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Faculty Handbook 2023-2024

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I. MISSION, PURPOSE, CORE VALUES

Introductory Statement

The Atlanta Metropolitan State College (AMSC) Faculty Handbook contains information regarding new policies and procedures instituted since the earlier edition of the Handbook was published in 1998. It is not intended to be exhaustive, but includes information thought to be pertinent to the needs, interests, and concerns of faculty members as they carry out their responsibilities as outlined in the Statutes of Atlanta Metropolitan State College.

Faculty members are reminded that the Faculty Handbook is not a governance document; rather it is for informational purposes only, primarily indicating how the policies and procedures of The Board of Regents of the University System of Georgia are to be implemented at Atlanta Metropolitan State College. The Faculty Handbook is a helpful document in guiding faculty through various aspects of day- to- day procedures about which they should be knowledgeable.

Mission Statement

Atlanta Metropolitan State College, an access institution of the University System of Georgia, educates students from diverse backgrounds by providing affordable, career-focused bachelor's and associate degree programs. The College offers student-centered instruction, civic/community engagement, and quality services that lead to the success of its inter-generational 21st century graduates.

Statement of Purpose

Atlanta Metropolitan State College is committed to high standards of excellence while providing affordable, accessible, and relevant educational programs to a diverse student population. The College aims to provide excellence in teaching and ongoing academic support so that all of its students, faculty, and staff can enjoy opportunities for growth and success.

The College offers high quality baccalaureate, associate and certificate programs that are challenging, comprehensive and very affordable. The bachelor's degree can be completed in Biological Science, Criminal Justice, Film and Entertainment Studies, Business Administration, and Organizational Leadership. Learning Support courses are provided, as corequisites (ENGL0999, MATH0998, MATH0999) to students who need to strengthen their academic skills in gateway mathematics and English Courses (ENGL1101, MATH1101, MATH1111). Since the College is an integral part of the metropolitan Atlanta community, it commits its resources to address specific needs of this constituency.

Atlanta Metropolitan State College also offers fully accredited online courses and programs. Online courses are taught by the same professors who teach face-to-face to ensure that online courses have the same quality and rigor and meet the same student learning outcomes as on-campus courses. Each academic School ensures that information such as the course syllabus, assignments grades and projects are readily available for students at designated locations using Brightspace (D2L). The classroom activities and support services of the College are designed to increase critical thinking skills; communication skills; an appreciation of the aesthetics of art, music, and literature; a commitment to public service; preparation for increased responsibilities in the workplace, the community, and the larger society; and respect for and appreciation of the peoples of the world. Planning for the future growth and effectiveness of the College will be carried out under the

provisions of the mission statement as approved by the Board of Regents.

Core Values

- AMSC pursues excellence, high standards, and institutional efficiency in education, student services, and college operations.
- AMSC maintains strong moral principles and respect by cultivating quality standards in learning, leadership, innovation, and service. We are fair and honest in our dealings with students and colleagues, as well as customers and stakeholders.
- AMSC develops and empowers leaders among students, faculty, and staff through a personable, hands-on approach that promotes innovation, and effectively addresses challenging issues. We create, encourage, and foster active involvement in the implementation of the institution's vision and mission statements.
- AMSC embodies a culture of inclusion and affirms the inherent worth, dignity, and rights of every person. We understand each person is unique, and we work diligently to recognize their intrinsic gifts and talents.
- AMSC engages and enriches the quality of life in communities by willingly investing our time and effort into causes that affect our students, faculty, staff, alumni, and external stakeholders. We consistently promote the knowledge, skills, and values necessary to uplift the most vulnerable among us.

II. ORGANIZATION, ADMINISTRATION, AUTHORITY

THE UNIVERSITY SYSTEM OF GEORGIA AND BOARD OF REGENTS

Atlanta Metropolitan State College is one of 26 Units of the University System of Georgia. It is governed by the Board of Regents, a constitutional entity of the State of Georgia. The Board of Regents is composed of 19 members, one from each Congressional District in Georgia and five from the State-at-Large. The Board of Regents is composed of 19 members, five of whom are appointed from the State-at-Large, and one from each of the 13 congressional districts. This board has broad jurisdiction over all the units of the University System and is charged with the responsibility for government, control, and management of the system of higher education in Georgia.

CHANCELLOR OF THE UNIVERSITY SYSTEM

The Chancellor is elected by the Board of Regents and serves as the chief administrative officer of the University System. The Chancellor is also the chief officer of the Board of Regents and recommends the appointment of all presidents. The Chancellor may veto any act of any council, faculty, or committee of any University System institution; such a veto may be appealed to the full Board of Regents.

Organizational Structure of the College

The organizational structure of AMSC is provided in Appendix 1.

COLLEGE FACULTY

The number of full-time faculty members of the College are maintained to ensure the quality and integrity of the various academic programs offered in the two Schools of the College: (1) The School of Arts and Sciences and The School of Business and Technology. The Faculty consists of (1) all full-time and part-time teaching personnel including the lecturer, instructor, assistant professor, associate professor, and professor, and (2) non-teaching administrative personnel who meet faculty qualifications and successfully complete the College's review process.

COLLEGE COMMITTEES

Faculty members primarily participate in the governance of the College through active involvement in the following standing committees:

1. Academic Progress Committee
2. Alternative Dispute Resolution Committee
3. Behavioral Intervention Team
4. Comprehensive Program Review and Assessment Committee
5. Curriculum Committee
6. Distance Education Committee
7. Enrollment Management Committee
8. Executive Committee
9. Hearing Panel
10. The General Faculty Body or "Faculty Assembly"
11. The Faculty Senate
12. Institutional Effectiveness Committee
13. Library and Intellectual Property/Copyright Committee
14. Promotion and Tenure Committee
15. Publications Review Committee
16. Safety & Emergency Committee
17. Student Affairs Committee
18. Technology Fee Committee

The responsibilities, membership, and length of service of these committees are described in the Statutes Document of Atlanta Metropolitan State College.

COMMUNICATING WITH THE BOARD OF REGENTS

The President shall be the official medium of communication between the faculty and Chancellor and between the council, senate, assembly, or any such body (Board of Regents, Minutes, 1993). This procedure does not deny the right of any individual to appeal to the Chancellor and/or the Board of Regents if he or she feels that his or her rights have been invaded or ignored and that he or she has not found satisfactory redress in his or her own institution. Should the individual wish to make such an appeal, he or she merely needs to indicate to the President and present his or her appeal in a sealed envelope, if he or she wishes, for transmittal by the President to the Chancellor.

ACCREDITATION

Atlanta Metropolitan State College is accredited by the Southern Association of Colleges and Schools

Commission on Colleges (SACSCOC), www.sacscoc.org, to award the associate and baccalaureate degrees. Questions about the accreditation of Atlanta Metropolitan State College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404)679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

III. FACULTY EMPLOYMENT

Faculty Recruitment

It is a major College responsibility to recruit and hire faculty to meet the needs of new programs or positions, to meet the needs of changing curricula, and to replace retiring or resigning personnel. The number of full-time faculty members in the four Schools of the College are maintained to ensure the quality and integrity of the various academic programs offered. When faculty vacancies occur new faculty members are hired based on the ongoing, strategic, changing, and mission-driven needs of the College as a whole. Replacement faculty are hired based on the overall needs of the College, as opposed to specific School vacancies that may occur.

Every effort is made to employ the best qualified individual who meets the professional qualifications outlined in the criteria of the Commission on Colleges of the Southern Association of Colleges and Schools. Prior teaching experience is always desirable. Faculty and staff recruitment proceeds without regard to race, color, creed, or gender. Sources for faculty recruitment (teaching and administrative) include, but are not limited to, the following: the University System Applicant Clearinghouse, *The Chronicle of Higher Education*, local newspapers, college and university placement offices, professors, deans, and professional organizations, administrative personnel take the initiative in identifying vacancies, developing job descriptions, searching for suitable candidates, and screening prospective applicants. Primary responsibility for recruitment rests with Deans or other immediate supervisors. Such officials have authority and responsibility for recommending candidates for employment within the guidelines of the University System of Georgia.

Guidelines for Searches

To obtain approval to search for faculty, the Dean of the School in need of faculty completes the *Position Requisition* form. The Dean forwards the completed form to the Provost and Vice President for Student Success, who forwards it first to the Vice President for Fiscal Affairs, then to the Director of Human Resources, and finally to the President for approval. Only upon approval by the President can a search begin.

Creating a Position Announcement

After identifying a vacancy and receiving approval to search for faculty, Deans are responsible for analyzing the demands of the position and creating a job description. From the job description, a position announcement is developed. In the position announcement, information to be solicited from the applicant will include, at a minimum, a letter of interest, current resume, three confidential letters of recommendation from those in a position to speak to the applicant's suitability for the vacancy as measured against the minimum requirements, and official transcripts of all collegiate work attempted. If unofficial transcripts are received at this stage, official transcripts must be in hand before an offer can be extended. Official transcripts should be those that have been sent directly from the degree granting institution, and not passed through the applicant's hands.

Forming a Screening Committee for Faculty Positions

Screening committees will be appointed by the Office of Human Resources in coordination with the Unit Head. Whether the committee is larger than three will be at the discretion of Unit Head and Office of Human Resources, but in all cases the majority of the committee will be drawn from the Unit in which the vacancy exists.

Screening

Once the electronic application deadline has passed, the Director of Human Resources will submit to the Dean folders of all applicants for the position. A screening committee chair will have been appointed by the Dean or elected by the committee. The committee will screen the applicants as to the suitability of their qualifications as measured against the minimum qualifications set forth in the vacancy announcement. Further intensive review of applicants will take place during this stage, looking for qualitative differences in applicants' experiences. In this more intensive review finalists will be identified.

Once finalists have been identified, committee members will contact references who can speak to the applicant's background. Committee members should document responses of references on available forms.

Interviewing

Once the screening process is completed and the final applicants are determined, the chair of the screening committee completes the *Request to Interview* form and forwards it along with the applicant's materials to the Provost and Vice President for Student Success (VPSS) for approval. The VPSS forwards the approved request to the Director of Human Resources. Once the *Request to Interview* form has been approved, the chair of the screening committee then contacts the top candidates and arranges first-round on-campus or telephone interviews. Telephone interviews are generally used to further narrow the pool or when travel challenges preclude an on-campus interview. Documentation of all telephone interviews are maintained in the search records. The final candidates typically hold on-campus interviews with the screening committee, the Dean and the Provost and Vice President for Student Success before a recommendation can be made to the President.

Only candidates who will contribute to the overall academic life of the College should be invited to interview. During the interview, applicants receive a tour of the College, meet as many of their possible co-instructors as possible, review College programs, and have an opportunity to ask questions.

Additionally, it is expected that during the interview each candidate for a full-time teaching position present a formal classroom lecture or other activity which simulates an instructor-led classroom session. Because the candidate's competency in oral communication is a requirement for employment, the screening committee will determine professional language proficiency as a part of the interview process.

Filling Vacancies

Once the interviews have been concluded, the screening committee will determine who among the finalists is considered desirable for employment. The committee chair will forward a list of acceptable candidates in unranked order to the Dean. The Dean, in consultation with the Provost and Vice President for Student Success, will select the most suitable candidate from among the finalists. The Dean will

complete a *Recommendation to Fill Vacancy form* with the name of the individual considered best for the position. Once this form is approved by the President, the Office of Human Resources will issue the College's official offer of employment.

IV. FACULTY APPOINTMENTS

The Office of Human Resources issues a formal letter of intent to hire. Receipt of a signed letter of acceptance from the candidate serves to bind the agreement, pending formal ratification by the Board of Regents. *The following information is required by the Board of Regents before official action can be taken on appointment recommendations: the State Security*

Questionnaire, the Loyalty Oath, the employment eligibility verification form, federal and state tax form, and all official transcripts indicating the degrees attained. Once the position has been filled, the Office of Human Resources notifies all applicants of the status of the position.

Joint Appointment of Faculty

A joint appointment occurs when a faculty member is affiliated with more than one academic unit or division. Such appointments involve a division of assignments and responsibilities which must be stated in writing. Joint appointments shall be made by the Provost and Vice President for Student Success upon the concurring recommendations of the heads of the academic units involved. The primary administrative jurisdiction shall remain with the division or unit in which the faculty member is budgeted. Joint faculty members shall have voting rights and the opportunity to serve on the primary unit's standing committees.

Recommendations for salary, promotion, and tenure should originate in the unit having the primary appointment. Annual written evaluations shall be required in both the primary and other unit(s). The other unit(s) will forward a copy of the evaluation(s) to the head of the faculty member's primary unit and to the faculty member. The evaluation process will conform to AMSC's established policies and procedures.

Faculty minimum Credentials

It is expected that all teaching faculty have a minimum of a master's degree with 18 graduate semester hours in the field in which they teach, and/or approved alternative credentialing. The following guidelines are provided to help establish consistency in offers of academic rank that are a part of job offers to prospective faculty members.

Part-time (Adjunct) Faculty

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

1. Are employed as-needed, on a per-course, per semester limited term basis at the discretion of the institution and will receive no compensation unless a part-time assignment is given.
2. Are not accruing time toward tenure.
3. Are required to sign a letter of agreement for each appointment period and are not issued contracts.
4. Are not the same as adjunct (courtesy) faculty appointments.

5. Are not eligible for USG benefits, unless the part-time appointment is regular and 0.5 FTE or greater, in which case the benefits offered will be based on FTE in accordance with the Employees Categories policy in the Human Resources Administrative Practices Manual
6. Are required to work an average of less than 30 hours per week over the academic year. Hours worked per week are based on Contact hours. See conversion chart to determine the number of contact hours that can be assigned to the part-time faculty to meet the less than 30 hours per week condition A faculty member employed at an institution at a .75 FTE or greater, other than in a temporary status based on the definition in the Employee Categories policy in the Human Resources Administrative Practices Manual, http://www.usg.edu/hr/manual/employee_categories, must be considered benefits eligible and treated accordingly.

A faculty member employed at an institution at a 0.75 FTE or greater, other than in a temporary status based on the definition in the Employee Categories policy in the Human Resources Administrative Practices Manual, http://www.usg.edu/hr/manual/employee_categories, must be considered benefits eligible and treated accordingly. For additional information about part-time faculty, see the following sections of the BoR Policy Manual: Academic and Student Affairs Handbook of the University System of Georgia

Lecturers

The Lecturer requires a master's degree with 18 graduate semester hours in the instructional area. Faculty at this rank must demonstrate:

1. Evidence of ability as a teacher
2. Successful teaching experiences (may be waived in the case of beginners who meet all other requirements)
3. Desirable personal qualities based on personal interviews, complete biographical data, and recommendations provided.

This is a term-to-term appointment with responsibilities limited solely to teaching fifteen hours per semester. No advising or committee responsibilities are required for faculty with this rank.

V. FACULTY CATEGORIES – TYPES OF EMPLOYMENT

The following description are adopted from the Policy Manual (Section 8.3.6.1 and 8.3.6.4) of the Board of Regents of the University System of Georgia.

Faculty: Consists of the corps of instruction and the administrative officers as defined in Section 3 of the Policy Manual of the Board of Regents of the University System of Georgia.

- The types of faculty are described below:
- **Regular Faculty** are employed on a continuous basis and whose duration of employment may also be defined by agreement, contract, term, and/or restricted funding source(s). Regular Faculty may be full-time or part-time. Those faculty with a work commitment of half-time or greater are partial or full benefits eligible and those who work less than 20 hours per week are non-benefits eligible. Regular Faculty who are not hired through a competitive search will typically be given a “term” appointment for one academic or fiscal year and may be reappointed for one (1) additional year, not to exceed a total duration of 2 years. Regular Faculty who have a full-time (1.0 FTE) appointment may be tenured, on tenure track or hold a non-tenured position in accordance with

Sections 8.3.7 and 8.3.8 of the Policy Manual of Board of Regents of the University System of Georgia.

- **Temporary Faculty** are employed on a short-term basis through written appointment. They are not employed on an academic year contract. If they are employed for more than one consecutive academic semester for 30 hours or more, except when the Academic semester is combined with summer semester immediately preceding or following the Academic Semester, they shall be employed as Regular Faculty. Temporary Faculty are non-benefits eligible.

VI. USG CRITERIA FOR PROMOTION

Based on the policy, Section 8.36 of the Board of Regents Policy Manual, each University System of Georgia (USG) institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching and involvement in student success activities for all teaching faculty, which shall be submitted to the USG Chief Academic Officer for review and approval.

8.3.6.1 Minimum for All Institutions in All Professorial Ranks

The minimum criteria are:

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

Noteworthy achievement in all of the above areas is not required but should be demonstrated in at least three areas. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

8.3.6.4 State Colleges

In addition to the minimum requirements above, promotion to the rank of professor requires a master's degree in the teaching discipline, or, in rare cases, the equivalent of two years of fulltime graduate or first professional study beyond the bachelor's degree. Longevity of service is not a guarantee of promotion.

VII. FACULTY EMPLOYMENT MATTERS

Verification and Certification of Degrees

Verification of all degrees held by potential faculty shall be a requirement before a definite commitment for employment becomes valid. School Deans have the responsibility for confirming that degrees are held from an accredited institution.

Faculty Transcripts

Faculty must have all, including bachelor's, official degree transcripts on file in the Office of Human Resources. The College does not officially recognize the awarding of the degree until the official transcript is received. A faculty member whose last degree was pending when the faculty member was employed should be certain that a transcript has been sent which shows the conferral of the degree. Faculty members who attain a higher degree after employment should do likewise. If in doubt about whether or not the transcript has been received by the College, the faculty member should consult the Dean of the School.

Salaries

Each unit of the University System utilizes specific criteria for the determination of entry level salaries for full-time teaching faculty members employed at all ranks. Each unit also determine the extent of salary increases for currently employed full-time faculty members.

Salaries for Initial Employment

The salary for first time employment is determined on the basis of the specific requirements of the position and the qualifications of the individual employed to fill the position. Position criteria shall include the academic rank, the academic discipline, and the nature of the responsibilities to be executed. Criteria related to the qualifications of the individual shall include academic degree(s) earned, teaching and other relevant experience, academic achievements and honors, and relevant professional achievements or recognitions.

Salary Increase

Salary increases are determined on the basis of merit. Atlanta Metropolitan State College employs a multi-tiered process of evaluations including student, self, supervisor, and administrative reviews. Criteria on which these evaluations are based include the following: teaching performance, student success, effective advising, service on committees, completion of significant professional development activities (including earning additional academic degrees, promotion in rank and relevant professional achievements and recognitions), public service, and non-teaching services to the institution. The determination of salary increase represents the professional judgment of the overall contribution of the individual faculty member to the accomplishment of the goals of the College.

Summer Employment of Faculty on Academic Year Contracts

Members of the teaching faculty are normally appointed on academic-year contracts, which do not include summer employment. Because summer enrollments are uncertain and funds for the summer term are limited, the College cannot assure faculty members of summer teaching.

Summer teaching is made available at the option of the College, and the acceptance of summer teaching is at the option of the faculty member. The College is under no obligation to offer summer teaching to an individual faculty member, and individual faculty members are under no obligation to accept summer teaching. Factors for consideration include the effective delivery of instruction, service to the College, evidence of student success, submission of reports and grades in a timely manner, and the execution of all faculty roles and responsibilities. Any arrangements for individual faculty members to teach particular courses are tentative until after registration for the summer term. At that time, the School Deans will determine whether or not classes will be canceled. Final offers of summer employment will then be made based on the need for instruction of the remaining courses. Faculty members are then free to accept or reject the courses that are offered.

Agreements to teach will be awarded after approval of summer teaching assignments. Employment for a three-credit hour course, with at least 15 students enrolled, is at the rate of ten percent of the academic year's salary for the first course taught, based on the salary the faculty member received at the end of the preceding academic year. Additional courses taught are compensated at the part-time faculty rate in effect at the time and published by the Office of Human Resources. Full-time faculty members teaching in the summer are expected to assume the same responsibilities as those during a regular term. Faculty compensation for classes with an enrollment below 15 students is

pro-rated, contingent upon an agreement with the faculty member and Dean of the School.

VIII. USG POLICY ON OUTSIDE AND OTHER EMPLOYMENT MATTERS

The following description are adopted from the Policy Manual (Section 8.2.18.2.3) of the Board of Regents of the University System of Georgia.

Compensated Outside Activities of Faculty and Staff

Each USG employee with a work commitment of 30 or more hours per week (0.75 or >FTE), and faculty members on contracts of nine months or more must obtain written approval prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a USG employee. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises.

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

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

Required Leave and Honoraria for Compensated Outside Activities

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

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

Consulting for USG Vendors

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

Exceptions to this provision may be granted by the institution President or President's designee for USG institution employees that do not supervise, regularly interact with, or participate in the selection of vendors for that employee's institution or in those instances where the employee seeking to consult for a vendor or potential vendor is not involved in any way with supervising, regularly interacting with, or selecting said vendor or potential vendor. Similar exceptions for System Office employees and USG Presidents may be granted by the Chancellor or Chancellor's designee. This prohibition does not apply to vendor or service relationships between the USG and other government entities.

Requests for approval of outside employment should be directed through the School Dean and must be submitted each term utilizing the *Report of Outside Employment form* (Appendix 4). Faculty members should not engage in any occupation, pursuit, or endeavor which will interfere with the regular and

punctual discharge of their official duties at the College.

Outside Activities

The following description are adopted from the Policy Manual (Section 8.2.18.2.1 and 8.2.18.2.2) of the Board of Regents of the University System of Georgia.

8.2.18.2.1 Conflicts of Interest and Apparent Conflicts of Interest

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

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

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

Conflicts of Interest – Research and Institutional

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

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

8.2.18.2.2 Conflicts of Commitment

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

Employees are encouraged to participate in professional activities that do not interfere with the regular and punctual discharge of official duties provided the activity meets one or more of the following criteria: (a) a means of personal/professional development, (b) service to the community, state, or nation, or (c) consistency with the objectives of the institution.

Employment of Relatives

Atlanta Metropolitan State College adheres to Policy 8.2.3 adopted by the Board of Regents and revised February 14, 1990, which states that:

For the purpose of this policy, relatives are defined as husbands and wives, parents, children, brothers, sisters, and any in-laws of any of the foregoing (BoR Minutes, February 14, 1973, p. 312). The basic criteria for the appointment and promotion of USG employees shall be appropriate qualifications and performance as set forth in the policies of the Board of Regents. Relationship by

a family or marriage shall constitute neither an advantage nor a disadvantage.

No individual shall be employed in a department or unit that will result in the existence of a subordinate-superior relationship between such individual and any relative of such individual through any line of authority. As used herein, "line of authority" shall mean authority extending vertically through one or more organizational levels of supervision or management (BoR Minutes, 1989-90, p. 250).

This standard does not apply to the temporary or part-time employment of children under age 25, nor to any individual employed as of February 14, 1990, at any institution where a relative of such individual then holds a superior position at least one level of supervision removed from such individual in any line of authority. Exceptions may be approved by the Board of Regents upon recommendation of the Chancellor as being clearly in the best interest of the institution and the USG.

Appointment and Promotion

The basic criteria for the appointment and promotion of faculty in the several Colleges of the University System shall be appropriate qualifications and performance as set forth in the policies of the Board of Regents. Relationship by family or marriage shall constitute neither an advantage nor disadvantage.

Subordinate-Superior Relationships

No individual shall be employed in a department or unit, if this employment will result in the existence of a subordinate-superior relationship between such individual and any relative of such individual through any line of authority. As used herein, 'line of authority' shall mean authority extending vertically through one or more organizational levels of supervision or management.

For the purpose of this policy, relatives are defined as husbands, and wives, parents and children, sisters, and any in-laws of any of the foregoing.

Sub-section 2.6.7.2 will not apply to:

Temporary or part-time employment of children under 25; Any individual employed as of February 14, 1990, at any College where a relative of such individual then holds a superior position at least one level of supervision removed from such individual in any line of authority; Exceptions approved by the Board of Regents upon recommendation of the Chancellor as being clearly in the best interest of the College and the University System.

Resignations and Retirement

Faculty members employed under written contract for the fiscal year or academic year are expected to give written notice of their intention to resign or retire to the President, with a copy to the Vice President of Academic Affairs and their immediate supervisor, no later than February 1 immediately preceding the expiration of the contract period.

Termination of Employment

The policies and procedures governing the release or dismissal of faculty members are found in the Policy Manual of the Board of Regents.

IX. ACADEMIC RANK

The four faculty ranks are professor, associate professor, assistant professor, and instructor. Appointment to rank is determined at the time of recruitment on the basis of career status, academic preparation, and institutional limitations such as vacancies and financial resources.

Instructor

Instructors must have a master's degree with 18 graduate semester hours in the instructional area. Exceptions may be made for: (a) persons with special learning and ability and (b) temporary emergency appointments.

Persons hired at the instructor level must demonstrate:

1. Evidence of ability as a teacher
2. Evidence of scholarly competence and activity
3. Successful teaching experiences (may be waived in the case of beginners who meet all other requirements)
4. Desirable personal qualities based on personal interviews, complete biographical data, and recommendations provided.

Assistant Professor

In addition to the basic Instructor level requirements, faculty at this level must have:

1. A Doctorate Degree or all requirements for the doctorate degree except the dissertation plus one year of successful full-time College teaching experience, or one year of appropriate graduate study beyond the master's degree and three years of successful full-time teaching, or
2. A master's degree and five years of successful full-time College teaching.

Associate Professor

In addition to the basic Instructor level requirements, faculty at this level must also have:

1. A doctorate, or at least one year of appropriate study beyond the master's degree.
2. At least eight years of successful full-time College teaching experience (at least three of these at the Assistant Professor level)

Professor

In addition to the basic Instructor level requirements, faculty at this level must have:

1. Doctorate Degree or at least one year of appropriate graduate study beyond the master's degree.
2. At least ten years of successful full-time College teaching experience (at least three of these at the Associate Professor level).

Meeting the minimum criteria does not assure the assignment of a particular rank. The assignment of rank at the Associate Professor or Professor level will be based on outstanding accomplishment and distinction in professional achievement. Rank and positions previously held will be taken into account, as well as other evidence of distinguished service and achievement. In Schools that offer Baccalaureate Degrees, 25% of the faculty who teach in bachelor's programs must have a terminal degree.

X. FACULTY EVALUATION

EVALUATION OF FACULTY PERFORMANCE

Atlanta Metropolitan State College is committed to the concept that effective teaching is at the heart of its mission of academic excellence. Consequently, the institution begins its documentation of instructional quality with the assessment of faculty performance. The College recognizes five broad areas of faculty endeavor--teaching, service to the College and community, academic growth and professional development, student success, and Research/Scholarship/Creativity/Academic achievement, outlined in this document. The institution expects faculty members will be active in each of these areas. Based on their individualized “workload agreements” (Appendix 3), emphasis in each of these areas will vary with teaching always being the primary area of endeavor. These areas will be the basis for all annual evaluations and workload/performance service agreements.

Annual Performance Evaluation

Faculty members are evaluated annually by their Dean using the Evaluation of Faculty Performance documents (Appendix 2), available in the Faculty Evaluation System Handbook or through the Offices of Human Resources and Academic Affairs. Included in this annual evaluation is a scheduled formal observation of the faculty members’ performance in the classroom, as well as a review of their goals as specified in the *Faculty Workload Agreement* (Appendix 3). Annual performance evaluations for faculty members are made available to the Provost and Vice President for Student Success and the President. These evaluations will be utilized in making decisions regarding tenure, promotion, and salary increments.

Self-Evaluation

Using the same performance evaluation instrument used by their Dean, faculty members evaluate their own performance. Additionally, a Faculty Activity Report may be completed by faculty members to inform the Dean of academic accomplishments and contributions, course development and teaching innovations, campus activities and committee involvements, professional activities, and community and cultural involvement.

Student Course Evaluations

Students evaluate course taught at Atlanta Metropolitan State College at least twice each academic year using the official AMSC student evaluation process and instrument (Appendix 5).

XI. PROMOTION AND TENURE

Each University System of Georgia (USG) institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching and involvement in student success activities for all teaching faculty, which shall be submitted to the USG Chief Academic Officer for review and approval. (BOR 8.3.6).

Criteria for Promotion

Atlanta Metropolitan State College acknowledges the importance of promotion as a way of encouraging and recognizing excellence in the performance of faculty members. Promotion to a higher rank is based on outstanding accomplishments and distinction. Faculty being evaluated for all professorial ranks (instructor to assistant professor, assistant to associate professor, and associate to full professor) must address all five areas listed below in their Portfolio. As specified by the University System of Georgia, there is an emphasis on (1) excellence in teaching and (2) involvement in student success activities for all teaching faculty (8.3.6.1 – Criteria for Promotion, Board of Regents Policy Manual).

The minimum criteria are demonstrating:

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

Noteworthy achievement in all of the above areas is not required but should be demonstrated in at least three areas.

A written recommendation should be submitted by the Dean of the School concerned setting forth the reasons for promotion. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted. While length of service in rank is a preliminary qualifier for promotion, the final decision is based on evidence in the areas under review. Finally, it should be noted that budgetary constraints and/or discontinuation of programs may have an impact on promotion decisions.

XII. CRITERIA FOR PROMOTION IN RANK

Promotion in Rank to Assistant Professor

Except for early promotion (BOR Policy 4.6 and 3.2.14 of this document), faculty members must complete five years as an instructor before promotion to a higher faculty rank. In addition, faculty must address all five areas listed below in their Portfolio. As specified by the University System of Georgia, there is an emphasis on (1) excellence in teaching and (2) involvement in student success activities for all teaching faculty (8.3.6.1 – Criteria for Promotion, Board of Regents Policy Manual).

Eligible faculty members for promotion must demonstrate at a minimum:

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

Noteworthy achievement in all of the above areas is not required but should be demonstrated in at least three areas. Neither the possession of a doctorate nor longevity of service is a guarantee for promotion.

Promotion in Rank to Associate Professor

- Completes five years as Assistant Professor

- Completes coursework leading toward the doctoral degree in the field in which the applicant is teaching. Consideration is also granted for additional coursework, equivalence in training, related areas, and/or experience.
- Faculty must address all five areas listed below in their Portfolio.
As specified by the University System of Georgia, there is an emphasis on (1) excellence in teaching and (2) involvement in student success activities for all teaching faculty (8.3.6.1 – Criteria for Promotion, Board of Regents Policy Manual).
- Eligible faculty members for promotion must also demonstrate at a minimum:
 1. Excellent teaching and effectiveness in instruction.
 2. Noteworthy involvement in student success activities.
 3. Noteworthy professional service to the institution or the community.
 4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
 5. Continuous professional growth and development.

Noteworthy achievement in all of the above areas is not required but should be demonstrated in at least three areas. Neither the possession of a doctorate nor longevity of service is a guarantee for promotion.

Promotion in Rank to Professor

- Completed five years as Associate Professor
- Holds an earned doctorate or other terminal degree in the field in which the applicant is teaching.
Consideration is also granted for additional coursework, equivalence in training, related areas, and/or experience.
- Faculty must address all five areas listed below in their Portfolio. As specified by the University System of Georgia, there is an emphasis on (1) excellence in teaching and (2) involvement in student success activities for all teaching faculty (8.3.6.1 – Criteria for Promotion, Board of Regents Policy Manual).
- Eligible faculty members for promotion must also demonstrate at a minimum:
 1. Excellent teaching and effectiveness in instruction;
 2. Noteworthy involvement in student success activities;
 3. Noteworthy professional service to the institution or the community;
 4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
 5. Continuous professional growth and development;

Noteworthy achievement in all of the above areas is not required but should be demonstrated in at least three areas. Neither the possession of a doctorate nor longevity of service is a guarantee for promotion.

XIII. SPECIAL JUSTIFICATION FOR PROMOTION

Strong justification must be provided in support of any recommendation for promotion to the ranks of Associate Professor when coursework is not completed or of Professor when the individual has not earned the terminal degree in the discipline. Equally strong justification must be provided in support of any applicant who claims equivalence in training, ability, and/or experience. Also, equally strong justification must be provided for any recommendation for 'early' promotion. A promotion is considered 'early' if the individual has served fewer than the number of years designated for the desired rank (shown below), Promotion to:

Assistant Professor- 5 years as Instructor;
Associate Professor- 5 years as Assistant; and
Professor - 5 years as Associate Professor.

The institution is reluctant to consider recommendations for the promotion of individuals who are on leave of absence or who hold 'temporary' appointments.

Information to be submitted for Promotion

For each promotion recommended, the following information will be submitted by the Provost and Vice President for Student Success to the President:

A Cover Sheet that provides the following information:

- a. Name of Individual
- b. Name of Institution
- c. Highest Degree Earned
- d. Total Number of Years of Full Time Teaching Experience
- e. Number of Years at Institution
- f. Present Rank and Title
- g. Years in Rank and Title at Institution
- h. Desired Rank and or Tenure Status

The following areas are to be presented within the Portfolio:

1. Summary of action of the Promotion Review Committee(s) and or the recommendations at the various levels within the institution pertaining to the individual recommended for promotion.
2. Narrative
3. Curriculum Vita
4. Administrative evaluations for the years under review
5. Campus adopted student evaluations for the years under review
6. Excellent Teaching and Effectiveness in Instruction
7. Noteworthy Involvement in Student Success Activities
8. Noteworthy Professional Service to the Institution or the Community
9. Noteworthy Research, Scholarship, Creative Activity, or Academic Achievement
10. Continuous Professional Growth and Development
11. Career Development Plan (for those undergoing pre-tenure review only)
12. Goals (for those undergoing post-tenure review only)
13. Up to three letters of recommendation (optional)

The Provost and Vice President for Student Success, at his/her discretion, can append additional supporting material where warranted.

Procedural Guidelines for the College's Promotion and Tenure Review Process

By the end of each spring semester, the Provost and Vice President for Student Success will notify, in writing, each faculty member eligible for promotion and/or tenure (based on number of years of service only). The notification will include:

1. A statement of eligibility, i.e., that the faculty member is, by virtue of years of service, eligible for consideration for promotion and/or tenure. If he or she meets the criteria as outlined in the Faculty Handbook and desires to be considered for promotion and or tenure, the faculty member is invited to submit a letter of intent and then a portfolio conforming to the College's portfolio

guidelines.

2. A requirement that a faculty member who plans to seek promotion and/or tenure submits a letter of intent, within fourteen days of the published deadline for submitting the promotion and/or tenure documents, to the Provost and Vice President for Student Success and submits a copy of the letter to the appropriate Dean.
3. A copy of the Portfolio Preparation Guidelines.
4. The specific date by which the portfolio must be received.
5. A statement of possible elimination, i.e., that non-submission by the faculty member of a letter of intent and a Portfolio conforming to the Portfolio guidelines in accordance with the stated deadlines will eliminate a faculty member from consideration for either promotion or tenure. The following persons are not required to meet the specified Portfolio deadlines: (1) those who have submitted their written intent to retire within the current academic year; (2) those on official Leave of Absence; and (3) those with special extenuating circumstances approved by the Provost and Vice President for Student Success. Letters requesting a deferral to this requirement must be submitted to the Provost and Vice President for Student Success for approval.
6. A statement of process, i.e., that the Provost and Vice President for Student Success, in conjunction with the Dean, will provide the Promotion and Tenure Committee with summary information for each faculty member to include the following: length of service at the institution, faculty rank held, and dates each rank was awarded and degrees held. The Review Committee will not have open access to the individual files of faculty members but may request verification of data through the Provost and Vice President for Student Success.

The Provost and Vice President for Student Success will receive all submitted Portfolios and will prepare a file on each faculty member eligible for consideration. The Provost and Vice President for Student Success will send a letter acknowledging receipt of the Portfolio to the applicant. This correspondence should include the proposed dates of the review process, and the statement that the portfolio will be returned at the end of the review process. All Portfolios will be maintained in the Provost and Vice President for Student Success throughout the review process.

Dean's Review of Portfolios (Level 1)

At the first level of review, the Dean will evaluate the applicant's Portfolio and send the applicant a letter specifying the basis for his/her decision to recommend or not to recommend that the applicant be considered for promotion and or tenure. A copy of the letter will be placed in the applicant's Portfolio. Following the Dean's review, the candidate is permitted to add additional materials and or make changes to the Portfolio within ten days of receiving the Dean's written review of the Portfolio. The candidate cannot remove the Portfolio from the Provost's Office but will implement these modifications in the designated area provided by the Provost's Office.

If the candidate chooses to appeal the Dean's decision, the candidate may submit the letter to the Provost's Office within ten days of receiving the Dean's letter. The Provost's Office will place the letter along with the Dean's review in the candidate's Portfolio before advancing the Portfolio to the next level of review. No further changes or additions can be made to the Portfolio after this point. The Promotion and Tenure Committee will base its decision on the evidence presented in the Portfolio. The Committee operates independently from the other levels of review. Its review of the candidate is solely based on the contents of the Portfolio.

College Review (Level 2)

The Promotion and Tenure Committee will be composed of seven full-time, tenured faculty members with at least five years of full-time service at the College. At least three should be full professors (if possible), while the remaining four members may be associate professors. In situations when fewer

than the required number of associate professors are available, assistant professors may serve with the approval of the Provost and Vice President for Student Success. The Committee should have representation from each academic school.

Five members, at least one from each academic school, will be nominated and elected by the faculty assembly, to serve two-year terms. No one who is being evaluated for post/ pre-tenure, tenure or promotion may be a member of the College Promotion and Tenure Committee. Each year, a Chair-elect will be selected from the new members by the Committee. This individual will chair the Committee the following year. Each Chair will be responsible for training members of the Promotion and Tenure Committee on the Portfolio review process with guidance from the Office of the Provost and Vice President for Student Success.

Responsibilities of the Chair of the College Promotion and Tenure Committee include:

1. Being aware of and accountable for the maintenance of the timetable.
2. Convening the Committee in a timely manner.
3. Facilitating the review and evaluation of an applicant's Portfolio.
4. Leading the Committee in assessing documents.
5. Communicating with the candidate in writing.
6. Making sure records of the Committee's actions are maintained.
7. Providing the applicant, in writing, informed and candid feedback on the Promotion and Tenure Committee's findings.
8. Providing a copy of the above communication to the applicant's Dean and the Provost and Vice President for Student Success.

Duties and Responsibilities

At the second level of review, the College Promotion and Tenure Committee will review the applicant's Portfolio and the Dean's recommendations. The Committee will deliberate and provide the applicant a letter specifying the basis for the Committee's decision to recommend or not to recommend that the applicant be considered for promotion and or tenure. A copy of the letter will be placed in the applicant's Portfolio.

After receiving the letter of evaluation and recommendation from the College's Promotion and Tenure Committee, the applicant may withdraw from the review or send a letter of response within ten (10) working days to the Provost and Vice President for Student Success. The applicant must cite the specifics with which he or she is taking issue and provide documentation to support the claim. Within ten (10) working days of the receipt of the letter, the Provost and Vice President for Student Success will acknowledge receipt and include the letter in the applicant's portfolio.

Provost and Vice President for Student Success Review (Level 3)

At the third and final level of review prior to the President's decision, the Provost and Vice President for Student Success will review the applicant's portfolio, taking into consideration the information gathered at levels one and two.

Process and Appeal

The Provost and Vice President for Student Success will send the applicant a letter specifying the basis for the decision to recommend or not recommend that the applicant be considered for promotion and or tenure. The Provost and Vice President for Student Success will also submit to the President recommendations for promotion and or tenure which include the information cited in section 3.2.1.6 - Procedural Guidelines

for the College's Promotion and Tenure Review Process.

The applicant may respond to the decision of the Provost and Vice President for Student Success by appealing to the President within ten working days. Appeals submitted to the President will be acknowledged within ten working days.

Presidential Review (Final Level)

The President will review the applicant's Portfolio and will award or not award the applicant promotion and or tenure.

Duties, Responsibilities

Note: Appeal to the BOR was removed.

The applicant's Portfolio will be returned at the end of the review process. The Office of the Provost coordinates with the Promotion and Tenure Committee to advances a college sanctioned workshop / seminar that addresses all levels of review – including pre and post – as it relates to tenure and promotion procedures, policies, guidelines, and expectations that also includes Portfolio development. The annual Portfolio Preparation Workshop will occur in the spring.

XIV. BOARD OF REGENTS APPLICATION FOR DISCRETIONARY REVIEW

The following description are adopted from the Policy Manual (Section 6.26) of the Board of Regents of the University System of Georgia.

Any University System of Georgia (USG) student or employee aggrieved by a final decision of a USG institution may apply to the University System Office of Legal Affairs (USO Legal Affairs) for a review of the decision subject to the parameters set forth below. Review of the decision is not a matter of right but is within the sound discretion of USO Legal Affairs. USO Legal Affairs may issue guidelines governing the process for review.

Applications from USG students are permitted for final institution decisions other than decisions on admissions (including program admissions), residency, student grades, and traffic citations, as the final decision on those matters rests with the President of the institution at which the appeal is heard. Applications from USG employees are limited to instances in which an employee is terminated, demoted, or otherwise disciplined in a manner that results in a loss of pay. Notwithstanding the foregoing, an application may be reviewed if (1) the record suggests that a miscarriage of justice might reasonably occur if the application is not reviewed; or, (2) the record suggests that the institutional decision, if not reviewed, might reasonably have detrimental and system-wide significance.

Each application for review shall be submitted in writing to USO Legal Affairs within 20 calendar days following the final institution decision. USO Legal Affairs may, in its discretion, deny the application for review or refer the application a Committee composed of the following USO administrators or a designee of each administrator: the chief legal officer, who shall serve as the Chair of the Committee; the chief academic officer; the chief operating officer, the chief human resources officer; the chief student affairs officer; and any other person or persons deemed appropriate by the Committee. Upon referral, the Committee shall review the application and take any action that it deems appropriate.

The decisions of the USO Legal Affairs and the Committee shall be final and binding for all purposes. There shall be no recourse to the Chancellor or the Board of Regents from such decision; provided,

however, that the Board of Regents' Committee on Organization and Law retains the authority to make an exception to this policy in its discretion. USO Legal Affairs shall periodically report to the Committee on Organization and Law regarding applications for discretionary review filed and their dispositions.

Nothing in this policy shall be construed to extend to any party substantive or procedural rights not required by federal or state law or any expectation of employment, admission, or additional due process rights. This policy is not part of due process rights afforded to students or employees of the University System; any such rights have been fully afforded upon the final institution decision. The Board of Regents reserves the right to change this policy at any time and to make such changes effective retroactively to any pending application.

XV. BOARD OF REGENTS' CRITERIA FOR TENURE

General Information Regarding Tenure (8.3.7.1)

Each University System of Georgia (USG) institution, with the exception of GGC, shall establish clearly-stated tenure criteria and procedures that emphasize excellence in teaching and involvement in student success activities for all teaching faculty, conform to the requirements listed below, and are approved by the USG Chief Academic Officer. The requirements listed below are the minimum standard for award of tenure but shall be sufficiently flexible to permit an institution to make individual adjustments appropriate to its mission. While the Board of Regents has delegated authority for tenure decisions to institution presidents, if an institution is not carrying out its faculty review process in a sufficiently rigorous manner the Board of Regents may move the authority to award tenure to the Board level until institutional processes have been remediated.

Tenure Requirements

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

Only assistant professors, associate professors, and professors are eligible for tenure. Normally, only faculty who are employed full-time, defined as service on a 100 percent workload basis for at least two out of three consecutive academic terms, by an institution are eligible for tenure. Faculty members holding these professorial ranks who are employed by a USG institution on less than a full-time basis and who are assigned by the USG institution to or hold an appointment at a non-USG corporate or governmental entity shall, subject to the approval of the Chancellor, be eligible for promotion and the award of tenure by the institution President.

The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments such as adjunct appointments. Faculty with non-tenure track appointments shall not acquire tenure.

Criteria for Tenure

Minimum for All Institutions in All Professorial Ranks
The minimum criteria for tenure are demonstrating:

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

Noteworthy achievement is required in at least two of the above categories but is not required in all categories. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree.

Research and Comprehensive Universities

In addition to the minimum criteria above, tenure at the rank of associate or full professor requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

State Universities

In addition to the minimum criteria above, tenure requires the terminal degree in the appropriate discipline or its equivalent in training, ability, or experience.

State Colleges

In addition to the minimum criteria above, tenure requires a master's degree in the teaching discipline or, in rare cases, at least the equivalent of two years of full-time study beyond the bachelor's degree.

Award of Tenure

Tenure may be awarded, upon approval of the institution President upon completion of a probationary period of at least five continuous years of full-time service at the rank of assistant professor or higher. A maximum of two years of interruption because of a leave of absence or part-time service may be permitted and credit for the probationary period of an interruption may be given at the discretion of the President. In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or disability or prolonged illness of the employee or immediate family member, the five-year probationary period may be suspended during the leave of absence.

A maximum of three years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the President at the time of the initial appointment at the rank of assistant professor or higher.

Notwithstanding anything to the contrary in this Policy Manual, in exceptional cases, an institution President may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment, which is referred to as "tenure upon appointment." Each recommendation shall be granted only when the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution. If the person being appointed to an administrative position has not previously held tenure, the award of tenure must be approved by the Chancellor.

Notification of Tenure Award

Upon approval of the award of tenure to an individual by the institution President, the individual shall be notified in writing by the President with a copy of the notification forwarded to the USG Chief Academic Officer.

Maximum Times Without Award of Tenure

Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served at the rank of assistant professor or above without the award of tenure shall be seven years, but a terminal contract for an eighth year may be proffered if a recommendation for tenure is not approved by the President.

The maximum time that may be served in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure shall be ten years, but a terminal contract for the eleventh year may be proffered if a recommendation for tenure is not approved by the President.

Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time that may be served at the rank of full-time instructor shall be seven years.

Loss of Tenure or Probationary Credit Towards Tenure (8.3.7.7) Tenure or probationary credit towards tenure is lost upon:

Tenure or probationary credit towards tenure is lost upon:

1. Resignation from an institution.
2. Written resignation from a tenured position in order to take a non-tenured position; or,
3. Written resignation from a position for which probationary credit toward tenure is given in order to take a position for which no probationary credit is given.

In the event such an individual is again employed as a candidate for tenure, probationary credit for the prior service may be awarded in the same manner as for service at another institution.

XVI. ATLANTA METROPOLITAN STATE COLLEGE'S CRITERIA FOR TENURE

The awarding of tenure represents a significant commitment by the College and represents its belief that past excellence justifies an expectation of future continued excellence. It is not to be construed as a guaranteed life-time contract. Once the faculty has undergone pre-tenure review, the tenure process will involve continuing evaluation and review.

The tenure process allows the College to document the following evaluation areas as the norm and to assist faculty members when deficiencies are noted. Faculty being evaluated for Pre-Tenure, Tenure, and Post-Tenure must address all five areas listed below in their Portfolio. As specified by the University System of Georgia, there is an emphasis on (1) excellence in teaching and (2) involvement in student success activities for all teaching faculty (8.3.7.3 – Criteria for Tenure, Board of Regents Policy Manual).

The minimum criteria are demonstrating:

1. Excellence and effectiveness in teaching and instruction.

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

Noteworthy achievement is required in at least two of the above categories but is not required in all categories.

A written recommendation should be submitted by the Dean of the School concerned setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure.

The procedures for submitting portfolios for tenure are the same as those for promotion that are listed in the promotion section of this document.

The maximum number of years that may be served on tenure track at the rank of assistant professor or above, without the award of tenure, is seven years. The maximum number of years that may be served on tenure track in any combination of full-time instructional appointment (instructor or professorial ranks) without the award of tenure is ten years. Failure to reach tenure, within the specified time periods, may result in termination.

Tenure resides at the institutional level. Institutional responsibility for employment of a tenured individual is to the extent of continued employment on a 100 percent workload basis for two out of every three consecutive academic terms until retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents.

Only assistant professors, associate professors, and professors are eligible for tenure. Normally, only faculty who are employed full-time, defined as service on a 100 percent workload basis for at least two out of three consecutive academic terms, by an institution are eligible for tenure. Faculty members holding these professorial ranks who are employed by a USG institution on less than a full-time basis and who are assigned by the USG institution to or hold an appointment at a non-USG corporate or governmental entity shall, subject to the approval of the Chancellor, be eligible for promotion and the award of tenure by the institution President.

The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments such as adjunct appointments. Faculty with non-tenure track appointments shall not acquire tenure. Tenure is awarded based on the instructional and institutional needs of the College, which include programs, enrollment, and fiscal considerations. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure. Tenure may be recommended upon a faculty member's completion of two to five years of full-time service at the rank of assistant professor and higher, including any probationary credit earned toward tenure.

A written recommendation should be submitted by the Dean of the School concerned setting forth the reasons for tenure. The faculty member's length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be tenured, but neither the possession of a doctorate degree nor longevity of service is a guarantee of tenure. In addition to the minimum criteria above, for State Colleges, tenure requires a master's degree in the teaching discipline or, in rare cases, at least the equivalent of two years of full-time study beyond the bachelor's degree.

XVII. GUIDELINES FOR PRE-TENURE REVIEW

Faculty who are employed on an annual tenure track contract will undergo a third-year pre-tenure review. Individual institutions will choose whether this review will serve in lieu of the annual evaluation or will be in addition to the annual evaluation. The purpose of the third-year pre-tenure review is to provide a rigorous analysis and detailed feedback of the faculty member's body of work in the areas of teaching, student success activities, research/scholarship, and service towards tenure. The institution is responsible for clearly identifying the policies and procedures for third year pre-tenure reviews.

This process should at least include a review from the department chair, peers, college/school wide tenure committee (if used) and the Dean. The previous annual evaluations must be part of the review. The overall evaluation must indicate whether the faculty member is making satisfactory progress toward tenure and promotion (BOR 8.3.5.1).

Third-Year Review

1. The faculty member is responsible for providing documentation and materials for the third-year pre-tenure review, as outline in the institutional guidelines.
2. The appropriate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's third year pre-tenure review. A written report of the faculty member's progression towards achieving future milestones of tenure will be provided to the faculty member after the conference.
3. The faculty member will sign a statement to the effect that he/she has been apprised of the content of the third-year pre-tenure evaluation.
4. The faculty member will be given a specific period (e.g., 10 working days) to respond in writing to the third-year written evaluation, with this response to be attached to the evaluation.
5. The appropriate supervisor will acknowledge in writing receipt of the response, noting changes, if any, in the annual written evaluation made because of either the conference or the faculty member's written response. The specific time period for this response is 10 working days from the faculty member's rebuttal/response. This acknowledgement will become a part of the official records and is not subject to discretionary review.
6. If the performance in any of the categories is judged to be not successful/not satisfactory the faculty member must be provided with a Performance Remediation Plan (PRP). The appropriate supervisor will develop the PRP in consultation with the faculty member with feedback from any committee that participated in the third-year review. The PRP must be approved by the Dean of the academic unit. The faculty member will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records.

Peer-Review

Since this review is designed to assess an individual's progress toward promotion and/or tenure, the evaluation must involve those at the College level who participate in promotion and tenure decision and should include a peer-review component.

Substitution for Annual Review

This review may substitute for the annual review. However, it should be more comprehensive than the annual review. To request a substitution for annual review, the faculty member should submit a written request to the Dean of the School. Within 10 business days, the Dean will respond in writing,

with explanation, whether or not the approval is granted. If granted, the Dean will administer the annual review substitution and provide the results to the faculty member and his/her personnel file.

Role of Third-Year Review

A favorable result of the third-year review does not bind an institution to recommend the individual for promotion and/or tenure even if requisite years in rank, or the requisite years of probationary service have been established. It is an assessment that informs faculty members whether their progress toward promotion and/or tenure is satisfactory at the time of the assessment. It is not a guarantee that promotion and/or tenure will be awarded.

XVIII. PRE-TENURE REVIEW AT ATLANTA METROPOLITAN STATE COLLEGE

Atlanta Metropolitan State College will conduct in-depth, third-year pre-tenure reviews of all tenure-track faculty using the criteria established at the College for promotion and tenure, emphasizing the following:

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

Faculty being evaluated for Pre-Tenure must address all five areas listed above in their Portfolio. As specified by the University System of Georgia, there is an emphasis on (1) excellence in teaching and (2) involvement in student success activities for all teaching faculty (8.3.7.3 – Criteria for Tenure, Board of Regents Policy Manual). A written recommendation should be submitted by the Dean of the School concerned setting forth the reasons for tenure. The purpose of the review is to assess a faculty member's progress toward tenure.

Procedure

Generally, all tenure track faculty, in the third year of the contract, will be reviewed using the same process as that described above for Promotions.

Committee Composition

Each candidate for pre-tenure will be reviewed by at least three tenured peers. This committee, nominated and elected by the General Faculty Assembly, is composed of two members of the College Promotion and Tenure Committee (CPTC) and one member of the candidate's choosing from the corps of tenured faculty. No member of that corps may be selected more than twice per year. The remaining two members will be assigned randomly from the College Promotion and Tenure Committee by the Committee Chair.

If the candidate does not select a member for this committee in the time frame allotted, all three reviewers will be selected from the CPTC by its modified random selection process. When a Dean is being evaluated for pre-tenure, one of the members of the panel subcommittee may include a Dean chosen by the candidate.

One member from the CPTC will convene the Committee at which time a Chairperson will be elected.

The responsibilities of the Pre-Tenure Review Committee Chairperson will include the following:

1. Sending the names of those who compose the committee to the Provost and Vice President of Student Success.
2. Being aware of and accountable for the maintenance of the timetable.
3. Convening the committee in a timely manner.
4. Facilitating the review and evaluation of the candidate's portfolio.
5. Leading the committee in assessing documents.
6. Communicating with the candidate in writing the committee's suggestions of portfolio additions, corrections and/or deletions.
7. Making sure records of the committee's actions are maintained.
8. Reporting to the CPTC actions taken.
9. Providing the candidate with written, informed, and candid feedback on the Pre-TRC's findings.
10. Providing a copy of the above communication to the applicant's One member from the CPTC will convene the committee at which time a chairperson will be elected. The responsibilities of the Pre-Tenure Review Committee Chairperson will include the following:

XIX. REVIEW CRITERIA

Criteria that are already in place for promotion and tenure will be used for pre-tenure review. As specified by the University System of Georgia, there is an emphasis on (1) excellence in teaching and (2) involvement in student success activities for all teaching faculty (8.3.7.3 – Criteria for Tenure, Board of Regents Policy Manual).

Procedure for Pre-Tenure Review

A faculty member who participates in a pre-tenure review must submit a Portfolio for review (see Portfolio Guidelines). The timeline for submission, review, and feedback is articulated in the College's Promotion and Tenure Calendar. The Portfolio should document the faculty member's accomplishments during the years under review.

The following persons are not required to meet the specified portfolio deadlines: (1) those who have submitted their written intent to retire within the current academic year; (2) those persons on official Leave of Absence; and (3) those with special extenuating circumstances. Letters requesting a deferral must be submitted to the Provost and Vice President for Student Success for approval.

Results of Pre-Tenure Review Feedback

A written summary of the Committee's findings, focusing on the faculty member's accomplishments, contributions, and/or weaknesses/deficiencies, will be sent to the faculty member, the Dean, and the Provost and Vice President for Student Success. After reviewing the findings of the Pre-TRC and all supporting data, the Dean will send his/her written comments to the faculty member and Provost and Vice President for Student Success.

If deficiencies are identified, the Dean and faculty member will develop a formal written plan for faculty development that include clearly defined goals, an outline of activities to be undertaken, a timetable, and an agreed-upon monitoring strategy. The Dean is responsible for forwarding the faculty development plan to the Provost and Vice President for Student Success. The implementation of the Development

Plan will become a part of the faculty member's tenure review. The Dean will be an active mentor during the course of the development plan. The Development Plan will cover a two-year period, with quarterly reviews to monitor progress of milestones identified in the Plan. If a faculty member has two consecutive quarters of unsatisfactory progress, the review will move to a probationary status for the following quarter. If the faculty member does not make satisfactory progress in the probationary status, the institution will have the option of nonrenewing the faculty member. The faculty member may appeal his/her evaluation outcome for the probationary status to the Provost and Vice President for Student Success.

Pre-tenure Review is an opportunity for faculty to develop their potential and to prepare themselves for the more rigorous tenure process. Copies of Pre- Tenure review documents will be maintained in the official personnel files located in the Office of Provost and Vice President of Student Success and will be made available for future reviews.

Exception

A faculty member may submit a written response to the findings made by the Pre-Tenure Review Committee to the full College Promotion and Tenure Committee. Written responses must be filed within twenty (20) working days of the date of the Committee's report.

Failure to Comply

Failure to comply with all aspects of the Pre-Tenure review process will be considered in matters of merit pay, travel, and leave requests, opportunities for summer employment, and/or extra compensation.

XX. BOARD OF REGENTS' GUIDELINES FOR POST-TENURE REVIEW

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

Timeline: All tenured faculty who have rank and tenure with an academic unit must undergo post-tenure review five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher academic rank (Associate/Full Professor) or academic leadership promotion (e.g., department chair, Dean, Associate Provost).

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

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

XXI. OUTCOMES & CONSEQUENCES OF POST TENURE REVIEW

The results of a positive post-tenure review should be linked to recognition or reward. Faculty members who are performing at noteworthy levels should receive recognition for their achievements. AMSC will award each faculty with a noteworthy performance on post-tenure review with a monetary compensation in the following semester. Rewards/compensation are dependent upon the institutional capacity, which include program, enrollment, and fiscal considerations. Once program, enrollment and fiscal considerations are met, rewards/compensations will be made retroactive.

In the event of a post-tenure review that does not meet expectations or needs improvement, the faculty member's appropriate supervisor(s) and faculty member will work together to develop a formal Performance Improvement Plan (PIP) in consultation with the PTR committee based around the deficiencies found by the committee. Consistent with the developmental intent of the PTR, the PIP must be designed to assist the faculty member in achieving progress towards remedying the deficiencies identified in the post-tenure review. The PIP must contain clearly defined goals or outcomes, an outline of activities to be undertaken, a timetable, available resources and supports, and an agreed-upon monitoring strategy.

The PIP's goals or outcomes must be reasonable, achievable with the timeframe, and reflect the essential duties of the faculty member. The PIP must be approved by the Dean and submitted to the institution's Office of Academic Affairs. Formal meetings for assessing progress on the PIP should be scheduled no less than twice per semester during the fall and spring semesters. The institution should create appropriate due process mechanisms for a faculty member to appeal an unfavorable post-tenure review as outlined below.

The assessment of the PIP will take the place of that year's annual review. Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal. The institution will follow appropriate due process mechanisms for a faculty member to appeal the final assessment of their PIP and the resulting remedial actions as outlined below.

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

XXII. CORRECTIVE POST TENURE REVIEW

A faculty member evaluated as deficient in any one of the elements of teaching, student success activities,

research/scholarship, and/or service for two consecutive annual evaluations will participate in a corrective post-tenure review. Note that the deficiency does not have to be in the same area; but could be a different area from one year to the next. This review will be initiated prior to the normally scheduled five-year review.

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

XXIII. DUE PROCESS FOLLOWING AN UNSUCCESSFUL POST-TENURE REVIEW

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

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

1. The PTR committee will review the recommendation of the dean. The PTR committee may exercise its judgment as to whether an in-person hearing is necessary. The recommendation of the PTR committee may be based solely on a review of the record. The PTR committee will issue its recommendation to the Provost and the faculty member within 20 business days of the request for review by the faculty member.
2. Within 5 business days of receiving the recommendation(s) from the PTR committee, the Provost shall send an official letter to the faculty member notifying him or her of the decision.
3. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of his or her decision and the process for discretionary review application as provided for in Board of Regents' Policy.
4. If the remedial action taken is dismissal by the President, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.
5. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to Board policy on Applications for Discretionary Review (6.26).

XXIV. ACADEMIC ADMINISTRATORS

Without Teaching Responsibilities: Academic administrators who hold faculty rank and are tenured at the institution aligned with an academic unit will receive an annual review by their appropriate supervisor and will undergo a comprehensive evaluation, including a 360° feedback assessment every five years as specified by the University System of Georgia. The administrator shall undergo post-tenure review five years after returning to their teaching position.

With Teaching Responsibilities: Academic administrators who hold faculty rank and are tenured at the

institution aligned with an academic unit will receive an annual review by their appropriate supervisor and will undergo a comprehensive evaluation, including a 360° feedback assessment every five years as specified by the University System of Georgia. The academic administrator's annual and comprehensive evaluation will include a review of traditional faculty activities (teaching, research, student success, and service) that align with the responsibilities of the administrator. The administrator shall undergo post-tenure review five years after returning to their teaching position. The post-tenure review criteria that are currently in place for tenure will be used for Academic Administrators returning to their teaching position. The criteria emphasize the following:

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

Noteworthy achievement is required in at least two of the above categories but is not required in all categories.

Elements of the Performance Remediation Plan (PRP) and the Performance Improvement Plan (PIP)

There are two different plans for addressing faculty performance: a ***performance remediation plan*** and a ***performance improvement plan***. For faculty who do not meet annual performance expectations a ***performance remediation plan*** is put in place. The purpose of this plan is to scaffold faculty growth and development, strengthen tenure and promotion possibilities. The second, a ***performance improvement plan***, is developed subsequent to an unfavorable PTR or corrective PTR. The components of the PIP and the PRP plans must include the following:

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

Performance Remediation Plan (PRP)

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

Performance Improvement Plan (PIP)

The Performance Improvement Plan is used to document deficiencies based on an unfavorable Post

Tenure Review. The plan must be approved by the Dean and submitted to the institution's Office of Academic Affairs or Human Resources wherever the permanent faculty files are housed. Two meetings during the fall and during the spring must be held to review progress, document additional needs/resources, planned accomplishments for the upcoming time period.

After each meeting, the academic administrator should summarize the meeting and indicate whether the faculty member is on track to complete the PIP. At the conclusion of the academic year the faculty member's progress will be determined by the department chair and dean after taking into account feedback from a committee of faculty colleagues. Each institution should standardize their processes, procedures and forms across all academic units and provide professional development for appropriate personnel. If the faculty member successfully completes the performance improvement plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule.

If the faculty member fails to make sufficient progress in performance, then the institution shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The President will make the final determination on behalf of the institution regarding appropriate remedial action. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on Applications for Discretionary Review.

Interruptions to the Post-Tenure Review Timeline

Institutions should follow existing processes to allow faculty the opportunity to pause the post-tenure review timeline as are already in place at the institution.

XXV. POST-TENURE REVIEW AT ATLANTA METROPOLITAN STATE COLLEGE

Atlanta Metropolitan State College will conduct Post-Tenure Review in accordance with the Faculty and Staff Development Policy recommendations currently adopted by the Board of Regents. The main objective of these reviews is to encourage faculty development. Through periodic review, faculty members identify opportunities to reach their full potential in service to System institutions. The reviews will be both retrospective and prospective, which will permit a review of faculty members' accomplishments over a period of years and an analysis of their long-range goals.

Procedures

Faculty Subject to Review

All tenured faculty members, including those serving as Deans but excluding those serving in only administrative positions, are subject to mandatory post-tenure reviews.

Frequency of Review

Each tenured faculty member will be reviewed in the fifth year after tenure or his/her most recent promotion, and reviews will continue at five-year intervals unless interrupted by a promotion. A tenured faculty member returning to teaching from a full-time administrative position will be reviewed in the fifth year of teaching. Notification of review will be provided by the Provost and Vice President for Student Success.

Promotion in rank will start a new five-year cycle. The post-tenure review may occur concurrently with a review for promotion. Both processes will be carried out in full; however, a single portfolio may be prepared and should serve for each.

The Reviewers: Post-Tenure Review Committee

A committee composed of three tenured faculty peers conducts the post-tenure reviews.

Committee Compositions

Each candidate for post-tenure will be reviewed by at least three tenured peers. The committee, nominated and elected by the General Faculty, is composed of two members of the College Promotion and Tenure Committee (CPTC) and one member of the candidate's choosing in the manner indicated below. Individual faculty members who are being reviewed will select one member of the review team from the corps of tenured faculty.

No member of that corps may be selected more than twice per year. The remaining two members will be assigned randomly from the College Promotion and Tenure Committee by the Committee Chair. If the applicant does not select a member for this committee in the time frame allotted, all three reviewers will be selected from the CPTC by its modified random selection process. When a Dean is being evaluated for post-tenure, one of the members of the panel subcommittee may include a Dean chosen by the applicant. One member from the CPTC will convene the committee at which time a chairperson will be elected.

The responsibilities of the Post-Tenure Review Committee Chairperson will include the following:

1. Sending the names of those who compose each committee to the
2. Provost and Vice President of Student Success.
3. Being aware of and accountable for the maintenance of the timetable.
4. Convening the committee in a timely manner.
5. Facilitating the review and evaluation of the applicant's portfolio.
6. Leading the committee in assessing documents.
7. Communicating with the applicant the committee's written suggestions of additions, corrections and/or deletions, to the portfolio.
8. Making sure records of the committee's actions are maintained.
9. Reporting to the CPTC actions taken
10. Providing the applicant with written 'informed and candid feedback' on the Post-TRC's findings.
11. Providing a copy of the above communication to the applicant's Dean and the Provost and Vice President for Student Success.

Review Criteria

The review criteria currently in place for promotion and tenure will be used which emphasize the following:

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

Failure to Comply

Failure to comply with all aspects of the post-tenure review process will be considered in matters of merit pay, travel, and leave requests, opportunities for summer employment, extra compensation, and possible separation of employment.

XXVI. CALENDAR FOR COLLEGE PROMOTION, TENURE, PRE- AND POST-TENURE REVIEW

By the end of spring semester prior to the review, the Provost and Vice President for Student Success will notify all eligible candidates for Promotion, Tenure, Pre and Post Tenure of their eligibility and of the appropriate policies, procedures, and guidelines.

Promotion and Tenure Timeline

1. The Portfolios are due to the Provost and Vice President for
2. Student Success by the end of the first week in September.
3. The Dean should complete the review and forwards his or her evaluation to the faculty member by the first Friday in October. A copy of the Dean's letter is placed in the Portfolio.
4. The College Promotion and Tenure Committee reviews the Portfolio next (after the Dean's review), then completes and forwards its evaluation to the faculty member, Dean and Office of the Provost and Vice President of Student Success by the first Friday in December.
5. Applicants may appeal/respond to the College Review Committee's recommendations by the end of the semester (December).
6. The Provost and Vice President for Student Success completes and forwards his or her evaluation by the last Friday in January.
7. The President reviews and responds to recommendations during the month of February.

Pre- and Post-Tenure Timeline

1. Portfolios are due to the Provost and Vice President for Student Success by the last Friday in January.
2. The Dean completes the review and forwards his or her evaluation to the faculty member by the last week in February. A copy of the Dean's letter is placed in the Portfolio.
3. The Subcommittee of the College Review Committee for Promotion and Tenure completes the review and forwards its evaluation to the Dean and Provost by the last Friday in March

XXVII. ANNUAL PERFORMANCE EVALUATION

Annual Performance Evaluation Faculty members are evaluated annually by their Dean using the Evaluation of Faculty Performance document (Appendix 2), available in the Faculty Evaluation System Handbook or through the Offices of Human Resources and Academic Affairs.

Faculty are evaluated in 5 performance areas: Teaching, Service to the College and Community, Academic Growth and Professional Growth, Student Success, and Research/Scholarship/Creativity /Academic

Achievement. All USG annual faculty evaluations must utilize the following Likert scale:

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

Included in this annual evaluation is a scheduled formal observation of the faculty members' performance in the classroom, as well as a review of their goals as specified in the Faculty Workload Agreement (Appendix 3). Annual performance evaluations for faculty members are made available to the Provost and Vice President for Student Success and the President. These evaluations will be utilized in making decisions regarding tenure, promotion, and rewards.

However, if a faculty member who receives a "1" or a "2" in any one performance area or category of the annual review, he/she will participate in a performance remediation plan during the next year developed by the appropriate supervisor and in consultation with the faculty member. The Dean shall meet with the faculty at least once during the academic year to discuss their interim performance. The Dean shall provide the faculty member with a plan (in consultation with the faculty member) to address deficiencies if they exist.

During the evaluation process, the faculty member is responsible for providing materials for annual evaluation. After the annual evaluation is complete and shared with the faculty member, he/she must sign a statement acknowledging that he/she has been appraised of the evaluation. Each faculty member shall have the opportunity to submit a rebuttal or response to the annual evaluation within 7 calendar days. The appropriate supervisor acknowledges in writing receipt of the rebuttal/response from the faculty member within 7 calendar days. If the faculty member satisfies the requirements of the remediation plan, he/she will be removed from remediation process. The institution will move to a non-renewal of non-tenure track faculty who receive a 1 or 2 in any area of the annual review for two consecutive years.

XXVIII. STUDENT SUCCESS ACTIVITIES

Student Success Activities

Student success activities are demonstrated by the development of or participation in initiatives that increase overall student experience, retention, graduation, and progression towards personal goals. Examples include but are not limited to:

1. Participation in faculty development activities.
2. Career advisement and planning.
3. Serving as an advisor to a general and or discipline specific campus club or organization.
4. Active involvement in the planning and or participation as a presenter or panelist in student development programming (e.g., townhalls, special events).
5. Active involvement in planning and or participation in exposing students to off-campus experiential learning activities.
6. Exposing students to (pre)professional communities, organizations, and conferences.
7. Serving as a liaison for community professionals and partners visiting campus to engage students in career opportunities, general and discipline specific subject matters.

8. Providing career advisement and professional development assistance (e.g., resume review, mock interviews).
9. Serving as a tutor and providing other academic and support assistance to students.
10. Providing flexible opportunities for student interaction (e.g., face-to-face and virtual office hours).
11. Course, curriculum, and program revision or redesign (e.g., implementation of High Impact Practices, Transparency in Teaching and Learning).
12. Intra-semester monitoring of student progression (e.g., early alert).
13. Incorporation of Open Educational Resources and supplemental instructional materials in course design.

XXIX. ACADEMIC RESPONSIBILITIES

ATTENDANCE

Faculty Attendance

Faculty members are expected to be prepared for all assigned courses, to arrive promptly, and to provide a full instructional period. In the event of an emergency, such as illness, accident, or family crisis, faculty members should contact their Dean, or his/her designee, and Campus Safety when the appropriate administrator is not available. Contact information for administrators and designees is posted on the College website (www.atlm.edu). Faculty should assist the Dean in notifying students when a class must be canceled for the day. In instances where an absence is known in advance, faculty must collaborate with the Dean to identify a suitably credentialed substitute to ensure the continuity of instruction during the absence. Faculty members must file accurate monthly attendance/absence reports to the Dean for approval. The official sick leave record will be compiled from these reports.

Student Attendance

Scheduled class meetings are a fundamental element in the educational process, and students are expected to attend class regularly. In recognition of the fact that the role of the scheduled class varies with the instructor, the student, the course, and the method of instruction, various regulations have been established.

The establishment of course attendance requirements for each course is the responsibility of the individual faculty member. He/she gives each student in a course a written copy of the attendance policy at the beginning of each semester. This announcement will indicate what penalties, if any, the instructor will assess for specified numbers of student absences.

It is recognized that, for personal reasons and approved College activities, students may be required, on occasion, to be absent from class. In such cases the student must assume the responsibility for arranging make-up work with the instructor if such make-up work is available and consistent with class policy. Final excuse for any class absence remains with the individual instructor.

Students who enter classes after the first scheduled meeting should seek approval for making up assignments missed if class policy permits. Days missed during the drop/add period will normally be counted as days absent.

ATTENDANCE RECORDS

Strict attendance records must be kept by all faculty members. Presentation of attendance records is required when the College is audited by the Veterans Administration, Vocational Rehabilitation, and various grant agencies. At the end of each term, faculty members should return to their Dean for permanent filing the course record provided them at the beginning of the term, with complete and understandable attendance records for each student. Faculty members should keep a photocopy of the records for their files.

CLASS ROLLS

All faculty members have access to electronic rolls. They should regularly check these rolls throughout the semester. Any student whose name does not appear on the electronic roll should be sent to the Registrar immediately to clear up the discrepancy. A student who is not listed on this roll should not be allowed to remain in class except upon written notification from the Registrar.

SYLLABUS

All faculty members are expected at the beginning of each course, preferably on the first day of class, but no later than the end of the first week, to present students with an initial syllabus providing basic information about the course. This document **must** follow the College's standardized syllabi format according to the AMSC Syllabus Template/Checklist (Appendix 7). The syllabus evaluation rubric is provided in Appendix 6.

At the beginning of each term, the faculty must provide the syllabus to the School Dean for review and to maintain an electronic copy for documentation in BrightSpace (D2L). Any subsequent changes of the syllabus by the faculty member must be updated and reported to the Dean.

TEXTBOOK ADOPTION POLICY

All textbooks ordered for courses taught at the College must be ordered through the Atlanta Metropolitan State College bookstore, which will order all books requested by the academic schools. Although the selection of a textbook or input into its selection is the prerogative of individual instructors, the Dean must give approval.

Common texts should be adopted for all sections of a multiple-section course. Additionally, once a book has been adopted for use by an academic school, the text edition must remain the same for two years unless the specific edition has been discontinued by the publisher or unusual circumstances arise. The bookstore should be notified each spring of changes in textbooks for the following academic year. Orders for textbooks must be placed by the Dean (through the Office of the Provost and Vice President for Student Success) one week prior to the midterm of the term preceding their use. Professors should request desk copies directly from the publisher rather than from the bookstore.

OFFICE HOURS

Faculty members are expected to schedule a reasonable number of office hours each week and to make themselves available to students during those hours. Generally, a reasonable number is **ten office hours per week**. Faculty who teaches studio or laboratory courses and have a correspondingly greater number of student contact hours than the norm may schedule fewer office hours. Part-time

faculty members are expected to schedule a minimum of two office hours per week per three credit hour course.

Each term, scheduled office hours **must** be announced to students, incorporated into the course syllabus, **posted** on the faculty member's office door, and given to the School Secretary.

GRADING SYSTEM

Grades are awarded at two periods during the academic term: mid-term and the end of the semester. Faculty should submit grades directly to the Registrar's office. Grades

The Atlanta Metropolitan State College Catalog contains detailed discussion of the College grading system. Briefly, grades in credit classes are the standard "A," "B," "C," "D," or "F."

A student withdrawing officially from the Registrar's Office before midterm will receive a "W" grade. A student withdrawing after the midterm will receive a "WF." Only the Registrar's Office can award a grade of "W."

XXX. GRADE OF "INCOMPLETE"

A grade of Incomplete indicates that a student was doing satisfactory work, but for non-academic reasons beyond his or her control was unable to meet the full requirements of the course. The policy for awarding an incomplete grade and related grading policies is provided in the College Catalog (Section on "Academic Information"). The "Awarding of Incomplete" form, an electronic process, is provided in Appendix 8.

Change of Grade

The Change of Grade policy is provided in the College Catalog. The Change of Grade process is an electronic process, and the form is provided in Appendix 9.

Procedure for Appealing a Course/Final Grade

Grade Appeal Process*

A student must meet one of three requirements in order to qualify to file an academic appeal. The student must have some evidence that there exists at the time of the appeal:

- (1) a mathematical error in the grade's calculation,
- (2) a deviation—by the instructor—from the course syllabus or the College's policy manual (this document), or
- (3) disparate treatment of the student. Any basis for appeal outside of those three categories will not be considered and the College will simply inform the student of this policy and refuse to process the appeal. An appeal will not be considered merely because the student is dissatisfied with a grade or disagrees with the instructor's professional judgment of the quality of the student's work or performance.

The grade appeal process must be initiated in writing by completing and submitting the online Grade Appeal Form located on the College's website at the link: <https://www.atlm.edu/complaints/>. Grade appeals must be submitted within nine (9) weeks from the time the grade was assigned. All written communication by the student must be made through the student's ginger email account, assigned by the

College. Extenuating and/or mitigating circumstances will be considered in reference to the 9-weeks' time limit for submitting grade appeals. The grade appeal process involves the following steps:

Step 1. Within nine weeks of the semester immediately following the assignment of a final grade, a student who wishes to appeal a grade shall do so in writing at the link <https://www.atlm.edu/complaints/>. The student will receive a notification of the grade appeal request with 24-48 hours. The instructor of the class will be notified of the grade appeal by the Dean or his/her designee. An attempt will be made to resolve the grade appeal between the student and the class instructor. The student and instructor must make every effort to resolve the matter and arrive at a mutual consensus. Normally, within 10 business days, the College Official investigating the grade appeal will submit to the student, in writing, the outcome of the investigation. Some circumstances may warrant a lengthier period of time, and the student will be notified of the same.

Step 2. If, after Step 1, a student wishes to further pursue the change of grade, the student must make a written appeal to the appropriate Academic Dean within ten working days of the written outcome between the instructor and student. Documentation should be submitted by the student to support the appeal.

Step 3. The Dean may meet with the student and instructor individually or jointly to review the student's appeal and to review any materials needed to form an objective decision and discuss options for resolution.

A successful grade appeal includes a grade change by the faculty member, utilizing the electronic "Change of Grade" form (Appendix 9).

The Family Education Rights and Privacy Act (FERPA)

AMSC complies fully with the Family Education Rights and Privacy Act (FERPA). A full description of the AMSC implementation and documentation of FERPA activities is provided on the College website <https://www.atlm.edu/academics/ferpa.aspx>.

CHANGES IN STUDENT'S COURSE SCHEDULE

Changes in a student's course schedule are permitted only during the Add/Drop period. Forms are available in each academic School. Such changes must have the approval of a faculty/academic advisor. Forms are submitted to the Registrar's Office for processing. Students who are in Learning Support (LS) classes and/or academic jeopardy should see a LS academic advisor.

Courses dropped during the Add/Drop period are not shown on the student's official transcript. Official Add/Drop dates per semester are listed in the official academic calendar each semester.

COMPLETE WITHDRAWAL FROM THE COLLEGE

Students wishing to withdraw from the College must obtain a Request to Withdraw form from the Registrar's office. If circumstances make it impossible for a student to withdraw in person, the student should write a letter to the Registrar, who may initiate the withdrawal on behalf of the student.

Hardship Withdrawal

Before mid-semester students may withdraw from classes, without failing, through the college's regular withdrawal procedure. Students who are experience a hardship after the last day to withdraw, without failing, should consider applying for a Hardship Withdrawal through the

Center for Academic Advising and Student Success.

END OF TERM PROCEDURES

At the end of each term, faculty must submit the following: grades, final examinations, and course attendance records.

Grade Submission

The Registrar will provide specific instructions concerning grade submissions. Grades must be turned in to the Registrar's office no later than the date specified by the Registrar. Any corrections should be initiated by the instructor. If there is any discrepancy between the electronic final grade worksheet and faculty members course records of students attending the course, the Dean and the Registrar should be contacted immediately. The grade report for each course should be turned in as soon as it is completed, but no later than the term's specified due date.

Final Examination Submissions

Each faculty member is expected to give a final examination in each course taught. A schedule of final examination periods is in the class schedule published each term by the Office of the Provost and Vice President for Student Success. Any deviation from this schedule should be approved in writing by the Dean. All information concerning final examinations should be incorporated into the course syllabus.

Two copies of each final examination should be submitted to the school Office: one copy is placed in the individual faculty member's file, and one is maintained on file in the academic School's Office.

Course Attendance Records Submissions

Course records should be submitted to the school Office. These records must contain data regarding how the final grades were determined. Forms for keeping these records will be provided by the School's Office.

SCHOOL RECORDS

Each School shall maintain the following records:

1. Updated Faculty Vita
2. Course Syllabi
3. Evaluations Completed by Self, Dean and Students
4. Faculty Activity Report
5. Final Examinations
6. Official Course Record
7. Faculty Workload Agreement
8. HR Completed Forms

FIELD TRIPS

Faculty members are encouraged to take students on field trips when such trips are an effective means of enhancing student learning and accomplishing course goals. However, faculty must

consider that when students miss other classes to go on a field trip, it constitutes interference in their ability to obtain the skills necessary to meet course objectives and the General Learning Outcomes (GELOs) identified in other courses. In recognition of these two conflicting considerations, faculty members should (a) try to arrange field trips so that there is minimum interference with student attendance in other classes, (b) keep the field trips by a particular class to a reasonable number, and (c) complete the designated form in the school Office at least one week in advance of the trip.

Faculty members taking a class on a field trip should point out to students that they will be excused from any penalties for class absence during the time required for the trip but will not be excused from doing the work required for the class(es) missed. Sponsors of field trips should be prepared to accept the fact that on occasion individual students have important tests or other course requirements that necessitate their missing the field trip.

If, due to the nature of the event/trip, a faculty member should wish to arrange an overnight field trip or a field trip of several days' duration, plans must be discussed in detail with the Dean and approved by the Provost and Vice President for Academic and Student Success. If the trip involves

a student organization or organizations, details should be approved by the Provost and Vice President for Student Success. Any financial arrangements should be worked out in advance with the Business Office.

ASSIGNMENT OF CLASSROOM FACILITIES

Classes must be taught in the classrooms to which they are assigned. If a classroom is unsatisfactory, a request to change the assignment should be made through the Dean. Classroom chairs and/or tables should not be moved from one room to another by students or faculty. The classrooms are set up with maximum seating for specific types of classes and cannot be changed without adversely affecting other classes scheduled in the room.

XXXI. PROFESSIONAL RESPONSIBILITIES

Faculty Workload

The full-time teaching load normally consists of 14 to 16 credit hours per semester or 30 semester hours per academic year.

However, faculty workload includes more than teaching. The normal workload also includes and is based on committee work, student success activities, community and professional growth activities, research, and scholarly activities. Faculty members carrying out significant service activities may be released by the Dean from some instructional responsibilities to balance their workload.

Course Reassignments

A reduction in the teaching load of an individual faculty member is recommended by the Dean in consultation with the Provost and Vice President for Student Success with approval from the President. It should be related directly to the hours of service in which the faculty member is engaged. The Workload agreement documents reassigned load and substitutions for faculty normal work expectations.

A number of reasons are recognized as justification for a reduction in teaching load for individual faculty. The following is a partial list of such considerations:

1. Assignments to strengthen the academic School
2. Large lecture section assigned to a single instruction

A large lecture is defined as one exceeding 60 students. Such a course can be counted as the equivalent of up to two courses, pending approval by the Dean.

3. Composition courses

When possible, faculty members teaching composition courses should not be assigned more than three such courses during an academic term. However, such faculty members are required to teach additional courses to ensure a full teaching load.

4. Major institutional assignments:

Consideration will be given for major institutional assignments such as leading an accreditation self-study or conducting a major course revision to integrate instructional technology.

Faculty Service

Service generally involves the faculty member applying, performing, or providing significant impact in furtherance of the College/School's mission, goals, or objectives. Service is defined as activities in which faculty members offer professional knowledge, skills, and advice to the College, School, profession, and the public. Service is the productive participation in activities, and/or projects of the College or School that enhance the College's mission to serve its students and the community. Service supports the internal functioning of the College or School and can be performed both internally and externally.

Activities in which faculty engage that do not involve their professional expertise –such as those centered on the family, neighborhood, church, political party, or social action group - are commendable as being the normal commitments of citizenship but are not components of the workload of a member of the faculty. When involved in those activities, faculty members do not typically present themselves as representatives of the College.

Service to the College/School usually draws upon the faculty member's expertise/skills set, related to the teaching, scholarship, and service missions of the College, and typically imply a connection to the College. Therefore, it follows that not all "services" faculty perform will be relevant to the College's judgment of their work.

Example of Service in the area of student organizations:

1. You became an advisor to an official student organization recognized on campus.
2. You are not compensated.
3. Your duties as an advisor does not conflict with your official and/or contractual duties as a faculty member.
4. Your student organization maintained official records of their meetings, organizational impacts, activities, and engagements on campus.
5. Your student organization provided substantive evidence of their impact on the student members.
6. Your student organization adhered to and functioned effectively on campus.

XXXII. ACADEMIC ADVISING

AMSC uses a decentralized model (Faculty Advisors and Academic Success Advisors) for advising students. Faculty Advisors advise students who may be new or in good academic standing. The Center for Academic Advising & Success (CAAS) advises students who are in learning support, academic jeopardy, or considered high risk (Academic Alert). The CAAS coordinates initial faculty advisor assignments for students using data from the Banner Information System, during their first semester. The CAAS provides faculty advisors with information about advisement policies and procedures and assist with resolving problems that may occur during the advisement period.

Each semester, students are instructed to meet with their faculty/academic advisor multiple times in a semester to discuss their program of study/major, career goals, appropriate courses, and other essential academic information. Faculty should be familiar with the descriptions and requirements of all degree and certificate programs in their divisions. Additionally, faculty members are responsible for maintaining accurate records in DegreeWorks and in an updated folder for each advisee. DegreeWorks is a web-based degree audit and tracking advising system that provides real-time advice on degree progression. DegreeWorks should be used to update degree plans and helps students and advisors keep track of degree requirements and plan future coursework. DegreeWorks is designed to enhance and facilitate face-to-face academic advising.

During each advisement session, faculty/academic advisors are expected to complete an Academic Advisement Worksheet/Checklist (Appendix 15) and provide a guided pathway to each advisee. Guided pathways are structured program maps for full-time and part-time students to keep them on track to degree completion. Guided pathways provide specific courses in a sequential order for retention, academic progression, and timely graduation. Students who are “online only” degree seeking programs are allowed to use the *e*Advisement process for advising by completing an *e*Advisement form and emailing it to CAAS via academicadvising@atlm.edu.

All full-time faculty members are required to assist with pre-registration, regular registration, and late registration. During regular registration faculty are required to be on duty as scheduled by their School Dean/Department Head. The Academic “Alert” Student Referral Program allows faculty to seek additional assistance for *at-risk* students when a threat to their success in a course is identified. Academic “Alert” is a process that provides students an opportunity to understand “early” if their academic performance is unsatisfactory. Academic “Alert” recommended due dates are determined by the CAAS and are provided to Faculty each semester. Academic early “Alerts” should be submitted to academicadvising@atlm.edu. Appendix 13 provides a detailed description of how faculty should implement the academic Early Alert process.

COMMITMENT TO CRITICAL THINKING, READING, AND WRITING ACROSS THE CURRICULUM

Faculty members in all disciplines are expected to provide opportunities for critical thinking and academic writing. Course assignments should elicit not only short answer responses (fill-in the blank, multiple choice, and true-false), but also some academic writing and critical reading. Helping students to achieve both critical thinking and reading/writing competencies is the responsibility of all College instructors. PROCEDURES FOR MODIFYING THE CURRICULUM

Creating and modifying the curriculum offerings at the College is a faculty-based process. General policies governing the establishment of new programs of study and effecting substantive changes in existing programs are contained in the *Policy Manual* of the Board of Regents of the University System of Georgia (<http://www.usg.edu/policymanual/>). Within those general parameters, College

policy regarding the curriculum is listed below.

1. All modifications, additions, or deletions related to the academic programs of study originate within the division responsible for the coursework. The division must approve any changes before submitting them to the Curriculum Committee for action.
2. The College Curriculum Committee acts on recommendations forwarded from the divisions. This committee is comprised of representatives from each division, the library, and the Center for Academic Advising & Success. The Curriculum Committee is empowered to act on matters related to the academic programs of study.
3. The curricular matters for which this committee is responsible include but are not limited to the following: individual course prefixes, titles, credit hours, and prescribed lecture and laboratory hours; the addition or deletion of options within degree programs; and the certificate and degree programs themselves.
4. After passage by the Curriculum Committee, the proposal is then sent to the Executive Committee. If approved, the proposal is forwarded to the President. The faculty will then vote to accept the proposal or send it back to the division for further consideration.
5. The University System of Georgia must approve any degree program course changes related to the Core Curriculum (transferable work), as well as the addition or deletion of certificates or degrees.

USE OF THE CENTER FOR ADVISING AND ACADEMIC SUPPORT

CAAS facilities are available for instructional use by any Atlanta Metropolitan State College faculty or staff member. However, faculty members must **not** send entire classes or groups larger than ten students to the lab without the prior written approval from the CAAS Director.

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1. All faculty members should become acquainted with the CAAS facilities and personnel.
 2. Faculty members are encouraged to submit a copy of their syllabus to academicadvising@atlm.edu in an effort to assist Academic Success Advisors when providing academic support services to students.
 3. Faculty members may request use of the CAAS labs via email to academicadvising@atlm.edu. Requests are granted when space is available. Faculty are required to accompany their classes during any instructional time planned in the CAAS labs.
 4. Faculty members wishing to have software programs installed on the computers in the CAAS labs must forward all requests to their division Dean. Once the software program has been approved by the CAAS Director, the School Dean will notify the network manager who will coordinate all software installation. Faculty wishing to recommend software purchases should do so through their School Dean.

XXXIII. ACADEMIC FREEDOM

Atlanta Metropolitan State College practices academic freedom and freedom of expression based on the policies and procedures of the Board of Regents of the University System of Georgia, See BOR Policy, Sections 6.5, 6.5.1, 6.5.2.

BOR Policies on Academic Freedom and Freedom of Expression

6.5 Freedom of Expression and Academic Freedom

The rights guaranteed by the First Amendment, to the U.S. Constitution including the right to freedom of speech, the right to the free exercise of religion, and the right peaceably to assemble peaceably are of the utmost importance, and the University System of Georgia (USG) is committed to protecting those rights. In the context of higher education, the constitutionally protected right to freedom of speech includes both academic freedom and freedom of expression. USG and all of its institutions shall vigorously protect those freedoms.

USG and its institutions shall foster an environment where all members of the USG community are free to share ideas and opinions, even those that some may find offensive. Ideas and opinions should be openly and freely debated and discussed, both inside and outside of the classroom, without fear of suppression or reprisal. The USG community should promote intellectual debates, not close them off, and must uphold the values of civility and mutual respect while doing so.

While narrow restrictions to freedom of speech will apply for expression that violates the law or USG or institutional policies, freedom of expression protections are broad. Any necessary limitations will be enforced by USG or institutional administration. Individual members of the USG community shall not attempt to prevent or otherwise interfere with the free expression of others, no matter how objectionable they may find the expressed ideas or opinions.

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

6.5.1 Academic Freedom

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

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

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

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

Finally, faculty hold a special position in the community that carries both privileges and obligations.

Because faculty are scholars and educators, the public may judge their profession and their institutions by their utterances. Therefore, faculty should always strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort when they are expressing their personal opinions to indicate that they are speaking for themselves as private citizens rather than on behalf of their institutions.

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

6.5.2 Institution Freedom of Expression Policies

As public institutions of higher education, USG institutions must promote free expression and academic freedom on their campuses. To that end, the unrestricted outdoor areas of institutions are deemed public forums for the campus community of each institution. For purposes of this policy, the campus community means students, faculty, staff, and their invited guests. While institutions may need to enact policies to promote campus safety, to ensure the proper functioning of the academic environment and institution activities, or to further other important institution objectives, those policies should not unduly burden the free expression rights of students, faculty, and staff.

Institutions may maintain and enforce reasonable time, place, and manner restrictions narrowly tailored to serve a significant institutional interest. Such restrictions must employ clear, published, content- and viewpoint-neutral criteria, and provide for ample alternative means of expression. Finally, any such restrictions may include reservation requirements, if needed, but must also allow for members of the campus community to spontaneously and contemporaneously assemble or distribute literature.

Institutions can designate accessible, high-traffic locations on campus as public forum areas for individuals or groups who are not members of the campus community and can require these individuals or groups to comply with reasonable time, place, and manner restrictions, including reservation requirements. Institutions may not consider the content or viewpoint of expression when requiring or assigning use of public forum areas.

USG institutions must place their student free expression policies and procedures in the student handbook and make the same publicly available online. These policies and procedures must also be incorporated into student orientation programs. Finally, institutions must develop materials, programs, and procedures to ensure that faculty and staff understand the institutional policies and duties regarding free expression on campus.

Intellectual Property Policy Statement

The purpose of the AMSC Intellectual Property Policy Statement is to set forth the rights and obligations of Atlanta Metropolitan State College faculty, staff, and students with regard to intellectual property which result from their enrollment or use of college facilities.

Intellectual property activities shall be under the general cognizance of the College's Intellectual Property/Copyright Committee. College personnel and students should report to the Intellectual Property/Copyright Committee, in writing, all intellectual property involving the use of the College's funds or facilities.

Provisions of the Intellectual Property Policy are fully applicable to students and adherence thereto is a condition of continued enrollment at the College. Copies of this policy are

available, in full, in the Office of Academic Affairs and the library.

XXXIV. POLICY APPLICABILITY TO FACULTY, STAFF, AND STUDENTS

This policy shall be applicable to all full or part-time faculty, staff, and students of Atlanta Metropolitan College.

Definitions

Intellectual Property refers to patentable materials, copyrighted materials, trademarks, software, and trade secrets, whether or not formal protect is sought.

Patentable Materials: refers to items other than software that reasonably appear to qualify for protection under the patent laws of the United States or other protective statutes, whether or not patentable thereunder.

Copyright Materials includes the following: (1) books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests and proposals; (2) lectures, musical or dramatic compositions, unpublished scripts; (3) films, filmstrips, charts, transparencies, and other visual aids; (4) video and audio tapes or cassettes; (5) live video and audio broadcasts; (6) programmed instructional materials; and (7) other materials or works other than software that qualify for protection under the copyright laws of the United States (see 17 U.S.C. 102 et seq.) or other protective statutes whether or not registered thereunder.

Software includes one or more computer programs existing in any form, or any associated operational procedures, manuals, or other documentation, whether or not protectable or protected by patent or copyright. The term “computer program” shall mean a set of instructions, statements, or related data that in actual or modified form is capable of causing a computer or computer system to perform specified functions.

Trademarks includes all trademarks, service marks, trade names, seals, symbols, designs, slogans, or logotypes developed by or associated with the University System or any of its institutions (see 15 U.S.C. 1127).

Trade Secrets: Information including, but not limited to, technical or nontechnical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, a financial data, financial plans, product plans, or a list of actual or potential customers or suppliers that: (1) derives economic value, actual or potential, from not being generally known to and not being readily ascertainable by proper means, by other persons who can obtain economic value from its disclosure or use; and (2) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy (see O.C.G.A. 10-1-761).

Determination of Rights and Equities in Intellectual Property

Rights and equities in intellectual property created by Atlanta Metropolitan State College faculty, staff, and students shall be determined by Atlanta Metropolitan State College based upon the property’s inclusion in one of the following categories:

Sponsor-Supported Efforts

The grant or contract between the sponsor and Atlanta Metropolitan State College, under which Intellectual Property is produced, may contain specific provisions with respect to disposition of rights to these

materials. The sponsor (1) may specify that the materials be placed in the public domain, (2) may claim reproduction, license-free use, or other rights, or (3) may assign all rights to the institution. In those cases where royalty income is realized by Atlanta Metropolitan State College, the inventor or creator may appropriately share in the royalty income. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to sponsor and institution regulations.

Institutional – Assigned Efforts

Ownership of Intellectual Property developed as a result of assigned institutional effort shall reside with Atlanta Metropolitan State College; however, sharing of royalty income with the inventor or creator is authorized as an incentive to encourage further development of Intellectual Property. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to Atlanta Metropolitan State College regulations.

Institutional – Assisted Individual Effort

Ownership of Intellectual Property developed by faculty, staff, or students of Atlanta Metropolitan State College where Atlanta Metropolitan State College provides support of their efforts or use of Atlanta Metropolitan State College resources in more than a purely incidental way (unless such resources are available without charge to the public) shall be shared by the inventor or creator and Atlanta Metropolitan State College. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to Atlanta Metropolitan State College regulations.

Individual Effort

Ownership rights to Intellectual Property developed by faculty, staff or students of Atlanta Metropolitan State College shall reside with the inventor or creator of such Intellectual Property provided that: (1) there is no use, except in a purely incidental way, of Atlanta Metropolitan State College resources in the creation of such Intellectual Property (unless such resources are available without charge to the public); (2) the Intellectual Property is not prepared in accordance with the terms of a Atlanta Metropolitan State College contract or grant; or (3) the Intellectual Property is not developed by faculty, staff or students as a specific Atlanta Metropolitan State College assignment.

The general obligation to produce scholarly and creative works does not constitute a specific assignment for this purpose. The nature and extent of the use of institution resources shall be subject to Atlanta Metropolitan State College regulations and shall be determined by Atlanta Metropolitan State College.

Other Efforts

Ownership rights to Intellectual Property developed under any circumstances other than listed in this policy shall be determined on an individual basis and approved by the President of Atlanta Metropolitan State College or his or her designated representative. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to Atlanta Metropolitan State College regulations.

Institutional Procedures

The president shall appoint an institutional Intellectual Property / Copyright Committee, consisting of no fewer than three or more than nine members, one of whom shall be designated by the

president to serve as chair. In each case the committee shall include a representative of the Office of Fiscal Affairs. The committee shall meet as necessary and shall act in an advisory capacity to the president or his/her designee. Faculty, staff, and students shall promptly report to the committee in writing, through the appropriate channels, all Intellectual Property invented or created by them which is likely to have commercial value. Atlanta Metropolitan State College faculty members, staff, and students are encouraged to file a written report through the Intellectual Property / Copyright Committee to establish ownership rights to any copyrightable/patentable materials that may be produced prior to the use of institutional resources.

In the implementation of its policies and procedures Atlanta Metropolitan State College may elect, through its Intellectual Property/Copyright Committee and with the approval of the president, any of the following courses:

1. To develop and manage its licensing program through an independent assistance organization so as to secure competent evaluation of intellectual property, expeditious filing of applications for patents or other protection and aggressive licensing and administration of intellectual property.
2. To develop and manage its licensing program through an affiliated nonprofit corporation such as the Georgia State University Research Foundation, Inc., the Georgia Tech Research Corporation, or other nonprofit organizations established for this purpose.
3. To develop and manage independently its own licensing program.
4. To release intellectual property to which Atlanta Metropolitan has title or an interest to the inventor or creator for management and development as a private venture after the execution of an agreement providing for a suitable division of royalty income.

Library and Intellectual Property / Copyright Committee

Purpose:

To determine ownership rights to intellectual property and to set forth the rights and obligations of the faculty, staff, and students, with regard to inventions and creations which result from the employment or use of college facilities.

Functions:

1. To ensure compliance with the Digital Millennium Copyright Act, 1998 or latest edition to hand copyright infringement notifications, negotiations, and ownership;
2. To inform the campus community of rules and regulation governing “fair use” of print and electronic media;
3. To receive reports in writing of all inventions involving use of college funds or facilities to submit an annual report to the Provost and Vice President for Student Success and the Secretary of the Faculty, by the last day of the spring semester;

Membership:

One representative from Academic Affairs
One representative from the library staff
One representative from the Office of Fiscal Affairs
One representative from the Office of Management Information Systems
Five members from faculty or staff for three-year staggered terms
Two students
President (ex-officio)
Provost and Vice President for Student Success (ex-officio)

Right of Appeal

In the event of a disagreement as to the ownership of intellectual property or to the recommended distribution of royalties, the Atlanta Metropolitan State College faculty, staff, or student shall have the right to appeal to the Intellectual Property / Copyright Committee, to the President of Atlanta Metropolitan College, and then to the Board of Regents of the University System of Georgia.

Conflicts with Board of Regents' Policies

In the event of a conflict between this policy and the official Intellectual Properties Policy of the Board of Regents, the latter shall prevail.

(http://www.usg.edu/policymanual/section6/policy/6.3_intellectual_properties/)

Related Documents

Board of Regents Policy Manual, Section 603 Intellectual Properties:

<http://www.usg.edu/regents/policymanual/600.phtml>

United States Code: <http://uscode.house.gov/lawrevisioncounsel.shtml>

Official Code of Georgia Annotated (O.C.G.A.):

<http://www.lexis-nexis.com/hottopics/gacode/Default.asp>

XXXV. FACULTY PARTICIPATION

Meetings of each academic School are held monthly. Faculty members are expected to attend each meeting or to notify their Dean if for some reason they must be absent. General faculty meetings are held at least once per term and are announced in advance. Faculty members are expected to attend and should notify their Dean if they have compelling reasons for missing a faculty meeting.

The Faculty Meeting Agenda

Faculty members wishing to have items placed on the agenda for discussion at general faculty meetings should contact the Secretary for the Faculty. The Secretary, in turn, reports those items to the Provost and Vice President for Student Success. Items for the agenda should be submitted to the Secretary at least one week in advance to ensure their inclusion.

Academic Governance

Faculty members participate in academic governance through their academic Schools and through their representatives to standing committee. If approved, recommendations go to the Executive Committee of the College then to the President and/or to the Chancellor and the Board of Regents of the University System. (See College Statutes and Section 5.5, Procedures for Modifying the Curriculum, Faculty Handbook.)

Process for New Policy Ratification/ Adoption

Once policy recommendations or proposals are developed within a School or Unit, academic and curriculum policy proposals should be submitted to the Curriculum and Educational Policies

Committee of the College for review and approval. Non-academic policies should be submitted to the Executive Committee for approval. Policy recommendations/proposals should be submitted utilizing the New/Change Policy Form (Appendix 10). Once recommendations/proposals are approved by the appropriate committee, they go to the appropriate Vice President for final review and approval. After review by the Vice President, the recommendation/proposal, if necessary, may be sent back to the appropriate Committee with comments for further re-evaluation, re-assessment, and reconsideration.

Upon the re-assessment by the Committee, they should re-submit the revised recommendation to the Vice President for review and approval. All approvals of the committees and vice presidents are subject to review, override, and/or changes by the College President.

Faculty Involvement in Curriculum Development

The Statutes of Atlanta Metropolitan State College assure the involvement of faculty in curricula development through the membership requirements of the Curriculum and Educational Policies Committee (CEPC). The committee members include: two faculty members from each academic School along with the Director of the Library; Director of Enrollment Services and the Registrar, Director of the Academic Support Center, and two students. This committee reviews course and program proposals and revisions submitted from the academic Schools. All considerations emanating from the faculty should be submitted in the required format and on the appropriate submission forms following the required steps:

Step 1: Considerations emanating from a faculty member(s) should be submitted to the School Dean for initial review and written comments. This ensures that their respective School administrators have an opportunity to review and comment on proposals/recommendations prior to their submissions to the CEPC members.

Step 2: Once the Dean (s) have assessed, evaluated, and reviewed the faculty member(s) proposal they will submit the faculty member's original proposal with their written comments to their School's CEPC members/representatives for submission to the full CEPC.

Step 3. The CEPC may deny, request further explanation, request modifications, or accept the proposal as written. If the CEPC denies a proposal/submission by majority vote, the CEPC will send the proposal/submission back to the original faculty member(s) that submitted the proposal with their CEPC reasons for denial. The CEPC may request the faculty member(s) who originated/developed a proposal to come before the CEPC for further explanation. If the CEPC requests modification the faculty member(s) that submitted the proposal will go back to step one. If the CEPC approves a proposal/submission by a majority vote of the CEPC committee members, the actual/original, proposal/submission, should be signed by the CEPC chair and submitted to the Executive Committee, via Chair and/or Committee Secretary for review by members of the Executive Committee (EC).

Institutional Effectiveness Activities

Faculty members are expected to participate in all institutional effectiveness activities, beginning with their School's strategic and operational planning. The College is committed to students' attainment of program and course goals, and assessment of such attainment is a basic faculty responsibility. Faculty members assess how well students learn, and continuous assessment activities empower both teachers and students to improve the quality of classroom learning.

Academic Pathways' and Programs' Coordination

Faculty who serve as Program or Academic Pathway Coordinators review course syllabi to ensure the presence, consistency, content scope/rigor, and accuracy of Learning Outcomes (LOs) requirements and assessments. Through participation in Curriculum Reviews, faculty evaluate and approve new Learning Outcomes. They review Learning Outcomes success rates and make recommendations for curricula changes. To serve as an Academic Program or Pathway Coordinator, a faculty member must have at least a master's degree and 18 credit hours in the discipline he/she teaches. Program Coordinators typically serve as Program Review Chairs, for which program reviews occur on a 5-year cycle. The Program Change form (Appendix 14) is utilized to document and make program change requests to the appropriate Committee for review and approval.

Academic Convocations

All full-time faculty members are expected to attend the First Year Student Convocation, the Annual Founder's Day, Honors Day, and Commencement exercises, as well as any other formal academic convocation scheduled during the year. Request for absences must be submitted to the President. All are required to wear academic regalia which faculty members are expected to provide for themselves.

XXXVI. FACULTY BUSINESS AND MATTERS

Faculty Liability

Periodically, questions arise concerning faculty liability for injuries to students engaged in laboratory work, physical education activities, or field trips. The State provides liability coverage; full details are available in the Business Office. Faculty members should, of course, exercise appropriate diligence in the performance of their duties.

To ensure liability coverage, faculty members accompanying, supervising, or transporting students on college business should be very careful to ensure that there is an official record in the School or other appropriate office. If student activity funds are involved, the record should remain with the Provost and Vice President for Student Success.

Tuition Remission and Reimbursement

As evidence of its commitment to academic achievement and professional development, the College offers a tuition remission program to all regular, full-time employees. It is a means to increase the effectiveness of job performance. Employees are encouraged to obtain skills and knowledge that may improve their opportunities for career advancement within the University System of Georgia.

Unattended Children on Campus

Under its Risk Management Policy, AMSC does not assume responsibility and/or liability for unattended minor children of faculty, staff, students, and visitors in and around college buildings, grounds, and facilities. Because of the possible disruption of business, and for liability issues, employees are not permitted to have children at the workplace. For more detailed information, please refer to the policy on children in the workplace in the policy section of this handbook.

Inventory and Security of Equipment

The College keeps a local inventory showing where all equipment is at all times. Whenever there is a need to move furniture or equipment, the faculty members initiating the move must submit an Equipment Transfer Report according to routing shown on the form. All rooms containing valuable removable equipment should be locked after working hours.

If audio-visual equipment is utilized during a class period, the faculty member using the equipment should, before leaving the area, make certain the equipment is returned to Audio Visual personnel or locked in a room for protection.

Grant Proposals

Faculty considering the preparation of a grant proposal should first consult with their immediate supervisor before starting work on the proposal, and, if the grant involves commitment of time and resources by the College (as nearly all grants do, directly or indirectly), should confer with their supervisor throughout the proposal-writing process. Early in the process, approval should be obtained from the supervisor on a Grant Application Routing Sheet. This form provides signature spaces for approval by various officials of the College. Each signer must have adequate time to review the proposal. When there is a need to revise, amend or adjust a submitted proposal, another Grant Application Routing Sheet must be included with the revisions and routed to the same officials who approved the original proposal.

XXXVII. SUMMARY OF TRAVEL REGULATIONS

The Statewide Travel Regulations are intended to provide organizations with guidelines relating to acceptable limits for expenses incurred for in state and out-of-state travel. All agencies are required to follow the minimum guidelines outlined in the Statewide Travel Regulations; however, agencies are also authorized to establish policies that provide for more definitive limitations/guidelines relating to travel if the agency determines that such policies are necessary. Agencies are not authorized to set more lenient policies than those authorized by the Statewide Travel Regulations. The Statewide Travel Regulations published by the State Accounting Office and the Office of Planning and Budget are in effect.

The following regulations will govern the travel of all employees of the College:

Request to Travel

A Request to Travel form, including all appropriate signatures, must be completed, and on file in the Business Office prior to departure. A copy of the agenda or announcement of the meeting or workshop attended must be attached to this form. The completion of this form:

1. Provides official approval to travel on behalf of Atlanta Metropolitan State College.
2. Provides for the encumbrance of estimated travel expenses against the travel budget of the school/department.
3. Provides documentation of the approval to travel should faculty be involved in an accident or injured on route.

Travel Advance Request

The Travel Advance Request Form provides for an advance of travel funds (minimum of \$50.00) for transportation costs by common carrier (airplane, etc.), lodging expenses, and meeting registration fee. A completed *Request to Travel* form must be on file in the Business Office prior to issuance of an advance travel check.

Travel Expense Report

The Travel Expense Report form should be completed in its entirety and submitted in duplicate form immediately upon the faculty member's return to campus. It provides the official report of the actual travel expenses incurred on the trip. Faculty should contact the AMSC Business Office for information regarding access and the completion of travel forms and reports.

Transportation

The choice between the use of a personal vehicle or common carrier must be made after a careful analysis of the distance, available time, and overall cost factors of the trip. Reimbursement for the most economical mode of transportation will be authorized. For reimbursement for use of personal vehicles at the per mile rate, see recent travel guidelines issued by the Office of Fiscal Affairs. Taxi service to and from the Atlanta Airport is limited to the rate from the College. Personal auto and long-term parking facilities at the airport should be used unless the cost exceeds taxi fare.

A copy of the State of Georgia Contract for Airfare is available in Department Offices. This contract is mandatory for use by State Employees traveling on official State business. Faculty should refer to this contract as they make their airline reservations.

Lodging

Reimbursement is made for actual lodging expenses incurred at reasonable rates. All lodging expenses must be documented by receipts. State employees traveling in Georgia on State business are not required to pay county or municipal excise tax on lodging. Faculty must present a Hotel/Motel Excise Tax Exemption form (Appendix 11) to the hotel/motel in order to avoid paying this tax. (Forms are available in the Business Office. Meals reimbursement will be made for the actual costs of meals (receipts are not required) within certain limits. Reimbursement for meals varies from state-to-state. For specific information concerning current reimbursement for meals, see travel guidelines issued from the Office of Fiscal Affairs. Reimbursement of claims for fewer than three meals per day will be evaluated in terms of the daily limit.

1. Breakfast: Reimbursement for breakfast expenses is permitted if departure is prior to 6:30 a.m.
2. Lunch: The noon meal is not reimbursable unless overnight lodging is incurred, or the faculty member is away from home on work assignment for more than 13 hours.
3. Dinner: Reimbursement for dinner expenses is permitted if faculty returns after 7:30p.m.

Reimbursement may exceed individual meal suggestions if the meal is a luncheon or banquet that either is an integral part of the meeting, workshop, or conference, or is included in the registration fee.

PHILOSOPHY AND GOALS OF THE LIBRARY

The primary goal of the library is to ensure that material is available to faculty and students in a variety of formats. The staff anticipates demands and orders materials requested by students and faculty, provided funds are available and requested materials obtainable. The staff of the library regularly instructs the College community in methods to gain access to information through available technology. Occasionally this instruction may take the form of classroom presentations by staff members.

Through all of its activities, the library seeks to assist in the educational process by stimulating interest in reading. Faculty members are encouraged to bring classes to the library for work sessions. For this, a one-week notice is required. Library staff members are available to conduct tours of the library and to provide instruction on Library use and research methods.

GENERAL INFORMATION

The library occupies the second and third floors of the three-floor Library/Administration Building.

Second Floor: Reference Desk, Director of the Library Office, OPAC Catalog, reference area, periodicals, current newspapers, photocopy machines, microforms, microform reader/printers, Reference Librarian's Office, Archives and Technical Services, computers, restrooms, photocopier, study carrels, and study tables.

Third Floor: Circulation Desk, reserves, Books (Class A-Z), bound periodicals, restrooms, study carrels and tables, group study rooms, and OPAC Catalog.

CIRCULATION

When books are checked out by faculty through the automated circulation system, a due date of 65 days is indicated. Except under special circumstances, periodicals and reference books may not be checked out.

ORDERING BOOKS AND PERIODICALS

Any method of requesting materials is acceptable. Copies of advertisements and other book announcements should be attached. All subscriptions to periodicals must be approved by the Faculty Library Committee. Each semester the Library Committee meets to review all subscriptions.

RECREATIONAL READING

Recreational reading is available to the College community through the library. Periodically, the College receives best sellers in fiction and popular non-fiction titles.

RESERVES

Space is available at the circulation desk to place items on reserve so that books which would ordinarily circulate are restricted to in-library use. Faculty may place personal copies of books and

documents on reserve.

HOLDS

If students or faculty members have books checked out which another borrower wants, these books may be held for the requester. The requester will be notified when the books are available.

INTERLIBRARY LOAN

Items not in the library collection may be obtained on interlibrary loan. The library's involvement with OCLC permits us to learn the library location of desired books and materials and to quickly transmit requests. Libraries within the University System do not charge for interlibrary loans. Faculty members who request interlibrary loans should provide the staff with as much bibliographic information as possible. Through OCLC, interlibrary loans usually arrive in one to two weeks. Faculty is held accountable for all lost books and fines.

USING OTHER LIBRARIES

Faculty/Staff ID's can be used to participate in the University System of Georgia (USG) GIL Express service (<http://gilexpress.usg.edu/>). The faculty member's name and mailing location must be in the AMSC Library Circulation Database. Faculty can access the USG GIL Universal Catalog through the library's local catalog (<https://gilfind.atlm.edu/>) off-campus or on and have items sent to the AMSC Library for pick up. They can also visit one of the University System of Georgia libraries. Faculty is responsible for all borrowed materials and fines/fees. The lending college or university will require a valid College identification card.

XXXVIII. STUDENT SERVICES, REGULATIONS, AND ACTIVITIES

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

The Board reaffirms its belief that all segments of the academic community are under a strong obligation and have a mutual responsibility to protect the campus community from disorderly, disruptive, or obstructive actions which interfere with academic pursuits of teaching, learning and other campus activity.

The Board of Regents understands that this policy is consistent with resolutions adopted by the American Association of the University Professors in April 1968, and by the Executive Committee of the Association for Higher Education in March 1969, condemning actions taken to disrupt the operation of institutions of higher education.

If a faculty member senses that a discussion or situation may become volatile or out of control, a student should be sent to a School Dean's office or the Evening Administrators office. The Administrator should call Campus Safety if needed. Faculty should not leave the classroom or situation where the incident is occurring.

Campus Safety will contact the Provost and Vice President for Student Success. Faculty should keep a written log of the incident and send a report to the Provost and Vice President for Student Success. Please refer to BOR Policy Manual Section 4.6.2.

Student Disability Services

The Office of Disability Services coordinates the College's effort to provide accommodations to students with disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Faculty should refer students to the Office of Disability Services to coordinate and implement services for students with disabilities.

Student Leadership, Clubs/ Organizations

The Student Government Association and approved student organizations sponsor many activities, including such events as musical performances, speakers, exhibits, and films. A full list of student organizations and clubs are provided on the AMSC website. Faculty members can make a significant contribution to the students by serving as an advisor to student groups, and by attending functions sponsored by student groups. If you wish to serve as an advisor, please contact the Director of Student Life and Leadership.

Student Activity Budget

The overall coordination for student services and activities is the responsibility of the Provost and Vice President for Student Success. The Director of Student Life and Leadership with the approval of the Provost and Vice President for Student Success is responsible for coordinating the expenditures for funds that are allocated to all recognized student organizations. Faculty Advisors are responsible for submitting requests for expenditures for student organizations to the Director of Student Life and Leadership, ensuring that each student organization submits an annual report of its activities and budget requests for the next fiscal year.

Registration for Student Organizations

An organization seeking approval must submit a Student Organization Registration Form at the beginning of each school year. Approval is granted only to those organizations whose purpose and proposed activities are clearly related to the educational goals and mission of the College.

Approval is denied if the evidence presented shows that the proposed organization is likely to conflict with any of the following:

1. Regular and orderly operation of the College.
2. The requirements of appropriate discipline within the College community.
3. The academic pursuits of teaching, learning and other campus activities.
4. The laws or public policies of the State of Georgia and the United States.
5. The Statutes and regulations of the College and the policies of the Board of Regents.

CALENDAR OF EVENTS

The official College calendar of student activities is maintained in the office of the Director of Student Life and Leadership. All special student activities and events, other than classes, whether scheduled inside or outside, should be placed on it, and cleared through that office. A comprehensive

list of campus and student activities are provided on the campus calendar, accessible from the AMSC website.

Emergency Health Services and Procedures

The following procedures are approved for emergency health services:

When a medical emergency occurs, faculty members must contact Campus/Public Safety at (404) 756-4040 or dial 911. Faculty should not leave students with medical emergencies alone but should remain with them until Campus Safety arrives. Campus Safety will determine if the student should be moved to another location and if Emergency Medical Technicians (EMT) should be called. Students are responsible for paying for emergency health services.

Campus Safety will consult with the Provost and Vice President for Student Success and will prepare an incident report. A copy of the report will be filed in the Office of the Provost and Vice President for Student Success. Campus Safety and/or the Provost and Vice President for Student Success will contact the student's parent(s), spouse, guardian, or any other designated persons to inform them of the student's condition and the hospital to which the student may have been taken.

FIRE AND OTHER EMERGENCIES

Faculty should always notify Campus/Public Safety (404-756-4040) or dial 911 in the case of fires or other emergencies. Faculty must become familiar with the campus building exits and the evacuation route that is posted in strategic locations (halls and classrooms) in all buildings. Upon hearing a sounding of an alarm, faculty should maintain a calm atmosphere and follow the evacuation plan, while assisting students to move calmly and quietly to the nearest campus parking lot.

XXXIX. HUMAN RESOURCES

The Office of Human Resources, which functions to serve the best interest of both the employee and the College, is responsible for implementing College personnel policies. The Office of Human Resources also handles employee records, orientation, benefit information, recruiting for vacant positions, position classification, training, and wage and salary administration. If faculty needs further details or guidance on any of the following information, unless otherwise stated, they should contact the Office of Human Resources.

The following information about benefits is an overview only. A full description of Office of Human Resources policies and procedures, as well as faculty benefits are provided in the Staff Handbook. New employees receive detailed benefits information during orientation. Because the benefit environment often changes, employees should always contact the Office of Human Resources for current information regarding rules and rates before making benefit decisions.

INSURANCE

The following information is a summary of employee insurance benefits. AMSC offers regular classified employees who work one-half time or more the opportunity to purchase health insurance, dental insurance, supplemental life insurance, dependent life insurance, accidental death and dismemberment insurance, and disability income insurance. The Office of Human Resources provides each eligible faculty with complete descriptions of the available plans and comparisons of

the benefits in each plan along with rates. New employees must enroll in benefits during the first 31 days of employment. Eligible employees who do not elect benefits during the first 31 days of employment must wait until the annual open enrollment period to enroll. The month of November is the annual open enrollment period with coverage effective January 1 of the following year.

Medical and Dental Insurance Programs

All full-time regular faculty members are eligible to participate in the College's major medical and dental plans. Employees may elect to participate in the regular health plan or the plans of the Health Maintenance Organizations. Descriptions of the plans and enrollment and claim forms are available in the Office of Human Resources. Both employees and the College contribute toward the cost of the medical insurance plans. One hundred percent of the dental insurance cost is paid by the employee.

Basic, Supplemental and Dependent Life Insurance

The College provides all full-time regular faculty \$25,000 Basic Life Insurance. This coverage is completely paid for by the College and includes accidental death and dismemberment. In addition to Basic Coverage, faculty may choose to enroll in Supplemental Life Insurance for themselves in amounts equal to one, two, or three times their annual pay, rounded to the next \$1,000.00. "Pay" means base wages or salary only, not their overtime pay or bonuses. The cost of this supplemental coverage is based on age and the amount of coverage elected. Faculty may choose to enroll in Dependent Life Insurance for their eligible spouse and unmarried children. They pay for this coverage just as they do for their own Supplemental Life Insurance. The dependents are only eligible to enroll in this plan if the faculty member is eligible and enrolled. The cost for dependent life insurance is a flat rate, regardless of the number of dependents covered.

Long-Term Disability Insurance

The College has a long-term disability insurance program in which all full-time employees may elect to participate. This is a voluntary plan, with elimination periods of either 90 or 150 days with all premiums paid by the employee. The monthly benefit for long-term disability is 60% of monthly salary up to a maximum of \$7,500. The employee pays the full premium for this coverage. Further information on the plan may be obtained from the Office of Human Resources.

Workers Compensation

As required by the law, O.C.G.A. 34-9-81.1., the *State Board of Workers' Compensation Bill of Rights* for the insured worker, any on-the-job injury must be reported immediately, but not later than 30 days after the accident, to your supervisor and the Office of Human Resources. Failure to do so may result in the loss of the benefits.

Teachers Retirement System of Georgia

All faculty members who are employed one-half time or more are required to enroll in the Teachers Retirement System of Georgia as a condition of employment, unless they are eligible for participation in the optional retirement plan administered by the University System of Georgia's Board of Regents. Details of these plans are provided in the employee's orientation packet.

Tax-sheltered Annuity Program

Atlanta Metropolitan State College offers its faculty members the opportunity to invest a portion of their salaries in a tax-deferred annuity program. Under this investment program, authorized by Section 403B of the Internal Revenue code, all contributions and earnings are exempt from federal and state taxes until they are withdrawn, typically at retirement. The College will accept annuity contracts from any company licensed to sell tax deferred annuities in the State of Georgia, providing the company qualifies under the College's participation guidelines.

Section 125 Plan

The College offers a Section 125 Plan, which permits employees to reduce their taxable income by the amount of their health and life insurance premiums. Enrollment in the Section 125 Plan to shelter premiums for health benefit plans is automatic for employees who participate in the health benefit plans offered by the University System of Georgia.

PAYROLL DEDUCTIONS

The following information is required by the College. New faculty members should complete this information in the Office of Human Resources as a part of their new-employee orientation. This will ensure prompt inclusion. Federal (W-4) and State (G-4) Income Tax on the payroll and enrollment in the various benefit programs of the College. The College is required to make withholdings of Federal and State Taxes from salary payments based on the number of allowances claimed on the Forms W-4 and G-4 by the employee. Any change in allowances should be reported to the Office of Human Resources immediately to ensure proper payroll deductions.

Social Security

All eligible faculty of the College are required to participate in the Social Security program and all requirements, benefits, and privileges of Title III of the Social Security Act of the Social Security Administration. Payroll deductions are made for the employee's share of the cost of the insurance with the College paying a matching share. Student assistants are exempt from Social Security. Non-immigrant aliens may be exempt in accordance with the provisions of their visas.

Unemployment Compensation

All College employees are covered under the Georgia Employment Security Law, commonly known as Unemployment Compensation. This law was enacted to provide a source of economic security when faculty becomes unemployed through no fault of their own. This helps the worker get through the trying period of involuntary unemployment. Eligibility for benefits is determined by the Georgia Department of Labor.

Garnishment of Wages

It is the legal responsibility of the College to make required deductions from an employee's earnings that are within control of the College. Upon service of a Summons of Garnishment the College is

compelled to file an answer within a very restricted time period. The University System considers the acceptance and settlement of just and honest debts to be a mark of personal responsibility. Repeated instances of default in payment by employees, after appropriate counseling, shall be considered sufficient grounds to terminate for cause.

Leave Benefits:

Sick Leave

Full-time faculty members (9 or 10 month), Department Deans, and Vice Presidents on annual contracts accrue sick leave at the rate of one day per month of full-time service. Effective July 1, 1983, academic year faculty became eligible for continued pay during illness for a period to be determined by the number of days of sick leave they had accrued. Eligibility for sick leave days now accrues at the rate of one day for each month of full-time sick leave teaching (nine days per academic year). Summer faculty and regular faculty on part-time contracts teaching one-half time or more will accumulate sick leave in an equivalent ratio to their percentage of time employed. Faculty members working less than one-half time, and temporary faculty members, will accrue no sick-leave eligibility. Sick leave shall be cumulative, with no maximum limit.

In determining sick leave eligibility for faculty members on academic year (nine month) contracts who served as faculty members at Atlanta Metropolitan State College before July 1, 1983, initial credit will be granted according to the following scale. For information regarding Years of Service, consult the AMSC Employees Handbook. In determining the length of service of an employee of the College, any time spent on leave or leaves of absence shall be excluded. A leave of absence shall not, however, have the effect of breaking the continuity of service. Sick leave may be granted upon approval of the Dean. Please consult the AMSC Employees Handbook for further information regarding sick leave.

For sick leave purposes, immediate family is defined as the employee's spouse, child, parents (foster or guardian), brother, sister, grandparents, grandchildren, in-laws, and any relatives who live in the employee's household.

Annual Leave for Vice Presidents and Department Deans

Twelve-month administrators earn annual leave days in accordance with the policy set forth in the Personnel Policies and Procedures Manual of the University System of Georgia. Faculty members employed under academic year contract neither earn nor receive annual leave. Annual leave days for twelve-month professional personnel must be at a time convenient for the College and approved in advance by the employee's supervisor.

Family Medical Leave Act (FMLA)

Any regular employee, who has been employed on one half-time basis or greater for at least twelve consecutive months and worked at least 1,250 hours over the previous 12 months, is eligible for up to twelve weeks of unpaid family leave under conditions authorized by the FMLA.

While family leave is unpaid leave, an eligible employee may use accumulated sick leave under conditions authorized by current sick leave policies, along with annual leave with appropriate approval, as provided by current College policies before or after requesting or utilizing unpaid family leave.

Spouses who are both employed by the College are jointly entitled to a combined total of 12 workweeks of family leave for sick leave under FMLA and may be requested for the following reasons:

1. The birth of the employee's child in order to care for the child;
2. The placement of a child with the employee for adoption or foster care;
3. To care for a spouse, child or parent who has a serious health condition; or,
4. A serious health condition that renders employee's incapable of performing the functions of their jobs.

The entitlement to leave for the birth or placement of a child for adoption or foster care will expire twelve (12) months from the date of the birth or placement.

Employees seeking to use FMLA are required to provide a 30-day advance request of the effective date FMLA leave will begin when the need is foreseeable and such notice is practical. In addition, the employee must provide medical certification to support the request for leave.

For the duration of FMLA leave, the employer must maintain the employee's group health insurance coverage. Upon return from FMLA leave, an employee must be restored to the employee's original job, or to an equivalent job with equivalent pay, benefits, and other terms and conditions of employment.

HOLIDAYS

Atlanta Metropolitan State College observes 12 official paid holidays each year, including the following. The dates may vary from year to year, but a schedule of the official holidays is listed below:

New Year's Holiday, Independence Day Holiday, Martin L. King, Jr. Holiday Labor Day Holiday, Memorial Day Holiday, Thanksgiving Holidays, Christmas Holidays.

A terminating employee shall not be paid for any official holidays occurring after the last working day of his/her employment.

FACULTY LEAVE POLICY

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

An important component of faculty development is the availability of time to be devoted to study, research, scholarly or creative activity, retraining or instructional improvement. Atlanta Metropolitan State College believes that engaging in such activities will increase the faculty member's contribution to the mission of the College. Therefore, leaves of absence with or without pay, may be requested as far in advance as possible (preferably at least one academic term in advance), and must be reviewed successively by the Dean, Provost and Vice President for Student Success, and finally by the President, who makes the final decision.

Leave of Absence with Pay

The following procedures should be followed in requesting leave with pay:

Faculty should write a letter to the President through their immediate supervisor requesting a leave with pay. They should include the exact period for which the leave is requested. They should also include a statement indicating why they are requesting leave, as well as suggestions as to how committees on which they sit or other obligations at the College for which they are responsible may be handled during their absence. Immediate supervisors should initial their letter indicating that they approve the request. The letter should then be sent to the supervisor at the next level, initialed in a like manner, and finally submitted to the President for approval.

Before being granted a leave of absence with pay, faculty members must sign an agreement indicating that:

1. For a leave of absence with pay lasting less than one academic year, they will return to the College during the next academic term immediately after the leave period and will remain for a period of time equivalent to that covered by the leave.
2. For a one-year leave with pay, they will return to the College at the termination of the leave for a period of at least one year.
3. If they do not return to the College for a full amount of time specified in the agreement, they will immediately reimburse the College for the amount of compensation received while on leave, as well as any other expenses paid by the University System of Georgia during the leave.

Further, the evaluators reviewing requests for leave with pay will consider the following criteria in making determinations:

1. Suitable replacement for the person requesting leave;
2. Benefits to the academic School or College as a result of leave activities;
3. Longevity of requester at the College;
4. Requester's service at the College;
5. Recommendation by the requester's immediate supervisor; and
6. The College's ability to fund leaves.

Within thirty days of returning to full-time responsibilities following a leave with pay, faculty members must submit a written report to their immediate supervisor describing what was accomplished during the leave period.

Leaves of absence, other than for sickness or for military service, are not granted automatically, but are intended for the mutual benefit of the College and the faculty. Additionally, the Chancellor is reluctant to consider recommendations for promotions of individuals who are on leaves of absence.

Leave of Absence without Pay

The following procedures should be followed in requesting leave without pay:

Faculty should write a letter to the President through the immediate supervisor requesting a leave without pay. Faculty should include the exact time period for which the leave is requested. Faculty should also include a statement indicating why the leave is being requested, as well as suggestions as to how committees on which the faculty sits or other obligations at the College for which the faculty member is responsible may be handled during the absence.

The immediate supervisor should initial the request letter indicating that he/she approves the request. The letter should then be sent to the supervisor at the next level, initialed in Instruction like manner and finally submitted to the President for approval.

For a leave of absence without pay lasting less than one academic year, the faculty member is expected to return to the College during the next academic term immediately after the leave and will remain for a period of time equivalent to that covered by the leave.

For a one-year leave without pay, the faculty member is expected to return to the College at the termination of the leave for a period of at least one year.

With the approval of the President, leave without pay may be granted to faculty members for a period not to exceed one year for the purposes outlined above. Before being granted a leave of absence without pay, the faculty member must sign an agreement indicating that:

Within thirty days of returning to full-time responsibilities following a leave without pay, a faculty member, must submit a written report to their immediate supervisor describing what was accomplished during the leave period.

Bereavement Leave

In the event of a death in the employee's immediate* family, an employee may be allowed five (5) days leave with pay. Bereavement leave is charged to sick leave.

**For bereavement leave purposes, immediate family is defined as the employee's: spouse, child (foster or guardian), parents (foster or guardian), siblings (brothers, sisters), grandparents, grandchildren, in-laws, and any relative who lives in the employee's household).*

Maternity Leave

Disability due to pregnancy is considered the same as any other disability and appropriate sick leave provisions of the policies shall apply.

Voting

Employees are encouraged to vote in all federal, state, and local elections. If the work schedule would otherwise prevent faculty from voting, they may, at the discretion of the immediate supervisor and in compliance with the Georgia State law, be permitted sufficient time off from the job, with pay, in order to vote.

Court Duty

Regular full-time employees called for jury duty or witness duty will be paid by the College at the normal rate of pay for any regularly scheduled time lost from the job. Miscellaneous leave will be granted upon presentation of official orders from the appropriate court.

Military Leave

Regular full-time employees ordered to duty by federal or state orders shall be entitled to leave with pay while engaged in the performance of military duty or while travelling to and from such duty. The maximum length of military leave with pay is 18 working days in any one calendar year.

However, paid leave may be granted for up to 30 working days per calendar year for declared emergencies by the Governor. Periods of absence for U.S. military or National Guard duty not exceeding twelve consecutive months are treated as military leave without pay.

Credit Union

The State Employees Credit Union, located at 400 Whitehall Street, SW, Atlanta, Georgia, 30303-3514, offers a variety of savings and loan services for our employees. For more information, employees may call their main office at (404) 656-3748.

Identification Cards

Trailblazer identification cards are available for all regular full-time and part-time employees. Trailblazer cards allow faculty and staff access to the Library, Center for Academic Advising & Success, Student Center, and many campus facilities. For further information concerning Trailblazer I.D. cards, contact the Office of Campus Safety.

XL. PROFESSIONAL DEVELOPMENT

Seminars and Workshops

Atlanta Metropolitan State College uses various resources to organize, conduct, and sponsor various workshops and seminars which afford employees the opportunity to enhance their professional skills, as well as remain knowledgeable of technological and procedural advancements. In addition, the University System of Georgia (USG) provides a wide range of seminars and workshops designed specifically for scholarly activities and the professional development Atlanta Metropolitan State College faculty and faculty from other USG institutions.

Policies and General Information

The full text of College policies is located on the College Website and various College documents. The summation of other important policies and general information with which faculty should become familiar are indicated below:

HARRASSMENT POLICY

Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, gender, sex, national origin, sexual orientation, age, or disability, or that of their relatives, friends, or associates, and that:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working environment.
2. Has the purpose or effect of unreasonably interfering with an individual's work performance; or
3. Otherwise adversely affects an individual's employment opportunities.

Sexual Harassment is defined as sexual conduct of any nature which is not freely and mutually agreeable to both parties. Examples include, but are not limited to:

1. Making, as a condition of employment, acceptance of unwelcome sexual advances or requests, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
2. Making submission to or rejection of such conduct the basis for employment decisions.
3. Creating an intimidating, offensive, or hostile work environment by such conduct.
4. Employees who believe they have suffered any form of harassment or retaliation may immediately report the alleged conduct to their supervisor or to the supervisor of the person who is behaving objectionably, so that a confidential investigation of the complaint can be undertaken. Alternatively, the employee may report the alleged conduct to the office of Human Resources/Affirmative Action Officer.

Further, any employee who observes conduct by another employee which he or she believes to be harassing, retaliatory, or discriminatory must report such conduct as outlined above. All complaints of harassment will be treated confidentially and will be investigated promptly and thoroughly.

RIGHT TO KNOW PROGRAM

The State of Georgia has enacted legislation to protect its employees from the dangers of hazardous chemicals that may be encountered in the workplace. The College has developed a plan to assure that all employees receive training and information about hazardous chemicals present in their work areas. A copy of the Right-to-Know program can be obtained from the Right-to-Know Office or the AMSC Library.

DRUGS AND ALCOHOL POLICY

The use of alcohol and illegal drugs by employees of the College is strictly prohibited on College premises. AMSC abides by the terms and provisions of the Drug Free Workplace Act of 1988. A copy of the complete policy is available in the Office of Human Resources and is provided during the employee's orientation session.

SMOKING

Smoking is strictly prohibited in all campus buildings. AMSC's policy on smoking within the workplace is in accordance with the College's obligations as an employer for the health of its employees and to protect the College against compensation damages under the Occupational Health Safety and Welfare Act (1986).

GEORGIA OPEN RECORDS ACT

Certain information maintained by the College about an employee and the employee's employment record is considered to be a matter of public record and is subject to the Open Records Act of the State of Georgia. This means that any citizen of Georgia may request access to certain information contained in an employee's personnel file without the employee's knowledge or consent.

Open records requests are filed with the Office of Legal Affairs at the Board of Regents, and, by law, the office must provide access to requested information within a stipulated timeframe. Although some information is excluded by law and cannot be accessed under the provisions of the Open Records Act, employment, and salary history as well as performance evaluations are among the information that may be made available for review.

LEGAL MATTERS, STATE LAW ENFORCEMENT

The State Law Department has ruled that all requests for opinions of the Attorney General, drafting of legal instruments, lawsuits, garnishments, and similar matters concerning institutions of the University System come to the office only upon request of the Chancellor. Therefore, any inquiry or request to be made of the State Law Department should be directed initially to the President of the Institution for endorsement to the Chancellor.

SURPLUS PROPERTY DISPOSAL

There are specific procedures governing the disposal of surplus state property. Since the penalties for non-compliance are severe, the procedures should be noted. Further information is available from the Vice President for Fiscal Affairs.

CONTRACTS AND GIFTS

The regulations of the Board of Regents and the fiscal policies of the State of Georgia provide that the President of the Institution must authorize the commitment of the facilities, staff, or institutional agreement with any agency external to the Institution. Proposed agreements should be routed through usual channels and must be affirmed by the President.

Both the Provost and Vice President for Student Success and the Vice President for Fiscal Affairs have responsibilities for the proper execution of grants and contracts. A proposal may be initiated by any faculty members and sent through channels for approval by the Provost and Vice President for Student Success and the President. The Vice President for Fiscal Affairs has responsibility for grant accounting and preparation of financial reports, and for the collection of payments from sponsoring agencies. All College regulations, particularly purchasing regulations and travel regulations, must be complied with in the administration of grants and contracts.

SOLICITATION OF GIFTS

No faculty member is permitted to solicit funds for scholarships, loans, grants, equipment, or supplies, without prior approval by the proper College officials. Further, the soliciting of prizes or awards either in merchandise or money and the selling of advertising are not permitted.

GRATUITIES

The Board of Regents' policy regarding gratuities reads as follows: An employee of the University System shall not accept gratuities, courtesies, or gifts in any form whatsoever from any person or persons, corporations, or associations that directly or indirectly, may seek to use the connection thus formed for securing favorable comment or consideration on any commercial commodity, process or undertaking.

CANVASSING AND SOLICITING

Canvassing, placing of signs and posters for solicitation purpose, collections for any purpose, and sale of tickets or merchandise are prohibited on the College premises.

XLI. TELECOMMUNICATIONS & UTILIZATION

All telephone charges are the responsibility of divisions or units. When faculty has problems with telephone service, they should notify the appropriate divisional personnel. All requests for changes in service must be channeled through the division or unit. It is state law that only job-related long-distance calls are to be made from institutional telecommunications equipment. This limitation includes calls made on the State long-distance network known as GIST (Georgia Code annotated section S-16-8-5). College telephone lines must be kept clear for business use. Personal long-distance calls may not be charged to the College, as this constitutes a misuse of state funds. Other university equipment, such as fax machines and photocopiers, are also for College business only.

Computer Utilization

Employees are reminded and encouraged to use their assigned electronic mail account as well as Internet access responsibly and in compliance with state and federal laws and College policies and procedures. All employees shall use software only in accordance with the AMSC license agreements. Any duplication of copyrighted software is a violation of federal law and AMSC policy. Questions regarding software, Internet, and email policies may be directed to the Office of Management Information Systems.

Utilization of College Equipment

It is against the state law to use College equipment, such as telephones, photocopiers, and facsimile machines, for personal use or gain.

Use and Check-out of College Property

Personal property owned by an institution shall be used only for institutional purposes. No employee in the University System shall permit such property to be removed from the campus of an institution for use on either rental or loan basis for personal use (Policies, Board of Regents, Section 914.02).

It is permissible to use College equipment when a representative of the College speaks before civic clubs and other organizations in his capacity as a public servant and is providing a public relations service for the College. The *College Equipment Check-Out Approval Form* must be completed by the employee and approved by the unit head and appropriate vice president prior to moving the equipment from College grounds.

Faculty Services and Supplies:

ENTERING BUILDINGS AFTER HOURS AND WEEKENDS

Buildings on campus are secured after classes each day; however, faculty and staff may enter the buildings by presenting an Atlanta Metropolitan State College identification card to security personnel and by meeting security requirements which include signing in and out on the security log. Students must have prior approval and must be accompanied by a faculty or staff member.

MAIL

Mail to faculty is distributed to boxes, by division, in the mailroom. Delivery is usually made approximately 11:00 AM or at an alternative published time. Outgoing mail is deposited in U.S. Mail

window located on the 1st floor of the Academic Building; it is dispatched daily at approximately 4:00 p.m. All outgoing mail requiring College postage and utilizing College stationery must bear in the upper left-hand corner the appropriate department name in addition to the College's return address. When large clasp (manila or Kraft) envelopes are used, the return address, name of sender and Atlanta Metropolitan State College departmental name must be placed in the upper left-hand corner. These envelopes must be sealed.

Only regular envelopes (size #10) can be sealed by the postage machine. All mail utilizing College stationery is regarded as official and is subject to the above requirements. College stationery and postage must not be used for unofficial personal matters. Scheduling for mail delivery and deposits are subject to change. For specific information on mail scheduling, contact the AMSC Business Office.

KEYS

The College provides faculty and staff members with keys to their offices, and other keys as needed. Requests are made on the key request form found in the division office and must bear the approval of the appropriate School Dean, and Vice President. This request should be forwarded to the Department of Campus Safety. Original keys will be issued by the Department of Campus Safety. Full information may be found in Key Control Policies and Procedures, given to all faculty members when they are hired. Should a faculty member lose or misplace a key, the Department of

Campus Safety should be notified immediately. Faculty will be assessed a fee for missing keys. Terminating employees must turn in all keys to Campus Safety prior to the employee's exit interview, and failure to do so may result in a delay of final payment of wages.

SECRETARIAL SERVICES

The Secretary of each School will provide basic clerical assistance to the School Dean. Since faculty have access to a computer, division secretaries are not responsible for typing or providing word processing for individual faculty members.

AUTOMOBILE REGISTRATION AND PARKING

All AMSC employees who park their vehicles in the College parking lots must register their vehicles and secure a parking decal each academic year from the Office of Campus Safety. These non-transferable parking decals must be displayed in the window of the vehicle.

PURCHASING REGULATIONS

To assist deans in controlling departmental budgets, the following policies and guidelines relating to the purchase of contractual services, supplies, materials, and equipment have been established. The policies and guidelines have been developed in accordance with rules and regulations established by the Board of Regents, the Director of Purchasing of the State of Georgia, and the Statutes of the State of Georgia.

Contractual Services

Any contractual services or items of supplies, materials or equipment that are required for use by an employee of Atlanta Metropolitan State College in the performance of the individual's official duties will be purchased from funds budgeted for such purposes for the employee's department.

The head of each division has the primary responsibility for the control of division budgets including the establishment of priorities in meeting the needs of their staff members within the limitations of the operating budget for the fiscal year. No employee of the College is authorized to make purchases or to obligate the College in any manner without the written approval of the employee's dean and the Vice President for Fiscal Affairs (or that person's designated representative), secured in compliance with the rules prescribed in this document.

All employees of the College are prohibited from securing items of supplies on a "charge" basis in the name of the College. Charging purchases of services, supplies, materials, or equipment to the College without appropriate written authority conflicts with the state laws governing purchases, and any employee who does not comply with this policy will be held personally liable for the costs of the items involved. Supplies, materials, or equipment may be secured in compliance with the Purchasing Policy from a vendor by the use of personal funds to be reimbursed from Petty Cash or from a vendor with appropriate written authority through the Business Office. The following sections describe the two methods of purchasing and outline the rules and regulations:

College Procurement Department – (Business Office)

Items that do not qualify to be purchased through petty Cash must be secured by completion of a Request for Supplies or Services form (hereafter called requisition) through the College Procurement Department located in the Business Office. Requisitions generally will take several days to be completed and processed into purchase orders. At least one week should be allowed for processing of requisitions. Delivery of items is dependent upon the vendor. Needs must be anticipated sufficiently in advance in order to allow the purchasing process to be completed and delivery to be effectively utilized. Many of the items secured in this manner must be submitted to the State of Georgia Department of Administrative Services, Purchasing and Surplus Property School for handling. This process generally takes a minimum of 30 days.

Items covered by statewide contracts must be purchased from these vendors/contractors; no other mode of purchase may be used for contracted items. The College is required to purchase items stocked by the State Central Supply (mostly office supplies). Certain certified products must be purchased from the Correctional Industries and Factory for the Blind. More detailed information about these and other purchasing regulations may be obtained from the College's Procurement Office.

In order to standardize the date required for prompt and orderly service, the following rules and regulations have been established:

1. All items must be requisitioned in writing on a properly completed departmental request. No phone orders or oral requests will be accepted. No requisition will be processed unless it bears the signature of the dean. If the dean wishes to authorize one person to approve requisitions in the dean's absence, written notice must be sent to the Vice President for Fiscal Affairs. The dean will be responsible for orders placed by the authorized person.
2. Items that are being requisitioned must be separated according to types and submitted on separate requisitions, i.e., items that qualify to be purchased from the budget for supplies may not be ordered on the same requisition as an item that qualifies to be purchased from the budget for printing, equipment, etc.
3. Requisitions must include a description of each item which is adequate in detail to process an order through the Purchasing Department of the State of Georgia (manufacturer, model number, size, capacity, color, etc.).

4. Requisitions should include the name and address of at least one vendor who can supply the item. If the item can only be purchased from one source, this should be stated in the section for special comments, i.e., sole source.
5. The dean must indicate on the requisition any restrictions that he wishes to be placed on the items being ordered, e.g., if the nature of the item is such that the exact specifications must be followed. The requisition must include a statement that “NO SUBSTITUTE WILL BE ACCEPTED” and written justification for the restriction.
6. The dean must indicate the amount of funds he or she has allocated from his or her budget for the purchase by including an approximate estimate of the total cost on each requisition. If the dean wants to place a limit on the amount to be expended, he/she should indicate the desire/need to be contacted if cost exceeds the set amount.
7. On the basis of the Dean’s estimate, funds will be encumbered from the appropriate budget to cover the cost of the items listed on the requisition. The College is required by regulations to charge purchases to accounts in accordance with the Business Procedures Manual of the University System of Georgia. Only certain items may be charged to supplies; equipment, with a few exceptions must have a value of \$1000.00 and a useful life of three years.
8. Competitive bids must be secured on all requisitions totaling \$2500.00 or more. Persons requesting the purchase of goods or services requiring competitive bids should secure at least 3 bids. This will expedite the handling of the order. The bids should be listed on the request form by showing amounts, name of suppliers and suppliers’ representative giving the quotation. Any freight, handling charge, container deposits, etc., that must be paid by the College should be stated on the request. If freight is to be paid by the supplier, the notation “FOB Destination” should be shown.

Petty Cash

To provide a method to secure low-cost items when it is not practical to requisition such items through the Purchasing Department, a petty cash fund has been established in the Business Office. To control expenditures made through the petty cash fund, the following rules and regulations have been established:

1. Employees are permitted to expend personal funds for official ‘small purchases’ that are not available in the Central Stores (inventory of commonly used items) and to obtain reimbursement from petty cash provided that the employee has the approval of the individual’s dean. Prior approval must be obtained by completing a Petty Cash Voucher (available in the Business Office).
2. Cash purchases are limited to \$15 per purchase. Repetitive purchases more than \$15 on the same day from the same vendor, or in immediate subsequent days, totaling may be considered as an evasion of the \$15 limit and could require a written explanation and reimbursement disallowed.
3. Reimbursement will not be made for items that may be secured from the Central Stores. It is the individual’s responsibility to determine whether or not central stores can supply the materials needed.
4. Cash purchases made by a division are subject to State Purchasing regulations. It is the responsibility of the individual making the purchase of \$15 or less to be familiar with the rules and regulations regarding such purchases. Individuals who are not familiar with the regulations should contact the procurement office.

5. Reimbursement. To obtain reimbursement from the petty cash fund, an employee must submit a receipt in the form of an original vendor's invoice marked "paid" or a "Petty Cash Voucher," signed by the vendor.

The following requirements should be met when the receipt is in the form of a vendor invoice: The receipt should be an original; it should not be a carbon copy or a photocopy.

1. The receipt should be marked "paid" and carry the signature of the vendor's representative and the name of the vendor. It should be a formal receipt not merely a slip of blank paper on which the information has been written.
2. The receipt should show the date of the purchase and the quantity, description, unit price, and extension of each item purchased. Cash discounts, if allowed, should be taken.
3. In those instances where only cash-register receipts are obtainable from the vendor, the cash-register receipt may be submitted for reimbursement provided the vendor's name is machine pre-printed thereon and provided the cash-register receipt is accompanied by a complete "Petty Cash Voucher." In such cases, it is not necessary to obtain the signature of the Vendor's representative.
4. Almost all purchases made by Atlanta Metropolitan State College are exempt from Georgia Sales Taxes; therefore, sales taxes are not reimbursable. It is the responsibility of the purchaser to buy only from vendors holding tax exemption certificates from Atlanta Metropolitan State College. Names of vendors who hold such certificates and new certificates for vendors who do not hold such certificates may be obtained from the Procurement Office.
5. Periodically, the custodian of the Petty Cash Fund will distribute the purchases made through this method, and charges will be made to the departmental budget. It is the dean's responsibility to maintain data concerning petty cash transactions that have not been posted to the accounting records during the interim.

Receiving Items Ordered

When the items purchased arrive on campus at Receiving, they will be delivered to the ordering department. The department will verify the receipt (in good condition) of the items by signing the receiving copy of the purchase order. If the department picks the item(s) up directly from the vendor, the person picking up the item(s) must report immediately to the Business Office, sign the receiving copy of the purchase order, and bring all packing slips, invoices, etc., related to the purchase to the Business Office. Any discrepancies in pick-up orders should be reported to the Procurement Office as soon as possible; e.g., all items not available at the time of pick-up, price change, etc.

General Guidelines for Scheduling Events and Utilizing Campus Facilities

Atlanta Metropolitan State College encourages maximum use of its facilities to meet the needs of the community. Certain priorities and schedules are necessary in order to facilitate effective, non-conflictual use. Facilities shall be used only for activities which are consistent with the mission and purpose of the College and the policies of the Board of Regents. Application forms requesting use of facilities can be found on the College's website under "Campus Calendar"; click on "Event Request."

In keeping with the Mission of the College, priority in the use of campus facilities has been established in the following descending order:

1. Courses scheduled by the Office of Academic Affairs

2. College events involving the total College community,
3. Programs sponsored by the Continuing Education Program,
4. Student activities approved by the Office of Student Affairs,
5. Administratively approved programs initiated by a member of the professional staff or faculty of the College,
6. Community activities.

The following general regulations shall apply to all scheduled events in campus facilities:

1. College representatives may attend the authorized meetings.
2. There shall be no discrimination against any individual on the basis of race, sex, disability, religion, creed, age, or national origin in any program or activity.
3. A fee may be required for use of the facilities. The amount of said fee will be determined by the College, taking into consideration such factors as the nature and extent of the proposed event, the facilities required, and the equipment or services needed.
4. A License Agreement Form may be required under certain conditions, as set forth in the Board of Regents Policy Manual, Section 914.03.
5. The sponsoring group must adhere to the rules and regulations set forth by the College and by the Board of Regents of the University System of Georgia, including College parking regulations.
6. Alcoholic beverages and drugs are not permitted on campus.
7. Smoking is not permitted on campus.
8. Proof of liability insurance may be required of the sponsoring group. The amount of liability insurance required will be determined by the College on a case-by-case basis, taking into consideration the nature and extent of the proposed event.

When College scheduling assumes priority, the group may be asked to move to another area of the College, either on a short-term or long-term basis. Permission for use of facilities is granted for the one event only. Re-application must be made for successive or additional events. The College reserves the right to cancel the agreement upon five day's notice or without such notice in the case of emergency, or for just cause.

XLII. FACULTY RESPONSIBILITIES FOR STUDENT LEARNING OUTCOMES

Learning Outcomes

Faculty have the responsibility of developing, implementing, evaluating, and documenting student learning outcomes (SLOs). Student learning outcomes describe what students will know, be able to do or demonstrate as a result of successfully completing a course or an activity. Student learning outcomes are the most important criterion for measuring the effectiveness of Atlanta Metropolitan State College's educational programs. There are three levels of student learning outcomes at AMSC:

1. **General Education Learning Outcomes (GELOs)** - these are specific learning outcomes that AMSC has identified for general education courses or courses in Areas A through E. A list of GELOs, and the courses in which they are implemented and assessed, is provided in Appendix 12.

2. **Program Learning Outcomes (PLOs)** – these are specific learning outcomes that AMSC has identified for program specific courses or courses in Area F. A list of the PLOs is provided in the Atlanta Metropolitan State College *Program Review Handbook*.
3. **Course Specific Student Learning Outcomes (CSSLOs)** – these are learning outcomes that are identified by the instructor of a course, but do not exist as PLOs or GELOs. Course specific SLOs may occur in general education courses and program specific courses.

Each semester, all faculty are responsible for implementing and measuring the extent that students achieve learning outcomes. In addition, each faculty is responsible for documenting the success rates of student learning outcomes (i.e., GELO, PLO, or SLO), utilizing the “Course Assessment Report.” Orientation sessions are provided each term to train faculty on the process for submitting student learning outcome results electronically. Each term, faculty are expected to submit GELOs and PLOs results, along with other end-of-the- semester reports to the School Dean. For a full presentation on student learning outcomes, please review the *AMSC Assessment Handbook*.

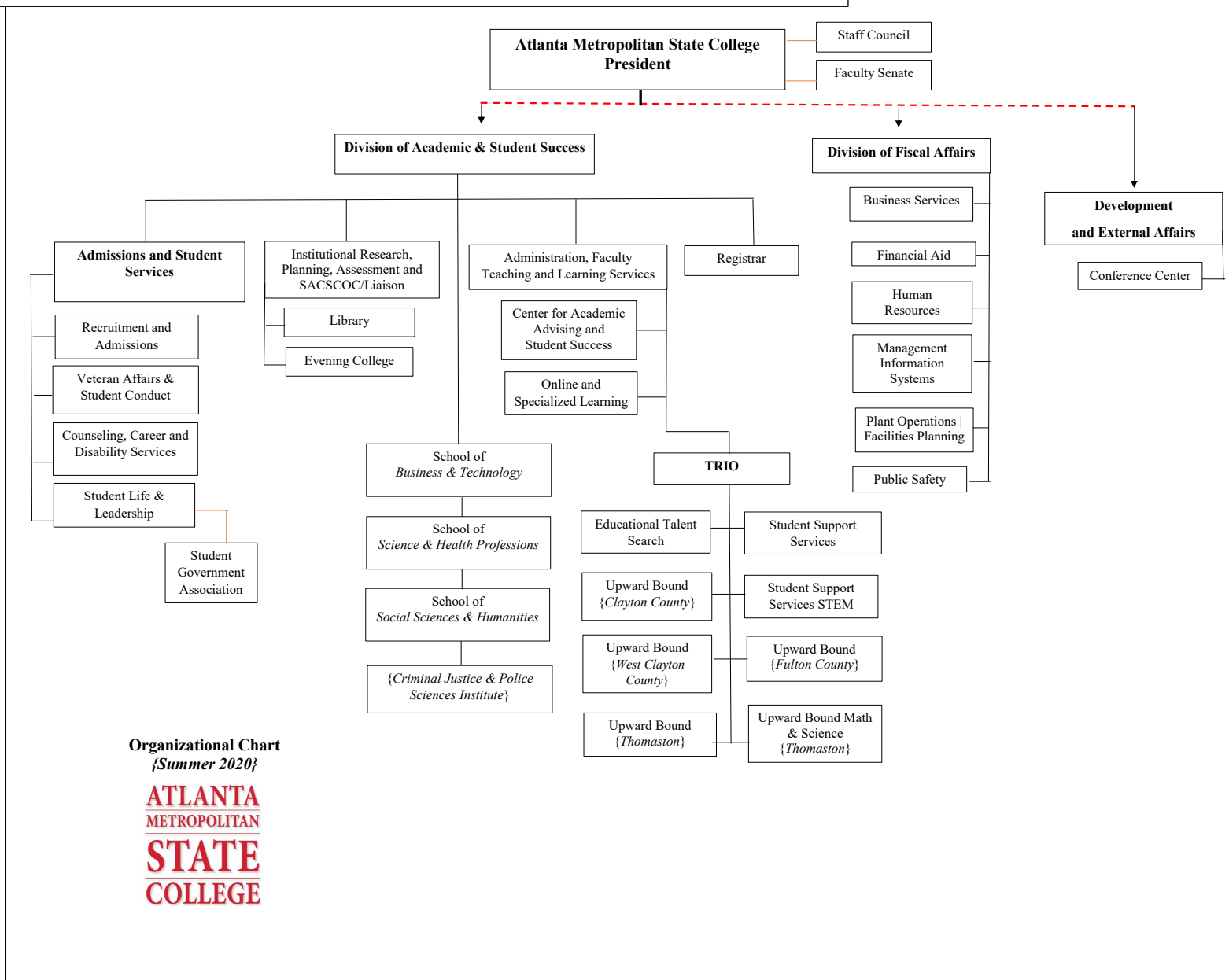
Faculty are required to provide written assessments of select general education and program learning outcomes on a scheduled basis. Faculty should contact the Department of Institutional Effectiveness for assistance with learning outcome questions, processes, and training.

XLIII. APPENDICES

The following are commonly used forms and are available in the Offices of the academic Schools. Electronic forms are available on the College's Website.

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Appendix 1. AMSC Organizational Chart



Organizational Chart
 {Summer 2020}



Appendix 2. Faculty Annual Performance Evaluation Instrument

ATLANTA METROPOLITAN STATE COLLEGE EVALUATION OF FACULTY PERFORMANCE

Name: _____ Date: _____

Rank: _____ School: _____

The following are commonly used forms and are available in the Offices of the academic Schools. Electronic forms are available on the College's Website.

The Scope of Evaluation

The areas for evaluating faculty performance are:

- Area I: Teaching
- Area II: Service to the College and Community
- Area III: Academic Growth and Professional Growth
- Area IV: Student Success
- Area V: Research/Scholarship/Creativity/Academic Achievement

This Evaluation Instrument is designed to lend objectivity to the evaluation process. The evaluator should consider how the faculty member being evaluated performs “basic responsibilities”. In each area of evaluation, “basic responsibilities” refers to required and expected faculty performance. Thus, the evaluator should make judgments and ratings in terms of performance *equal to, above, or below* “basic responsibilities”.

Definition of Ratings

Each criterion in each area should be rated on the following five-point scale:

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

Exemplary	5	Overall, the individual competently fulfills his/her basic responsibilities and consistently makes significant contributions beyond that which is required by the faculty position.
Exceed Expectations	4	Overall, the individual competently fulfills his/her basic responsibilities and exceeds job requirements in some areas.
Meets Expectations	3	Overall, the individual competently fulfills his/her basic responsibilities.
Needs Improvement	2	Overall, the individual minimally fulfills his/her basic responsibilities.

Does Not Meet Expectations	1	Overall, the individual does not fulfill his/her basic responsibilities or overall, the employee does not competently fulfill his/her basic responsibilities.
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Weight	Area	Interpretation
4.5	I	"Teaching" represents 45% of the Total Overall Evaluation
1.5	II	"Service to the College and Community" represents 15% of the Total Overall Evaluation
1.0	III	"Academic Growth and Professional Development" represents 10% of the Total Overall Evaluation
2.0	IV	"Student Success" represents 20% of the Total Overall Evaluation
1.0	V	"Research/Scholarship/Creativity/Academic Achievement " represents 10% of the Total Overall Evaluation

To determine the **total** overall faculty performance score, add the three overall performance scores.

The total overall faculty performance score should be interpreted as follows:

Outstanding	(4.5 - 5) Overall, the individual competently fulfills his/her basic responsibilities and consistently makes significant contributions beyond that which is required by the faculty
Above Average	(4 - 4.4) Overall, the individual competently fulfills his/her basic responsibilities and exceeds job requirements in some areas.
Average	(3 - 3.9) Overall, the individual competently fulfills his/her basic responsibilities.
Below Average	(2 – 2.9) Overall, the individual minimally fulfills his/her basic responsibilities.
Poor	(1.9 and below) Overall, the individual does not fulfill his/her basic responsibilities or overall, the employee does not competently fulfill his/her basic responsibilities.

Area I. Teaching

Basic responsibilities

		Rating (1-5)
1	By the first day of class, thoroughly develops and distributes approved syllabi and other course materials (including course requirements, grading policy, attendance policy, class assignments, course materials, methods of evaluating)	
2	Utilizes varied teaching methodologies and integrates appropriate supplemental materials into courses	
3	Provides timely feedback to students (which includes preferably within one business day for communication)	
4	Utilizes engagement activities on a regular basis within the course	
5	Displays classroom management techniques and abilities	

6	Utilizes positive reinforcement for feedback to students in communication and assessment, etc.	
7	Upholds clear, appropriate, and consistent grading standards	
8	Starts class on time each day with daily objectives.	
9	Incorporates instructional expectations for online classes. See Appendix 16 for expectations for faculty teaching online classes.	
10	Uses appropriate and effective supplemental resources in addition to textbook or other minimal course materials	
11	Uses evaluation methods that are related to and appropriate for course content	
12	Maintains, publish(es) and post(s) required office and/or lab hours	
13	Completes forms, trainings and reports promptly by the deadline and accurately (e.g., withdrawals, midterm/final grades, LDA, dynamic forms, etc.)	
14	Participates in curriculum and program assessment and revision [if applicable]	
15	Maintains accurate classroom records (e.g., attendance, grades)	
16	Maintains a satisfactory annual classroom observation	
17	Maintains a satisfactory student course evaluation rating	
18	Performance in the area of teaching was consistent with goals established in the Faculty Workload Agreement.	
Comment		

AREA I TOTALS

Total Rating / 18 = Average Rating: _____

Overall Performance in Area I: (Average Rating) _____ X (Weight: from the Faculty WorkLoad Agreement)

___4.5___ () = _____

Area II. Service to the College and Community

Basic Responsibilities: (Option: one additional item agreed upon with consultation of the dean may replace a mandatory item)

		Rating
1	Participates on Standing, Ad Hoc, System-wide, School or Division committees	
2	Regularly attends College meetings, functions, and rituals (e.g., Faculty Meeting, Honors Day, Commencement, Convocation, Faculty Activities, Division Meetings)	
3	Takes individual initiative to solve institutional or divisional problems or fill institutional or divisional needs (e.g., flexible in scheduling)	
4	Contributes positively to the image and reputation of the College including customer service (may also include awards, presentations, etc.)	
	Performance in the area of service to the College was consistent with goals established	

5	in Faculty Workload Agreement	
6	Provides service to the larger local and global community that relates to the college	
Comments		

AREA II TOTALS

Total Rating / 6 = Average Rating: _____

Overall Performance in Area II: (Average Rating) _____ X (Weight: from the Faculty Workload Agreement) _____ 1.5 _____ () = _____

Area III. Academic Growth and Professional Development

Basic Responsibilities:

	Growth in Discipline	Rating
1	Maintains current knowledge of discipline	
2	Demonstrates an ability to work effectively and professionally with others	
3	Participates in academic growth and/or professional development activities and workshops on and/or off campus (technology, curriculum, and instruction, etc.)	
4	Performance in the area of Academic Growth and Development was consistent with the goals established in the Faculty Workload Agreement	
Comments		

AREA III TOTALS

Total Rating / 4 = Average Rating: _____

Overall Performance in Area III: (Average Rating) _____ X (Weight: from the Faculty Workload Agreement) _____ 1 _____ () = _____

Area IV Student Success

		Rating
1	Identifies high performing students and provide them with opportunities to grow, identifies low performing students and provide interventions to assist with their success in the course or intra-semester monitoring of student progression (e.g., early alert)	

2	Is available to students during advisement periods; maintains student advisement records, and regularly fulfills registration responsibilities	
3	Complete learning outcomes assessment and incorporate adjustments to improve student learning	
4	Submits advisement forms and degree applications in an accurate and timely manner.	
Comments		

Total Rating / 4 = Average Rating: _____

Overall Performance in Area IV: (Average Rating) _____ X (Weight: from the Faculty Workload Agreement)
 ___2___ () = _____

Area V. Research/Scholarship/Creativity/Academic Achievement Choose one below or add one that is agreed upon in consultation with the Dean. Some items may be subject to funding.

		Rating
1	Develop or perform creative, discipline specific activities or academic achievements (e.g., fine arts, literature, visual arts)	
2	Manuscript or article submission (e.g., book chapter, encyclopedia, peer reviewed journals, magazines, conference proceedings)	
3	Professional presentations (e.g., conferences, workshops, invited seminars)	
4	Attaining higher or terminal degree in education in the discipline	
5	Complete Continuing education courses, or additional college credit	
6	Attain certification and licensure in related and relevant area or discipline	
7	Perform Research activities	
8	Grantsmanship	
9	Course, curriculum, and program revision or redesign (e.g., implementation of High Impact Practices, Transparency in Teaching and Learning)	
10	Perform department or cross-discipline activities that support academic rigor at the program or institution level (Helping with credential activities for another department, observing courses to incorporate appropriate content or emphasize content in teaching material)	
Comment		

Total Rating / 1 = Average Rating: _____

Overall Performance in Area V: (Average Rating) _____ X (Weight: from the Faculty Workload Agreement) ____1____ () = _____

OVERALL EVALUATION OF FACULTY PERFORMANCE

Total Overall Performance Score (sum of overall performance scores in each area):	Rating
Overall Performance in Area I	
Overall Performance in Area II	
Overall Performance in Area III	
Overall Performance in Area IV	
Overall Performance in Area V	
Total Overall Performance Score	0

Interpretation of Total Overall Performance Score:

Directions: *Place an "X" on the line in front of the appropriate total overall evaluation of faculty performance summary statement.*

	Outstanding	(4.5 - 5) Overall, the individual competently fulfills his/her basic responsibilities and consistently makes significant contributions beyond that which is required by the faculty
	Above Average	(4 - 4.4) Overall, the individual competently fulfills his/her basic responsibilities and exceeds job requirements in some
	Average	(3 - 3.9) Overall, the individual competently fulfills his/her basic responsibilities.
	Below Average	(2 - 2.9) Overall, the individual minimally fulfills his/her basic responsibilities.
	Poor	(1.9 and below) Overall, the individual does not fulfill his/her basic responsibilities or overall, the employee does not competently fulfill his/her basic responsibilities.

Faculty Self-Evaluation: Sign and date in this space if this is a Faculty Self-Evaluation.

Signature

Date

Administrative Evaluation: Sign and date in these spaces if this is an Administrative Evaluation.

School Dean

Date

Faculty Member*

Date

***My signature indicates only that I have reviewed this evaluation; it does not necessarily signify my concurrence. I realize that I have the option of responding in writing to this administrative evaluation and that my response will become part of my evaluation portfolio.**

Faculty Response to evaluation: Sign and date in this space if there is a faculty response to the evaluation.

Signature

Date

Supervisor acknowledgement of faculty response to the evaluation:

School Dean

Date

****Please note: If a faculty member receives a "1" or a "2" in any one performance area or category of the annual review, he/she will participate in a performance remediation plan developed by the appropriate supervisor and in consultation with the faculty member. The dean shall meet with the faculty at least once during the academic year to discuss their interim performance. The dean shall provide the faculty member with a plan (in consultation with the faculty member) to address deficiencies if they exist.**

Appendix 3. Faculty Workload Agreement Form (Example)

Overview

The Faculty Workload Agreement provides a description of a faculty member's time and effort for conducting activities for the academic year. This agreement, which occurs at the beginning of the academic year, between the Dean and the faculty member, also serves as a baseline and guide for the faculty member's end-of-year annual evaluation. The five areas and their percentages in the Workload Agreement are consistent with those in the Faculty Annual Evaluation. The faculty member should note, however, that an additional rating is included in the annual evaluation. This rating is an assigned value of 1-5 for each criterion in the five areas: Teaching, Service to the College and Community, Academic Growth and Professional Development, Student Success, and Research/Scholarship/Creativity/Academic Achievement.

If a faculty member has a rating of two (2) or below, in any area, a performance remediation plan is required during the next year to address the area(s) of the shortfall. After giving consideration to teaching load, duties, and planned activities, indicate the agreed upon percentage (%) time and effort you will dedicate to each area, I-V. Area VI should be used if you propose to make substitutions. Attach a description of the activities you will complete in each area.

Area I. Teaching _____% This area accounts for 45% of the overall faculty annual evaluation. This section must include documented use of D2L for Grade Book, Syllabi, Attendance, and one sample of instructional activity.

Fall 2020 Courses (Sample Schedule)

Prefix	Course #	CRN	Time	Days	Credits	Contact Hr	# of Students
BIOL	3205	80069	8:00 AM – 9:20 PM	TR	3	3	20
BIOL	4002	80872	ONLINE	TBA	1	1	15
BIOL	4004	80873	ONLINE	TBA TR	1	1	23
BIOL	3245	80130	9:30 PM – 10:50 PM		3	3	18
BIOL	1108	80098	11:00 AM – 12:20 PM	MW	3	3	25
BIOL	2241K	80101	ONLINE	TBA	4	4	38
Total					15	15	79

Office hours: M 12:30 PM – 2:30 PM; T 11:00 AM – 2:00 PM; W 1:00 PM – 3:00 PM; R 11:00 AM – 2:00 PM; or by appointment.

Criteria (Note: View the full list of criteria in the Annual Performance Evaluation Instruments)

1. Prepare lectures, exams, quizzes, supplemental materials, and additional assessments (such as case studies or research article reviews) (including, but not limited to, task performance and oral reports), as needed, for lecture and laboratory classes (above).
2. Regularly post pertinent materials on Desire2Learn (D2L), within maximum of 1 week of assignments.
3. Maintain an open-door policy, in addition to, a minimum 10 office hours per week.
4. Respond to student emails and phone calls within 1 - 2 days.
5. Evaluate students regularly and inform them of their progress in order to help them to achieve course objectives, and to monitor students to keep them engaged in taking advantage of the resources available at Atlanta Metropolitan State College (AMSC).
6. Use references and analogies from media and entertainment sources to indicate how the subject being learned can be applied to daily events.
7. Collect data on the performance of students during the semester, and utilize those data to improve my teaching, as well as provide information for General Learning Outcomes and Program Learning Outcomes. Collect and submit Grade Book, Syllabi, Attendance, and one sample instructional activity to D2L for each class.

Area II. Service to the College and Community _____% This area accounts for 15% of the overall evaluation. The faculty member must include documented use of DegreeWorks for advisement.

Criteria (Note: View the full list of criteria in the Annual Performance Evaluation Instrument.)

1. Attend and participate in College meetings, including, but not limited to fall and spring Faculty Institute, and divisional meetings.
2. Serve as a departmental academic advisor and utilize DegreeWorks to monitor advisees and provide notation after advisory sessions.
3. Serve on College, School, or Departmental committees, including, but not limited to, the Reaffirmation of Accreditation Compliance Certification Committee and Hardship Withdrawal Committee.

Area III. Academic Growth and Professional Development ____% This area accounts for 10% of the overall annual faculty evaluation. The faculty member must include documented attendance of at least one AMSC faculty development activity.

Criteria (Note: View the full list of criteria in the Annual Performance Evaluation Instruments)

1. Participate in Professional Development activities sponsored by AMSC or the University System of Georgia.
2. Maintain collaborations with faculty or staff of local academic or research institutions/facilities in order to help promote or improve science research or instruction.

Area IV. Student Success _____% This area accounts for 20% of the overall faculty annual evaluation. Faculty must provide documented evidence of student success impact.

Criteria (Note: View the full list of criteria in the Annual Performance Evaluation Instruments)

1. Identify high performing students and provide them with opportunities to grow;
2. Identify low-performing students and provide interventions to assist with their success in the course or intra-semester monitoring of student progression (e.g., early alert);
3. Is available to students during advisement periods; maintains student advisement records, and regularly; and
4. Fulfills registration responsibilities
5. Complete learning outcomes assessment and incorporate adjustments to improve student learning

Area V. Research/Scholarship/Creativity/Academic Achievement _____% This area accounts for 10% of the overall faculty annual evaluation.

Criteria (Note: View the full list of criteria in the Annual Performance Evaluation Instruments)

1. Develop or perform creative, discipline specific activities or academic achievements.
2. Manuscript or article submission (e.g., book chapter, encyclopedia, peer reviewed journals, magazines,
3. conference proceedings).
4. Professional presentations (e.g., conferences, workshops, invited seminars).
5. Attaining higher or terminal degree in education in the discipline.
- 6.

Area VI. Substitution(s)____%. This area will substitute for Areas I-V, listed above.

Please attach a description of work and outcomes for the area substitution. Total percentage of all areas = 100%

Signatures

Faculty member signature: _____

Date: _____

Dean's Signature: _____

Date: _____

Appendix 4. Form for Reporting Outside Employment



UNIVERSITY SYSTEM OF GEORGIA REVIEW FORM FOR **USO EMPLOYEES** COMPENSATED OUTSIDE ACTIVITIES

Purpose: This form should be completed by University System Office (USO) employees seeking approval to engage in compensated outside activities that relate to their expertise or responsibilities as a University System of Georgia (USG) employee. Such activities include consulting, teaching, speaking, and participating in business, professional, or service enterprises. Completed forms should be forwarded through your supervisor to the USG Office of Ethics and Compliance for approval.

USG Office of Ethics & Compliance
usg-compliance@usg.edu
(404) 962-3034

Policy Requirement: In accordance with [BOR 8.2.18.2 Conflicts of Interest, Conflicts of Commitment, and Outside Activities](#), each USO employee with a work commitment of 30 or more hours per week must obtain written approval in advance from the Chancellor or designee prior to engaging in compensated outside activities that relate to the employee's expertise or responsibilities as a USG employee.

Please provide the information requested below:

Name: _____

Title: _____

USG Institution: _____

1. What is the name of the business or organization that is the subject of this request?

2. Please provide the beginning and ending dates for this outside activity and check the appropriate box in regards to duration.

From: (ex. 2/1/2020) _____ **To:** (ex. 3/1/2020) _____

- One-time activity (during provided dates) Reoccurring Activity (i.e., monthly, annually, etc.)
 Multiple activities (during provided dates) Ongoing arrangement

3. Is the organization a for-profit organization? Yes No

4. To your knowledge, does the organization receive federal funding as it relates to the work you would be performing? Yes No If yes, please explain.

Appendix 5. Course Evaluation Template. Note: Questions selected: 1,3,4,6,9-11, 13-15, 18, 20, 23, 26, 28, 29, 32, 35, 37-39, 43, 50, 53, 57, 59



Student End of Course Evaluation

Course Organization

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
1. The objectives of this course are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My instructor uses class time well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My instructor is well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My instructor has clear expectations for the students in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This course is well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The course syllabus is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
7. My instructor provides clear explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My instructor communicates effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My instructor responds effectively to student questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interaction

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
10. My instructor is willing to assist students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My instructor is readily available when I have questions or problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My instructor encourages students to participate during discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My instructor effectively interacts with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grades & Grading

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
14. Assignments or other graded work is returned promptly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Students know how grades are determined in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My instructor is fair with grading procedures and standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. My instructor's standards for evaluating my work are clear and consistently applied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Exam questions correspond to the material covered in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Assignments are consistent with the objectives of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Homework assignments are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Learning Outcomes

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
21. I am aware of the student learning outcomes in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. The course material is relevant to my course of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My knowledge in this area is increasing because of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. This course stimulated my critical and analytical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Workload & Course Difficulty

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
25. I am putting a lot of effort into this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. This course is more difficult than other courses I have taken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. The amount of work in this course is appropriate for the credit received.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Evaluation

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
28. This instructor is a very effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I would recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching Effectiveness

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
30. The quality of the lectures is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. My instructor uses a variety of teaching methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. My instructor's lectures and activities are helping me to learn the material effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. My instructor encourages thinking and intellectual stimulation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. My instructor's use of audiovisual techniques enhances my understanding of the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Textbooks & Instructional Materials

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
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35. Overall, I would rate the textbook as excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. The textbook(s) helps me learn the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. The instructional materials used in this course are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Classroom Technology

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
38. The online course materials are easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Students need more support in the technical aspects of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. The instructor is helping students use the course technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I think the technology we are using in this course is exciting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Motivation and Effort

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
42. My instructor motivates me to do my best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. I exert more time and effort in this course than in other courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Distance Learning

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
44. This course is making it easier for me to balance the demands of work and school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. This course is making it easier for me to balance the demands of my family and school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I am learning as much in this course as I would in a traditional course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Contacting my instructor is more of a hassle in this course than in traditional classes I have taken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. It is easy to interact with other students in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Interactions in a traditional classroom are better than in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Overall, I am pleased with this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I would gladly take more distance learning courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Laboratory

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	NA
52. The lab supplies (disposable items) were adequate for my learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. How would you rate the condition and availability of lab equipment during lab sessions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. The instructor conducted laboratory safety training before experiments were performed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. The pre-lab lectures were appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. I feel that this lab class and the experiments are adequate and appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. The lab and lecture classes are consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. I usually have the same instructor for lab and lecture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Feedback

59. Please provide additional comments regarding this class in the box below.

[Submit Evaluation](#)

Appendix 6. Course Syllabus Evaluation Rubric

Administrative Online Course and Instructor Evaluation Rubric

Please note that Exemplary Category includes a bulleted list of additional instructional strategies an online instructor may use to improve student engagement, retention, and progression in the course. By no means exhaustive, this list is only a sample.

	Exemplary (EX)	Acceptable (AC) (but shortfalls need to be addressed)	Needs Improvement before proceeding	Evaluation
Course Design	<p>1. Syllabus content and quality adhere to the AMSC Online Course syllabus template. Provides additional tips and strategies to improve student success and retention. Examples of additional tips include:</p> <ul style="list-style-type: none"> • Includes a Syllabus Quiz to ensure that students read the syllabus and note deadlines • Sends a Welcome message a week in advance to all enrolled students, including textbook information and any necessary keywords • Provides a "Start Here" module that offers an introduction to the course, instructor, course expectations, and ways to succeed in the course 	<p>1. A fairly comprehensive syllabus is posted in a timely manner; Follows AMSC Online Course Syllabus Template</p>	<p>1. Syllabus is inconsistent with AMSC Online Course Template in many aspects. Syllabus is posted, but it is dated, with incomplete policies and descriptions of course interactions. Timelines are unclear and incoherent.. Some contact information is missing. Virtual office hours are not posted.</p>	1.
	<p>2. Minimum technical skills expected to succeed in the course are stated.</p> <ul style="list-style-type: none"> • Includes instructions for downloading any special software • Provides functional links to additional websites and references • Includes a link to Smarter Measure Online Assessment Test http://goml.readi.info/ and instructions on how students can utilize the resourceful feedback to become better online learners. 	<p>2. Minimum technical skills expected to succeed in the course are stated.</p>	<p>2. No reference to minimum required technical skills</p>	2.

Administrative Online Course and Instructor Evaluation Rubric

Please note that Exemplary Category includes a bulleted list of additional instructional strategies an online instructor may use to improve student engagement, retention, and progression in the course. By no means exhaustive, this list is only a sample.

	<p>3. Protocol for class behavior is clearly articulated. Instructor's self- introduction models the netiquette expected of students.</p> <ul style="list-style-type: none"> • Invites students to introduce themselves • Includes Rubrics or Criteria for acceptable email, discussion board postings and responses 	<p>3. Protocol for class behavior and general criteria for discussion grades are included</p>	<p>3. No mention of Netiquette or instructor expectations for success in discussion postings or responses</p>	<p>3.</p>
	<p>4. Clear and simple instructions for easy navigation within the course are included.</p> <ul style="list-style-type: none"> • No broken links • Course technologies are current • Tools and media clearly support course learning objectives 	<p>4. Course is mostly well designed, with one or two broken links and an occasional example of outdated technology.</p>	<p>4. Course design is missing key components; Navigation is clunky and some links are broken;</p>	<p>4.</p>
	<p>5. Course demonstrates a commitment to accessibility for all learners</p> <ul style="list-style-type: none"> • Course addresses some aspects of accessibility and universal course design; • ADA and Section 508 compliant 	<p>5. Course directs students with disabilities to the Office of Counseling and Disability Services</p>	<p>5. No accommodations or references to the Office of Counseling and Disability Services</p>	<p>5</p>

Administrative Online Course and Instructor Evaluation Rubric

Please note that Exemplary Category includes a bulleted list of additional instructional strategies an online instructor may use to improve student engagement, retention, and progression in the course. By no means exhaustive, this list is only a sample.

	<p>6. Course includes sufficient learning resources that enable students to achieve the identified learning outcomes;</p> <ul style="list-style-type: none"> • Requires students to utilize Smarthinking, the Online Learning Resource • Requires students to use the Academic Support Center • Encourages students to utilize Smarter Measure Online Readiness Assessment Report http://goml.readi.info/ to improve their online learning skills 	<p>6. Course includes learning resources that are approved by the appropriate academic department/division</p>	<p>6. All learning resources are not clearly listed and appropriately utilized.</p>	<p>6</p>
	<p>7. Instructor expects students to engage with the course on a bi-weekly basis and course provides weekly opportunities for:</p> <ul style="list-style-type: none"> • Includes weekly faculty-student, course resources-student, and student-student interactions • Provides prompt and clear timelines/deadlines for Instructor-to-student feedback and student-to-student feedback AND assignments 	<p>7. Course provides regular opportunities for:</p> <p>(a) Same as Exemplary Criteria</p> <p>(b) Same as Exemplary Criteria</p>	<p>7. Course provides a few opportunities for faculty-student, course resources-student, and student-student interactions</p> <p>(b) Timelines are posted but not complete with specific interactions and timeline for feedback</p>	<p>7</p>

Administrative Online Course and Instructor Evaluation Rubric

Please note that Exemplary Category includes a bulleted list of additional instructional strategies an online instructor may use to improve student engagement, retention, and progression in the course. By no means exhaustive, this list is only a sample.

Course Facilitation and Ongoing Feedback to foster Active Learning	<p>8. Instructor consistently monitors student activities and performance and provides consistent, substantive, and prompt feedback/intervention for course success</p> <ul style="list-style-type: none"> • Instructor uses Brightspace tools like Intelligent Agents to increase student engagement in the course • Includes Checklists to remind students of upcoming assignments, due dates, etc. • Instructor uses 70-80% of Brightspace tools to improve student engagement with the course 	<p>8. Instructor consistently monitors student activities and performance, with few lapses in feedback/intervention for course success</p>	<p>8. Instructor occasionally monitors student activities but without meaningful feedback and intervention</p>	8
	<p>9. Students are required to regularly participate in course interactive activities that are graded, focused, associated with course outcomes, organized, and measurable.</p> <ul style="list-style-type: none"> • A variety of assessment strategies are utilized that address different learning styles • Rubrics are provided to let students know what is expected of them • Self-assessment opportunities are included to encourage students to measure their own progress in the course. 	<p>Students are required to regularly participate in course learning activities that are graded, generally well organized, and measurable.</p>	<p>9. Students are required to participate in course learning activities that are graded and measurable but no specific guidelines or feedback time is provided on a consistent basis.</p>	9
	<p>10. Student postings are promptly evaluated and based on quality, not length or quantity</p> <ul style="list-style-type: none"> • Criteria for each level of achievement is clearly stated in advance • Peer responses are required and expectations clearly outlined 	<p>10. Student postings are usually evaluated based on stated expectations and established criteria, with minimum delays.</p>	<p>10. Student postings are not promptly evaluated based on stated expectations and established criteria.</p>	10

Administrative Online Course and Instructor Evaluation Rubric

Please note that Exemplary Category includes a bulleted list of additional instructional strategies an online instructor may use to improve student engagement, retention, and progression in the course. By no means exhaustive, this list is only a sample.

Overall Course Quality	11. All course learning outcomes included by the instructor are S.M.A.R.T. (specific, measurable, achievable, realistic, and time-specific) student learning outcomes	11. Course includes some learning outcomes that are S.M.A.R.T	11. Student learning outcomes are either not present or mostly not S.M.A.R.T.	11
	12. Course curriculum has appropriate rigor (e.g. learning level of assignments and assessments) and scope (number and depth of topics) that is comparable to face-to-face courses	12. Course falls slightly above or below the expected rigor level	12. The course's rigor and scope are either inadequate or different than face-to-face courses.	12
	13. Alignment exists between all instructional activities, assessments, grading, and student learning outcomes	13. Alignment exists between most instructional activities, assessments, grading	13. The assessments, grading, and student learning outcomes are mostly unaligned.	13

Course Title/Number and CRN _____ Name of Instructor _____
Term/Year _____

Name of Evaluator _____ Date _____

*Include comments/feedback on next page.

Appendix 7. Syllabus Content Checklist/Template



Bring your brilliance.

Course Syllabus

School of Arts and Sciences/Business and Technology

(Please complete all blank columns. Items in Red are to be edited per your course/division requirements)

Instructor Information	Name: _____
Office location:	_____
Office telephone:	_____
Email Address	
Office Hours:	_____
<ul style="list-style-type: none"> • In Person: 	_____
<ul style="list-style-type: none"> • Online 	_____
<ul style="list-style-type: none"> • By Appointment 	Office hour disclaimer: If you are not able to meet with the instructor during office hours, you may schedule an appointment based on instructor's availability.
Course Information	
Pre-requisites	_____
Credit Hours	_____
Catalog Description	_____
Course Textbook	
Required Resources	_____
Recommended Resources	_____
General Education Learning Outcomes	_____
Program Learning objectives	_____

Course Learning Objectives	_____						
Important Dates	Holidays	Attendance Verification (No Show Date)	Last Day to Reinstate	Midterm	Last Date to Withdraw Without Penalty	Last Day of Class	Final Exam

Course Delivery Method	Online or On Campus <i>(Delete what is not applicable)</i>						
Email Preference	<i>Select Online or On Campus course and delete the other</i>						
Online Courses	Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.						
On Campus Courses	Please use ATLM Ginger Email for communication. I may not check Brightspace (D2L) email on a regular basis.						
Email Response Time	Unless you are notified otherwise, I will strive to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.						
Attendance:	Attendance is required at Atlanta Metropolitan State College. Students may view their attendance record by going to the Brightspace course page and clicking on “Attendance” from the “Assessments” menu at the top. It is the responsibility of each student to ensure that his or her recorded attendance is accurate. Any errors need to be brought to the attention of the instructor as soon as they are discovered.						
Online Attendance and Participation Policy	<i>Being “Present” in class is determined by the student’s active attendance and participation in an “academically related activity” which includes actual presence in a virtual class, submission of an assignment, group projects, completion of an exam or quiz and discussion forum posting.</i>						
Conduct:	Refer to AMSC College Catalog, page 54						
Late Policy:	<i>For Assignments: Quizzes: Class Attendance:</i>						

<p>Enrollment Status:</p>	<p>Students are ultimately responsible for ensuring that the course(s) in which they enroll are included in the approved degree plan and program map for their program of study. Students must periodically check their enrollment status in this course during the semester. The student is responsible for determining changes, if any in enrollment status and taking necessary steps (e.g., pursuing re-instatement in this course) following those outlined in the AMSC catalog.</p>
<p>Attendance Verification (No Show)/Reinstatement</p>	<p>Atlanta Metropolitan State College has a "No-Show" Reporting (Attendance Verification) policy. This policy is to comply with Federal Financial Aid regulations. Financial Aid recipients at Atlanta Metropolitan State College may become ineligible for funds by not attending class session (per enrolled course). Students who do not complete Mandatory Attendance Assignments and attend class sessions are NOT entitled to keep their financial aid award. The Registrar's Office will notify the students and faculty when the Attendance Verification Period has opened. The established "No-Show" Reporting (Attendance Verification) procedure will enable Atlanta Metropolitan State College to adjust financial aid awards before funds are issued to students (thereby eliminating liability for both the College and the student). A student reported as a non-attending in a course must seek the approval of the instructor in order to be reinstated. When the student is approved to be reinstated into the course, the instructor shall initiate the electronic form for reinstatement to the students. The Office of Registrar will notify students when course reinstatement process has been completed during Reinstatement Period.</p> <p>The student can demonstrate compelling reason (s) that have prevented attendance and the instructor believes that there is a strong probability that the student can catch up in the class OR The instructor made an error, and the student was in attendance prior to being dropped.</p>
<p>Email Response Time</p>	<p>Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.</p>
<p>Computer Hardware & Software Requirements:</p>	<p>One of the challenges many encounter with enrolling in and completing an online course is the accessibility to the required and recommended software and hardware. Different institutions, and even different courses within the same institution, have varying technology requirements. Check your hardware and software systems to determine its compatibility with the online course you have selected.</p>
<p>Minimum Hardware Recommendations to take online courses:</p>	<p>D2L System Requirement Internet Connection: · Ethernet Network Capability required · Wireless Network Capability required Operating System Requirements</p> <ul style="list-style-type: none"> • PC:

	<ul style="list-style-type: none"> • Compatible Operating System: • Web Browser: Firefox, Chrome • Mac: <ul style="list-style-type: none"> • Compatible Operating System: • Web Browser: Firefox, Chrome, Safari <p>Hardware requirements:</p> <p>Minimum Technical Specifications for Hardware:</p> <ul style="list-style-type: none"> • A processor of 2GHz or faster • 4GB RAM or greater • 500 GB of Hard Drive space • Monitor and video card with a minimum resolution of 1024x768 • Keyboard and mouse <p>Minimum Technical Specifications for Computer Peripherals:</p> <ul style="list-style-type: none"> • Speakers • Headphones • Microphone • Webcam <p>Software requirements:</p> <p>Browser Requirements/Supported Browsers</p> <p>Compatible Browsers:</p> <ul style="list-style-type: none"> • Apple Safari - https://support.apple.com/downloads/safari (Mac) • Google Chrome - https://www.google.com/chrome/ (Mac or PC) • Mozilla Firefox - https://www.mozilla.org/en-US/firefox/new/ (Mac or PC) <p>Application Software</p> <ul style="list-style-type: none"> • Microsoft Office 2016 (Word, Excel, PowerPoint) (Mac or PC) • Adobe Reader - https://get.adobe.com/reader/ <p>Plug-ins</p> <ul style="list-style-type: none"> • Java - https://www.java.com/en/download/ • Adobe Flash Player - https://get.adobe.com/flashplayer/ • Windows Media Player - https://www.microsoft.com/en-us/download/details.aspx?id=20426 • Apple QuickTime - https://support.apple.com/downloads/%2523quicktime • Microsoft Silverlight - https://www.microsoft.com/getsilverlight/Get-Started/Install/Default <p>Accessibility: Wi-Fi is also available for use in the campus parking lots.</p>
American with Disabilities Act (ADA) Statement	Atlanta Metropolitan College is committed to providing support for all students and making their college experience an enriching opportunity. In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The Department/Office of Counseling and Accessibility Services, located in the Student Services & Success Center, building 650-Suite 252,

	<p>oversees the coordination of services for students with documented disabilities. The Coordinator of Disability Services collaborates with faculty and staff to offer provisions for reasonable accommodation to students who meet the requirements.</p> <p>It is the policy and practice of AMSC to make all Web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the course materials for this class, please notify the instructor immediately.</p> <p>Accommodation cannot be provided until a reasonable accommodation plan is in place. To the greatest extent possible, all college representatives shall observe confidentiality.</p>
<p>Office of Counseling and Accessibility Services</p>	<p>The Office of Counseling and Accessibility Services operates under the Americans with Disabilities Act (ADA) laws in order to assist in leveling the playing field for students who have disabilities with those who do not.</p> <p>The amended ADA, otherwise known as ADAAAA defines “disability” as a physical or mental impairment that substantially limits one or more major life activities. If you feel that you have a disability or impairment that may limit your academic functioning, please contact Dr. Dorothy Williams, the Director of Counseling and Accessibility Services at 404-756-4016 or at https://www.atlm.edu/students/counseling-and-disability-services.aspx.</p> <p>The Coordinator of Counseling and Accessibility Services reviews all accommodation requests. In order to receive accommodations, the student’s illness or disability must be verified in writing by a physician, psychiatrist, or some other health care provider or specialist. Students choosing to access disability support services should contact the Coordinator as soon as possible after acceptance to AMSC. Please be aware that late notifications may result in complications for establishing accommodations in a timely fashion.</p>
<p>Withdrawal</p>	<p>Withdrawal from a course is solely the responsibility of the student. Instructors will not initiate student withdrawals. A student who wishes to withdraw from a course MUST submit a completed Withdrawal Form (Schedule Reductions Form) to the Registrar’s Office before mid-term in order to receive a grade of “W” for the course.</p> <p>A student who withdraws after the Midterm date receives a “WF” unless the Vice President for Academic Affairs determines that it is a hardship case, then a “W” will be recorded. The possibility that a student may fail the course will not be considered a hardship</p>

<p>Incomplete Grade Policy</p>	<p>An incomplete may be awarded at the instructor's discretion for non-academic reasons which prevent the student from completing the course requirements. The student must be passing the course at the time that the Incomplete is awarded and must sign an "Awarding of Incomplete" agreement. Unless otherwise stated, the incomplete should be removed by the end of the following semester; otherwise, the instructor will change the grade to an "F" grade.</p>
<p>Time Commitment</p>	<p>To successfully complete this course it requires discipline, devoted time, and commitment. A student must arrange his / her schedule to allow for the required time for this course. Expect to spend a minimum of seven (7) to ten (10) hours per week to thoroughly read each chapter and complete the required chapter assignments. Additional time most likely will be required to complete quizzes and exams.</p>
<p>Student Expectations</p>	<p>Students are expected to be fully invested and engaged in their learning. The following guidelines are included to facilitate your course success.</p> <p>Participate in this course by following the guidelines of this syllabus and any additional information the instructor provides by email, telephone, discussion forums, etc.</p> <p>Please speak with your instructor in advance if you have extenuating circumstances that prevent you from completing your assignments by the designated due dates. If a medical emergency occurs, you will need to provide a written medical / doctor's notice for the period in which you are unable to participate in class or complete any of the assignments (discussion, case studies, quizzes, exams, etc.). Without a medical / doctor's notice, all assignments missed will be scored as zero.</p> <p>Sign-in to Brightspace D2L and / or Courseware to complete assignments regularly.</p> <p>Read, study, and complete all assignments by the due dates.</p> <p>Monitor Brightspace D2L course calendar.</p> <p>Have access to a computer and the Internet. Make certain computer meets the technical requirements for computer course.</p> <p>Be courteous, polite, and respectful to faculty, staff, and fellow students.</p> <p>For online courses, the instructor will use Brightspace D2L email for all course related correspondence. Check Brightspace D2L email as well as Ginger email daily to stay abreast of what is going on in class.</p>

	<p>Online Discussion Protocol</p>	<ul style="list-style-type: none"> • The purpose of the discussion forum is to have interactive online discussions with our class community about specific topics, assignments, or readings. • Be constructive and positive. You can challenge ideas and course content yet avoid becoming negative online. When you disagree respectfully and politely, you stimulate and encourage great discussion. • You are expected to conduct yourself in a mature, courteous, and mutually respectful manner. • Always sign your name. • Postings should be well written with proper punctuation, spelling and grammar. Avoid the use of all caps or multiple punctuation elements (!!!??). Postings should be a minimum of 3 – 4 sentences. • Check postings for responses from others and respond in kind. • Postings should be evenly distributed throughout the week. Avoid making only weekend postings. • Encourage further discussion by building on current threads. <p>The instructor may not respond to every post but will be monitoring each discussion. A response may be made to contribute to a discussion, clarify a situation or redirect the conversation</p>
	<p>Degree Relevance and Enrollment Status</p>	<p>Students are ultimately responsible for ensuring that the course(s) in which they enroll are included in the approved degree plan and program map for their program of study. Students must periodically check their enrollment status in this course during the semester. The student is responsible for determining changes, if any in enrollment status and taking necessary steps (e.g., pursuing re-instatement in this course) following those outlined in the AMSC catalog</p>
	<p>Abandoning a Course</p>	<p>Abandoning a course should be avoided at all cost. Abandoning a course instead of following official drop procedures will result in a grade of —F at the end of the course. It is the student’s responsibility to initiate and complete the withdrawal process.</p>
	<p>Academic Honesty</p>	<p>Only the epitome of professionalism is expected of each student. Cheating or the abetment of cheating is not tolerated.</p> <p>Per page 91-93 of the 2019-2020 Atlanta Metropolitan State College Catalogue the Penalties for Academic Misconduct states:</p>

	<ul style="list-style-type: none"> • In cases where a student is found guilty of cheating or exhibiting academic misconduct involving an instructor-generated assignment or examination, the instructor may impose a penalty. • Types of penalties may include, but are not limited to, the instructor assigning a grade of “F” for the assignment, the instructor not accepting the work, the student being assigned additional work, or the student receiving a grade reduction for the assignment. <p>The maximum penalty the instructor may impose is a grade of “F” for the course.</p>
Class Cancellation	<p>Procedure regarding long-term emergency closure of the college (attendance policy): In the event of an emergency that forces the college to close for an extended period, students MUST contact the instructor of this class within 48 hours using the contact information (e.g., email address in BrightSpace/D2L) on the syllabus to obtain directions for continuing the course. The instructor will provide directions for the transmission and submission of course assignments and course assessments, including due dates.</p> <p>The student is responsible for submitting valid, accurate contact information, including an active AMSC email address to the instructor by the end of the first week of the course. Students can obtain an Atlanta Metropolitan State College Student email address in the Academic Support Center on the third floor of the Library Building.</p> <p>If the instructor for the course cannot be reached within the specified period (within 48 hours), the Dean of the School responsible for the course can be reached at the email address posted on the college’s website</p>
Class Schedule	Insert your class schedule including major assessments along with due dates
Grading Scale	Insert your grade scale
Grade Distribution	Insert your grade distribution
Grade Appeals and Student Complaint Policy and Process	<p>Please follow the Grade Appeals Process outlined in the AMSC Student Catalog, Pages 61/62.</p> <p>You can also refer to the Grade Appeal brochure at: https://www.atlm.edu/downloads/advisement/CAAS%20Grade%20Appeal%20Brochure.pdf</p> <p>For student complaint policy and process, refer to AMSC student catalog pages 51/52.</p>

Frequently Asked Questions and Helpful Links	
I need:	LINK
D2L/BrightSpace Student Orientation	All course homepages have 1-2 minute videos that show how D2L tools work. https://www.atlm.edu/downloads/advisement/Brochure%20-%20Student%20Orientation%20to%20Desire2Learn.pdf
For help with Brightspace technical support issues	https://d2lhelp.view.usg.edu/ You can reach the GaView Helpdesk 24/7/365 days at 18557724423 If you are unable to submit a quiz or assignment or face a technical glitch, please contact the University System of Georgia's GaView Helpdesk at 1855 772 4423. The Helpdesk is open 24/7 all 365 days. If your issue cannot be resolved right away, the Helpdesk will issue a ticket to your Atlm Ginger email address. That ticket needs to be forwarded to your instructor to prove that you faced a technical issue that forced you to miss a deadline.
Respondus Lockdown Browser Issues	https://web.respondus.com/contact/ . If you are unable to download Respondus to your computer, please email the Office of Testing at Testing@atlm.edu at least 24 hours in advance requesting a testing appointment at the Testing Lab.
ADA Accommodations	https://www.atlm.edu/students/counseling-and-disability-services.aspx
Center for Academic Advising and Student Success	https://www.atlm.edu/academics/CAAS.aspx
To Make a Student Complaint	https://atlm-advocate.symlicity.com/public_report/index.php/pid810499?
To Make a Grade Appeal	https://www.atlm.edu/downloads/advisement/CAAS%20Grade%20Appeal%20Brochure.pdf
To Withdraw from a Course	https://www.atlm.edu/downloads/Registrars_Office_Forms/Withdrawal%20Form%202018.pdf
To Request a Hardship Withdrawal	https://www.atlm.edu/downloads/advisement/CAAS%20Hardship%20Withdrawal%20Application%20-%20June%202017.pdf
To Know the Campus Carry/HB 280 Policy	https://www.usg.edu/hb280/additional_information

Disclaimer: Information contained in this syllabus and schedule was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. This syllabus should be considered only a guide for instructor and students, not a formal contract between Atlanta Metropolitan State College and any student. The instructor reserves the right, acting within the policies and procedures of AMSC, to make changes in course content or instructional techniques.

Appendix 8. Awarding of Incomplete Grade Form

7/11/23, 3:42 AM

Timer Hide
45 minutes

* = required field



ATLANTA METROPOLITAN STATE COLLEGE
1630 Metropolitan Parkway,
S.W. Atlanta, GA 30310 - 4498
Office (404) 756-4001

AWARDING OF "INCOMPLETE"

Date:

I am assigning a grade of 'INCOMPLETE' to
First Name Last Name AMSC Email
 , in for
AMSC ID# Course# CRN# Semester

For the following reason(s):

His/Her grade at present is Upon failure to complete the remaining work, the student's grade is

He/She has the following work yet to be completed:

This work must be completed and submitted to me by

I will then assign a grade based on all work submitted. If he/she does not complete the work specified above by the due date, he/she should be assigned the grade indicated above.

I have discussed this with the student, and he/she agrees to the arrangement set forth in this form.

* (click to sign)

Faculty Signature Date

*

Student Signature Date

Timer Hide
45 minutes

* = required field

Appendix 9. Change of Grade Form



ATLANTA METROPOLITAN STATE COLLEGE
Office of the Registrar
1630 Metropolitan Parkway, S.W.
Atlanta, GA 30310 - 4498
Office (404) 756-4001

CHANGE OF GRADE

STUDENT INFORMATION

Last Name: * First Name: * Middle Name: Student ID (SID): *

The student above was awarded a grade of: *

In the following: Course No: CRN: *

For the semester/year of: *

His/her grade is to be changed to the grade of: * if the grade is changed to a "T" the Last Date of Attendance (LDA) must be reported with documentation. LDA: *

The grade was changed for the following reason(s):

- Error in computation of his/her grade. Attach supporting documentation and explain.
- Faculty member awarded an "I" which is now aged to an "F". Attach copy of Awarding of Incomplete Form and supporting documentation.
- Other. Specify below and attach supporting documentation.

Text area for specifying reasons and attaching documentation.

Attachments:

(click to sign)

Faculty Signature: _____ Date: _____

Academic Dean Signature: _____ Date: _____

Provost Signature: _____ Date: _____

Registrar Signature: _____ Date: _____

Financial Aid Signature: _____ Date: _____

Appendix 10. New/Change Policy Form



New/Change Policy Form

Purpose of Form: The New/Change Policy form should be utilized for approvals, notifications, and documentation for new College policies or procedural changes. The policy request by this form does not go into effect until all signatures, page 2, indicated thereof are affixed and dated. The review and approval for new (or changes to) policies are required at three levels: Departmental, the President's Cabinet, and the President. The completed document should be distributed to all parties listed on page 2.

Name of Person Making the New/Change Policy Request _____ Date _____

Name of Division or Department: _____

Section A. New (or Modified) Policy

List the existing policy, if applicable.

List the new proposed (or modified) policy

Describe the rationale for the new (or modified) policy. The rationale for the new policy should include the benefit(s)/challenges that the change will have on the unit, department and/or College. Also, discuss any additional resources or funds that might be needed to implement the change. Attach additional sheets if necessary

Section B. Approval Signatures. All recommend approval signatures are necessary before consideration for final approval by the College President. The signatures should be completed in the order listed below. Note that in some cases, signatures are required to indicate review only, which are not based on the merits of the request.

Area Vice President: _____ Date _____
 Recommend Does not Recommend

Curriculum/Policies Committee Chair _____ Date _____
 Recommend Does not Recommend

Executive Committee Chair _____ Date _____
 Recommend Does not Recommend

Secretary of the Faculty Assembly _____ Date _____
 Recommend Does not Recommend
(Applicable for matters voted on by the General Faculty)

Registrar: _____ Date _____
(Review Required/Only necessary if change involves Banner or the College Catalog)

Development and External Affairs Director: Name _____ Date _____
(Review Required: Ensures change notifications are properly made to College documents and stakeholders)

Associate Provost: _____ Date _____
 Recommend Does not Recommend
Approval is required only if related to the IE Committee, SACS Accreditation, and/or review for BOR Policy Requirements)

Vice President Fiscal Affairs: _____ Date _____
 Recommend Does not Recommend
Approval is required only if change involves facilities or fiscal related matters)

President's Cabinet: _____ Date _____
 Recommend Does not Recommend
Signature represents the cabinet member reporting the majority vote of the Cabinet

*College President (or designee): _____ Date _____
 Approved Not Approved

Comments. Signatories may indicate comments below if there are concerns or suggestions. Please initial your comments. Attached additional comments if needed.

Appendix 11. GA Sales Tax Certificate Exemption



**STATE OF GEORGIA
DEPARTMENT OF REVENUE
SALES TAX CERTIFICATE OF EXEMPTION
GEORGIA PURCHASER**

To: _____ DATE: _____

MAPLE RIDGE CITY COUNCIL

THE UNDERSIGNED HEREBY CERTIFIES that all tangible personal property purchased or leased after this date will qualify for sales tax or tax exempt treatment as indicated below. (Check the Applicable Box)

- 1. Purchase or lease of tangible personal property or services for **REPAIRS ONLY**, O.C.G.A. § 48-9-30. A sales and use tax number is required unless the purchaser is one of the following: church, qualifying tax-exempt child care facility, tax exempt parent teacher organization or association, private school (grades K-12), nonprofit entity raising funds for a public library, nonprofit agency of the Boys Scouts of America or Girl Scouts of the U.S.A. **TAX-FREE TREATMENT DOES NOT EXTEND TO ANY PURCHASE TO BE MADE BY THE PURCHASER, INCLUDING ITEMS THE PURCHASER WILL DONATE.** O.C.G.A. §§ 48-9-316, 316, 410, 490, 500, 511.
- 2. Purchase or lease of tangible personal property or services made by the United States government, the state of Georgia, any county or municipality of this state, the district which have elected governing bodies and are supported in whole or in part by ad valorem taxes or any other fee imposed on such governments when paid for directly to the seller by grant or appropriated government funds. A sales and use tax number is not required for this exemption. O.C.G.A. § 48-9-311.
- 3. Sales of tangible personal property and services made to the University System of Georgia and its educational units, the American Red Cross, a Committee Service Board located in this state, Georgia Department of Community Affairs Regional Commissions, or specific qualified districts provided with a sales tax exemption under Georgia law. A sales and use tax number is not required for this exemption. O.C.G.A. §§ 31-28-1(a), 48-9-3(2), 61-9-44.
- 4. Repack, use, consumption, or storage of motor oil, containers, labels, tanks, or bags used for packaging tangible personal property for shipment or sale. Materials purchased at a retail establishment for consumer use are not exempt. A sales and use tax number is not required for this exemption. O.C.G.A. § 48-9-314.
- 5. Aircraft, watercraft, motor vehicles, and other transportation equipment manufactured or assembled in this state when sold by the manufacturer or assembler for use exclusively within this state and when possession is taken from the manufacturer or assembler by the customer within this state for the sole purpose of returning the property from this state under its own power when the equipment does not and does not more assembly to removal by other means. A sales and use tax number is not required for this exemption. O.C.G.A. § 48-9-332.
- 6. The sale of diesel, gasoline, railroad locomotives and rolling stock, motor vehicles, and major components of each, that will be used primarily to transport the holders of this state in the service of transporting passengers or cargo by common carriers and by carriers who hold common carrier and contract-carrier authority in interstate or foreign commerce under authority granted by the United States Government. Replacement parts installed by carriers in such aircraft, watercraft, railroad locomotives and rolling stock, and motor vehicles that become an integral part of the craft, equipment, or vehicle are also exempt. The exemption does not extend to private or contract carriers. O.C.G.A. § 48-9-323(A).
- 7. Purchase or lease of tangible personal property or services made by the Federal Reserve Bank, a federally chartered credit union, or a credit union organized under the laws of this state. A sales and use tax number is not required for this exemption. O.C.G.A. §§ 611, 1760 § 1760; O.C.G.A. § 48-9-97.

Under penalty of perjury, I declare that I have examined this certificate and, to the best of my knowledge and belief, this certificate is true and correct and made in good faith, pursuant to the sales and use tax laws of the State of Georgia. Further, I understand that any tangible personal property described under this certificate is subject to sales and use tax if the purchaser uses or consumes tax property in any manner other than indicated above.

Purchaser's Name: Atlanta Metropolitan State College Sales Tax Number: 20013955800
(IF REQUIRED)

Purchaser's Type of Business: Higher Education

Purchaser's Address: 1630 Metropolitan State College

Printed Name and Signature: Nicholas Henry  Title: Interim Vice President IFA

Telephone Number: 404/35-4447 Email: nhenry@atlmet.edu

Supplier must secure and maintain and properly complete certificate of exemption from each purchaser receiving purchases without the payment of tax.

Appendix 12. AMSC General Education Learning Outcomes

Atlanta Metropolitan State College

Area A1. Written Communication

Students will effectively, demonstrating clear thinking, organization and structure, awareness of audience, appropriate writing conventions, language (grammar), and clear thesis development.

Area A2. Mathematics

Students will use mathematical operations and concepts to solve problems related to practical situations.

Area B. Institutional Foundations

Students will think critically, utilizing skills that include deductive and inductive reasoning, recognizing fallacies, as well as analyzing, evaluating, and synthesizing information.

Area C. Humanities/Fine Arts

Students will identify at least one genre of the fine and applied arts and discuss the social and historical contexts from which the art form emerged.

Area D. Natural and Computational Sciences

Students will apply the steps and tenets of the scientific method.

Area E. Social Sciences

Students will have the ability to articulate the complexity of human behavior as a function of the commonality and diversity within groups.

(Approved as of October 14, 2011)

Academic "Alert" Instructions

1. Begin at AMSCs home page: www.atlm.edu



2. Select the banner tabbed: (1) Faculty and Staff then select (2) Forms in the drop-down menu

<https://www.atlm.edu/faculty-staff/forms.aspx>



Academic “Alert” Instructions

3. Scroll to the Center for Academic Advising (CAAS) section and select the Academic “Alert” Referral (formerly called Early Alert) link.



4. Complete the Academic “Alert” dynamic form in its entirety. **Be sure to include actions performed by Professor. Thank you.**

The image shows a screenshot of the "Academic Alert" dynamic form. The form is titled "CENTER FOR ACADEMIC ADVISING & SUPPORT SERVICES COLLEGE OF LIBERAL ARTS AND SCIENCES" and "ACADEMIC 'ALERT' REFERRAL FORM". It includes a section for "You and your student" with a paragraph of text. Below this, there are several input fields for "Course CES", "Course Title", "Section", "Student's First Name", "Student's Last Name", "Student's Place Number", "Student's AASC Email", "AASC ID", "Student's grade at the time of Alert submission", and "First of Name". There is also a section for "Check if program used in course" with radio buttons for "Yes" and "No" for "First of Name", "Last Name", "Email", and "Phone Number". The form also has a section for "Action performed by Professor" with a dropdown menu and a "Submit" button.

Academic “Alert” Instructions

1. Begin at AMSCs home page: www.atlm.edu



2. Select the banner tabbed: (1) Faculty and Staff then select (2) Forms in the drop-down menu

<https://www.atlm.edu/faculty-staff/forms.aspx>



Appendix 15. Advisement Checklist

Name of Student _____

AMSC ID _____ Semester / Year _____

Program of Study/Pathway _____

- _____ Communicated and posted Advisor's advisement & registration office hours.
- _____ Completed and documented outreach efforts: Email and/or Phone Call.
- _____ Reviewed student's unofficial transcript.
- _____ Reviewed student's DegreeWorks in Faculty Portal.
- _____ Posted notes in DegreeWorks after Advisement/Registration Session in Notes tab.
- _____ Affirmed student's program pathway/major. If needed, assist student with completing major change dynamic form.
- _____ Moved Academic holds in SOAHOLD to new date (1st date only)
- _____ Informed student about Academic Support Services (i.e., Tutor.com, TutorOcean, Writing Lab, Student Success Workshops, etc.)
- _____ Communicated anticipated graduation date to student. If applicable, guided student on completing the graduation dynamic form.
- _____ Documented advisee and registration appointment on weekly report.

COMMENTS:

Appendix 16. Faculty Expectations, Online Courses

3. Report "No Shows" to the Registrar on the assigned date. Students who do not login to their DE course prior to the end of the late registration period are considered "No Shows".
4. Provide content that includes but is not limited to all learning modules, discussion board entries, updated calendar with due dates for all assessments, assignments, quizzes, tests, and all other expectations clearly outlined
5. Articulate clear response times for student email, preferably within 24 hours and no longer than 48 hours, excluding weekends, non-working days, and holidays.
6. Nurture student engagement and active learning by frequently posting and moderating discussions, providing timely feedback, and participating in other interactive learning activities.
7. Provide timely, appropriate, and responsive assessment of student learning, and indicate anticipated turnaround time on assignments and assessments (within 5/6/7 days of submission?)
8. Prominently display the course specific Academic Honesty and Plagiarism Policy and ascertain that reasonable safeguards are in place to ensure compliance.
9. Provide clear instructions regarding the method, mode, due-date, and conditions for taking and submitting exams. Proctored exams???
10. Check and update the course gradebook roll in GeorgiaView/Vista against the official roll available at the Faculty Online Services Portal at www.astm.edu. Non registered or unauthorized students should be denied access to the class by applying the "denied access" gradebook setting.
11. Encourage students to complete the instructor and course evaluation survey administered by AMC.
12. Maintain all course related correspondence within the course, so in case of grade appeals, due process can be ensured for all parties.
13. Obtain current contact information from all enrolled students and individual acknowledgement (via email or on the discussion board) that they have read and understood the course policies as outlined by the instructor.
14. Post prominently on your course syllabus the following statement as required by The Technology, Education and Copyright Harmonization (TEACH) Act: "The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated." For further information regarding use of copyrighted materials, please refer to http://www.usg.edu/legal/teach_act/