------------------------------|
| Assistant Professor | Superior Teaching                                 | Demonstration of potential for effectiveness in teaching with evidence from student evaluations.  |                        | 2                                      |                                       |
|                     | Outstanding Service to the Institution            | Demonstration of potential for effectiveness in service to the institution.   |                        | 2                                      |                                       |
|                     | Scholarly Activities and Professional Development | Demonstration for potential for effectiveness in the candidate's discipline.  |                        | 2                                      |                                       |
| Associate Professor | Superior Teaching                                 | Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching with evidence from student evaluations. |                        | 3                                      |                                       |
|                     | Outstanding Service to the Institution            | Demonstration of significant contributions in service to the institution and a strong likelihood of continuing effectiveness in such service.                   |                        | 3                                      |                                       |
|                     | Scholarly Activities and Professional Development | Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness.                                   |                        | 3                                      |                                       |
| Professor           | Superior Teaching                                 | Demonstration of a clear and convincing record of a high level of sustained effectiveness with evidence from student evaluations.                               |                        | 4                                      |                                       |
|                     | Outstanding Service to the Institution            | Demonstration of a clear and convincing record of a high level of sustained effectiveness in service to the institution.  |                        | 4                                      |                                       |
|                     | Scholarly Activities and Professional Development | Demonstration of a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline.  |                        | 4                                      |                                       |

2. Evidentiary categories. (One credit per area below for which the faculty member meets the criterion for promotion/tenure or two credits if the faculty member exceeds the criterion for promotion/tenure.)

| Areas of Evaluation                               | Evidentiary Categories   | Number of Credits |
|---|--|-------------------|
| Superior Teaching                                 | <b>Evidence from Student Evaluation of Instructor</b> Yes_____ No_____   |                   |
|   | <b>Course development</b>  |                   |
|   | Application of technology to courses   |                   |
|   | Program or curriculum development  |                   |
|   | Peer or mentor evaluations   |                   |
|   | Direction of individual student research or internships  |                   |
|   | Participation in cross-disciplinary programs   |                   |
|   | Special recognitions for teaching accomplishments  |                   |
|   | Other teaching activities*   |                   |
| Outstanding Service to the Institution            | <b>Committee Service</b>   |                   |
|   | Service as a mentor to full-time faculty and/or part-time faculty  |                   |
|   | Advisement and mentoring of students   |                   |
|   | Development of advisement materials  |                   |
|   | Support to student organizations and/or campus activities  |                   |
|   | Coordination of department, school or university-wide programs   |                   |
|   | Management of department, school or university-wide budgets  |                   |
|   | Contributions to system or regional accreditation programs   |                   |
|   | Contributions to the improvement of campus life  |                   |
|   | Contributions to the improvement of community life related to one's discipline   |                   |
|   | Participation in community activities and organizations which enhances Clayton State's image in the community          |                   |
|   | Other service to the institution*  |                   |
| Scholarly Activities and Professional Development | <b>Publications, artistic performances or creations as appropriate to the discipline</b>                               |                   |
|   | Membership and/or service in professional societies  |                   |
|   | Receipt of competitively awarded grants, fellowships or contracts  |                   |
|   | Development of new grant proposals, contracts or fellowship applications   |                   |
|   | Research activities  |                   |
|   | Presentations before learned societies, professional organizations or public institutions                              |                   |
|   | Consulting or other applications of professional expertise   |                   |
|   | Professional licenses or certifications  |                   |
|   | Development of professional applications of technology   |                   |
|   | Participation in professional development training related to one's discipline, scholarship and/or creative activities |                   |
|   | Honors and awards for research, scholarship or other creative activities   |                   |
|   | Other professional growth and development activities*  |                   |

\* Each of the areas of evaluation allows flexibility by permitting other evidentiary categories to be included. Approval for any other evidentiary category must be obtained prior to the submittal of the portfolio to ensure that the new area of evaluation is considered to be of comparable importance to the categories specifically included in the evaluation areas.

II, PROMOTION/TENURE RECOMMENDATION

- ☐ AWARD PROMOTION
- ☐ AWARD TENURE
- ☐ AWARD PROMOTION and TENURE
- ☐ DO NOT AWARD PROMOTION or TENURE

III, COMMENTS:

|                        |
|------------------------|
| CERTIFICATION:         |
| Signature of Evaluator |
| _____                  |
| Evaluator's Position   |
| _____                  |
| Date _____             |
| _____                  |

## Post-Tenure Evaluation Form

NAME OF FACULTY MEMBER \_\_\_\_\_ FACULTY \_\_\_\_\_ RANK \_\_\_\_\_

PERIOD OF EVALUATION From \_\_\_\_\_ Through \_\_\_\_\_

### I. EVALUATION FOR POST-TENURE REVIEW

NORMATIVE DATA (This section is to be completed by the department head or associate dean only. Deans, School and University committee members omit this section.)

|                 | Total points of annual evaluations of candidate | Total points of annual evaluations of other faculty in department (or school for those not in departments) holding the rank for which the candidate is being considered |   |   |
|-----------------|---|---|---|---|
|                 |   | Number of faculty holding rank  | Mean of total points of faculty in rank | Median of total points of faculty in rank |
| One Year Ago    |   |   |   |   |
| Two Years Ago   |   |   |   |   |
| Three Years Ago |   |   |   |   |
| Four Years Ago  |   |   |   |   |
| Five Years Ago  |   |   |   |   |

### II.

| Post-Tenure Review Criteria                       | Achieving expectations | NOT Achieving expectations |
|---|------------------------|----------------------------|
| Superior Teaching                                 |                        |                            |
| Outstanding Service to the Institution            |                        |                            |
| Scholarly Activities and Professional Development |                        |                            |

### III. POST-TENURE RECOMMENDATION

\_\_\_\_\_ ACHIEVING EXPECTATIONS IN POST-TENURE PERFORMANCE FOR ALL CRITERIA

\_\_\_\_\_ NOT ACHIEVING EXPECTATIONS IN POST-TENURE PERFORMANCE

### IV. COMMENTS:

|                              |
|------------------------------|
| CERTIFICATION:               |
| Signature of Evaluator _____ |
| Evaluator's Position _____   |
| Date _____                   |

### Calendar for Pre-Tenure Review

| Date(s)*  | Action  |
|---|---|
| <b><i>Stage 1: Preparation of Portfolio by Faculty Member</i></b>                       |   |
| By Spring Semester Graduation Date  | Notification of faculty member facing pre-tenure review   |
| Fall  | Faculty member's preparation of portfolio   |
| January 21  | Faculty member submits portfolio to department head.  |
| <b><i>Stage 2: Review of Portfolio at Department Level</i></b>                          |   |
| January 21 – February 20  | Review and evaluation by department head and if applicable, department review committee.  |
| February 21   | Recommendation(s) is submitted to dean of the college and forwarded to the College Promotion and Tenure Committee for review.   |
| <b><i>Stage 3: Review of Portfolio at the College Level</i></b>                         |   |
| February 21 – March 20  | Review and evaluation by the College Promotion and Tenure Committee.  |
| March 21  | Recommendation of the College Promotion and Tenure Review Committee forwarded to dean of the faculty member's college   |
| March 21 – April 7  | Review and evaluation by the dean   |
| April 8   | Decision of the dean forwarded to the faculty member, department head, and Office of the Provost.   |
| <b><i>Stage 4: Review of Portfolio at University Level</i></b>                          |   |
| April 8 - April 15  | Faculty member receiving unfavorable recommendation from dean and/or College Promotion and Tenure Review Committee may assemble appeal materials and submit them to the Provost for forwarding to University Promotion and Tenure Review Committee. |
| April 16 – deadline specified by the Provost  | Review and evaluation by the University Promotion and Tenure Review Committee of post-tenure review portfolios with unfavorable recommendation(s) and forwarding of committee recommendation to the Provost.  |
| Deadline specified by the Provost (at least one week allowed for preparation)           | Faculty member receiving unfavorable recommendation from University Promotion and Tenure Review Committee may assemble appeal materials and submit them to the provost.   |
| Deadline specified by the Provost   | Review by the Provost of portfolios, recommendations and, if applicable, appeals.   |
| Deadline specified by the Provost (no later than two weeks after any appeals submitted) | Decision of the Provost forwarded to faculty member and dean.   |

\*If dates listed fall on weekends or holidays the actual date will be the next business day.

### Calendar for Promotion and Tenure

| Date(s)*  | Action   |
|---|--|
| <b><i>Stage 1: Preparation of Portfolio by Candidate</i></b>  |  |
| By Spring Semester Graduation Date  | Notification of candidate facing retention deadlines   |
| Spring and Summer   | Candidate's preparation of portfolio   |
| August 21   | Candidate submits portfolio to department head   |
| <b><i>Stage 2: Review of Portfolio at Department Level</i></b>  |  |
| August 21 – September 20  | Review and evaluation by Department Promotion and Tenure Committee and department head   |
| September 21  | Recommendation(s) submitted to dean of candidate's school for forwarding to the College Promotion and Tenure Committee                             |
| <b><i>Stage 3: Review of Portfolio at College Level</i></b>   |  |
| September 21 – October 31   | Review and evaluation by the College Promotion and Tenure Committees.  |
| November 1  | Recommendation of the College Promotion and Tenure Committee forwarded to the dean of the candidate's college                                      |
| November 1 - 14   | Review and evaluation by the dean of the candidate's college   |
| November 15   | Recommendations of the dean and College Promotion and Tenure Committee submitted to the Provost.   |
| <b><i>Stage 4 (if candidate appeals decision at college level): Review of Portfolio at University Level</i></b> |  |
| November 15 - 21  | Candidate receiving unfavorable recommendation from dean and/or College Promotion and Tenure Committee assembles appeal materials, if appropriate. |
| November 22   | Candidate's appeal materials due to the Provost for forwarding to the University Promotion and Tenure Committee.                                   |
| November 22 – January 20  | Review and evaluation of tenure and promotion portfolios under appeal by the University Promotion and Tenure Committee.                            |
| January 21  | Recommendation of University Promotion and Tenure Committee on portfolios under appeal forwarded to the Provost.                                   |

|  |   |
|--|---|
| January 21 - 28  | If candidate receives an unfavorable recommendation from the University Promotion and Tenure Committee, then they may assemble appeal materials and submit them to the Provost. |
| <b><i>Stage 4: Review of Portfolio at the University Level</i></b> |   |
| November 15  | Recommendations of the dean and College Promotion and Tenure Committee that are favorable to the candidate are submitted to the Provost.  |
| February (date depends on Board of Regents due dates)              | The Provost's recommendations on promotion and tenure are forwarded to the President  |
| TBA (date depends on Board of Regents due dates)                   | The President's recommendations on promotion and tenure are forwarded to the Board of Regents   |

## Calendar for Post-Tenure Review

| Date(s)*  | Action  |
|---|---|
| <b><i>Stage 1: Preparation of Portfolio by Faculty Member</i></b>                       |   |
| By Spring Semester Graduation Date  | Notification of faculty member facing post-tenure review  |
| Fall  | Faculty member's preparation of portfolio   |
| January 21  | Faculty member submits portfolio to department head.  |
| <b><i>Stage 2: Review of Portfolio at Department Level</i></b>                          |   |
| January 21 – February 20  | Review and evaluation by department head and if applicable, department review committee.  |
| February 21   | Recommendation(s) is submitted to dean of the college and forwarded to the College Promotion and Tenure Committee for review.   |
| <b><i>Stage 3: Review of Portfolio at the College Level</i></b>                         |   |
| February 21 – March 20  | Review and evaluation by the College Promotion and Tenure Committee.  |
| March 21  | Recommendation of the College Promotion and Tenure Review Committee forwarded to dean of the faculty member's college   |
| March 21 – April 7  | Review and evaluation by the dean   |
| April 8   | Decision of the dean forwarded to the faculty member, department head, and Office of the Provost.   |
| <b><i>Stage 4: Review of Portfolio at University Level</i></b>                          |   |
| April 8 - April 15  | Faculty member receiving unfavorable recommendation from dean and/or College Promotion and Tenure Review Committee may assemble appeal materials and submit them to the Provost for forwarding to University Promotion and Tenure Review Committee. |
| April 16 – deadline specified by the Provost  | Review and evaluation by the University Promotion and Tenure Review Committee of post-tenure review portfolios with unfavorable recommendation(s) and forwarding of committee recommendation to the Provost.  |
| Deadline specified by the Provost (at least one week allowed for preparation)           | Faculty member receiving unfavorable recommendation from University Promotion and Tenure Review Committee may assemble appeal materials and submit them to the provost.   |
| Deadline specified by the Provost   | Review by the Provost of portfolios, recommendations and, if applicable, appeals.   |
| Deadline specified by the Provost (no later than two weeks after any appeals submitted) | Decision of the Provost forwarded to faculty member and dean.   |

\*If dates listed fall on weekends or holidays the actual date will be the next business day.

**Clayton State University Syllabus Template**  
**Course Syllabus**  
**Semester, Year**

**COURSE TITLE, NUMBER and CRN:**

**CATALOG DESCRIPTION:**

Pre and Corequisites: ,

Credit Hours: , Weekly Contact Hours:

**INSTRUCTOR:**

Email: ,

Office Hours:

(Specific times/days are required; simply stating “By appointment” or “TBA” is not acceptable)

Office Location: ,

Phone: , Fax

Web address:

**DISABILITY SERVICES STATEMENT:** Individuals with disabilities who need to request accommodations should contact the Disability Resource Center, Edgewater Hall, Suite 255; 678-466-5445, [DisabilityResourceCenter@clayton.edu](mailto:DisabilityResourceCenter@clayton.edu)

**TEXT AND OTHER RESOURCES:**

**Program Learning Outcomes:**

**a. General education outcomes:** If your course is a part of the common core curriculum. You must include the core communications and critical thinking outcomes and links to the tabular core outcomes.

**b. Course objectives:** If your course is required in a major or multiple majors. Include the applicable outcomes of those majors.

**c. Course Learning Outcomes:** . Course outcomes are particularly important to course assessment, SACS accreditation visits and for determining transfer of courses from other universities.

**CONTENT: (optional)** Some faculty desire to give a list of major topics if the course description does not suffice.

**COMPUTING REQUIREMENTS AND RESPONSIBILITIES:** Each student enrolled at Clayton State University is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students have signed a statement attesting to such access. Also, each student is responsible for monitoring the Clayton State issued email address on a regular basis for official communications from faculty and administrators. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm> Optional: Specific computer and email requirements for this course include: .

**COMPUTER SKILL PREREQUISITES:** List those applications that a student must be able to use in your course, and for which you provide no instruction.

**In-class Use of Student Notebook Computers:** Explain how computers will be used in your classroom.

**Major Student Activities:** (Optional) Some faculty like to provide information about what students will be doing in the course

**CLASS MEETING:**

- a. Classroom
- b. Class Time
- c. Number of Required On-Campus Meetings: .

**CONDUCT EXPECTATIONS:** ~~Students must abide by policies in the University Student Handbook, the Basic Undergraduate Student Responsibilities [and specified program handbook, if applicable].~~

**COURSE POLICIES:**

**a. General Policy:** The current policy is as follows:

*Students must abide by policies in the [Clayton State University Student Handbook](#), and the [Basic Undergraduate Student Responsibilities](#).*

**b. University Attendance Policy:** The current policy is as follows:

*Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.*

**c. Course Attendance Policy:** You must explain your course attendance policy. Include a description of how you will apply the University Attendance Policy in your course. Be explicit in your course attendance policy. Approval of requests to have a student removed from your class based upon lack of attendance will be determined by what appears in this section of your syllabus.

**d. Missed Work:** Explain what will happen if work is missed with or without a valid excuse.

**e. Academic Dishonesty:** Explicitly state the penalty for instances of academic dishonesty in the syllabus. If Judicial Affairs is called upon to make a decision involving academic dishonesty (student requests adjudication by Judicial Affairs or on appeal), any penalty applied is at their discretion unless the syllabus

provides guidance. Include the link which describes the details of the judicial procedure: <http://adminservices.clayton.edu/judicial/>

**f. Disruption of the Learning Environment:** The current policy is as follows: *Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.*

A more detailed description of examples of disruptive behavior and appeal procedures is provided at: <http://adminservices.clayton.edu/DisruptiveClassroomBehavior.htm>

**g. Other Policies:** Add any other policies important to your course.

**Important dates:** (Optional). Important dates should also appear in the course schedule.

**EVALUATION:** Include the details of how the student will be evaluated, including percentages and/or points. Be explicit, grade appeals are often decided by what appears in this section.

**ADDITIONAL REQUIRMENTS:** Required if applicable to your course.

**GRADING:** You may express the ranges associated with grades as percentages (as is done here) or as points. For example:

|          |           |
|----------|-----------|
| <b>A</b> | 90 - 100% |
| <b>B</b> | 80 - 89%  |
| <b>C</b> | 70 - 79%  |
| <b>D</b> | 60 - 69%  |
| <b>F</b> | below 60% |

**MID-TERM PROGRESS REPORT:** The mid-term grade in this course, which will be issued on (Date), reflects approximately \_\_\_\_ of the entire course grade. Based on this grade, students

may choose to withdraw from the course and receive a grade of “W.” Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on (Date).

**COURSE SCHEDULE:** A schedule for the course is required. Information to help develop your schedule (beginning and ending dates, holidays, and critical dates) are available from the Academic Calendar, which is available at:

<http://adminservices.clayton.edu/calendar/academiccalendar.htm>

| <i>Date</i>                                   | <i>Session Topic/Reading Assignment</i> | <i>Homework Assigned</i> |
|---|---|--------------------------|
| (Assignment schedule may change with notice.) |   |                          |
|   | (Chapter        ) [Reading Assignment]  |                          |
|   |   |                          |

**Clayton State University Syllabus Template**  
**Course Syllabus**  
**Semester, Year**

**COURSE TITLE, NUMBER and CRN:**

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Pre and Corequisites: ,

Credit Hours: , Weekly Contact Hours:

**INSTRUCTOR:**

Email: ,

Office Hours: (Specific times/days are required; simply stating “By appointment” or “TBA” is not acceptable)

Office Location: ,

Phone: , Fax

Web address:

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**TEXT AND OTHER RESOURCES:**

**Program Learning Outcomes:**

**a. General education outcomes:** If your course is a part of the common core curriculum. You must include the core communications and critical thinking outcomes and links to the tabular core outcomes.

**b. Course objectives:** If your course is required in a major or multiple majors. Include the applicable outcomes of those majors.

**c. Course Learning Outcomes:** . Course outcomes are particularly important to course assessment, SACS accreditation visits and for determining transfer of courses from other universities.

**CONTENT: (optional)** Some faculty desire to give a list of major topics if the course description does not suffice.

**COMPUTING REQUIREMENTS AND RESPONSIBILITIES:** Each student enrolled at Clayton State University is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students have signed a statement attesting to such access. Also, each student is responsible for monitoring the Clayton State issued email address on a regular basis for official communications from faculty and administrators. For further information on CSU's Official Notebook Computer Policy, please go to <http://itpchoice.clayton.edu/policy.htm> Optional: Specific computer and email requirements for this course include: .

**COMPUTER SKILL PREREQUISITES:** List those applications that a student must be able to use in your course, and for which you provide no instruction.

**In-class Use of Student Notebook Computers:** Explain how computers will be used in your classroom.

**Major Student Activities:** (Optional) Some faculty like to provide information about what students will be doing in the course

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- a. Classroom
- b. Class Time
- c. Number of Required On-Campus Meetings: .

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*Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.*

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**e. Academic Dishonesty:** Explicitly state the penalty for instances of academic dishonesty in the syllabus. If Judicial Affairs is called upon to make a decision involving academic dishonesty (student requests adjudication by Judicial Affairs or on appeal), any penalty applied is at their discretion unless the syllabus provides guidance. Include the link which describes the details of the judicial procedure: <http://adminservices.clayton.edu/judicial/>

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A more detailed description of examples of disruptive behavior and appeal procedures is provided at: <http://a-s.clayton.edu/DisruptiveClassroomBehavior.htm>

**g. Other Policies:** Add any other policies important to your course.

**Important dates:** (Optional). Important dates should also appear in the course schedule.

**EVALUATION:** Include the details of how the student will be evaluated, including percentages and/or points. Be explicit, grade appeals are often decided by what appears in this section.

**ADDITIONAL REQUIRMENTS:** Required if applicable to your course.

**GRADING:** You may express the ranges associated with grades as percentages (as is done here) or as points. For example:

|          |           |
|----------|-----------|
| <b>A</b> | 90 - 100% |
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| <b>D</b> | 60 - 69%  |
| <b>F</b> | below 60% |

**MID-TERM PROGRESS REPORT:** The mid-term grade in this course, which will be issued on (Date), reflects approximately \_\_\_\_ of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of “W.” Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on (Date).

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<http://adminservices.clayton.edu/calendar/academiccalendar.htm>

| <i>Date</i>                                   | <i>Session Topic/Reading Assignment</i> | <i>Homework Assigned</i> |
|---|---|--------------------------|
| (Assignment schedule may change with notice.) |   |                          |

|  |  |  |
|--|--|--|
| (Chapter            ) [Reading Assignment] |  |  |
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