



Middle Georgia
State University

Faculty Handbook

AY 2024–2025

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Section 1: The University System of Georgia

The Board of Regents (BOR)

The Board of Regents of the University System of Georgia was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The governor appoints members to the Board to seven-year terms, and regents may be reappointed to subsequent terms by a sitting governor. Regents donate their time and expertise to serve the state through their governance of the University System of Georgia. The position is a voluntary one without financial remuneration. Today the Board of Regents is composed of 19 members, five of whom are appointed from the state at large, and one from each of the 14 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees the public colleges and universities that comprise the University System of Georgia and has oversight of the Georgia Archives and the Georgia Public Library Service.

[List of System Institutions](#)

Research Universities

Augusta University
Georgia Institute of Technology
Georgia State University
University of Georgia

Comprehensive Universities

Georgia Southern University
Kennesaw State University
University of West Georgia
Valdosta State University

State Universities

Albany State University
Clayton State University
Columbus State University
Fort Valley State University
Georgia College and State University
Georgia Southwestern State University
Middle Georgia State University
Savannah State University
University of North Georgia
South Georgia State College

State Colleges

Abraham Baldwin Agricultural College
Atlanta Metropolitan College
College of Coastal Georgia
Dalton State College
East Georgia State College
Georgia Gwinnett College
Georgia Highlands College
Gordon State College
Georgia Highlands College

[Office of the Chancellor](#)

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The Chancellor provides leadership in higher education and stewardship of state and University System resources by promoting a statewide perspective on higher education that attends to the current and developing needs of the State, its citizens, and its students, relating them effectively to the University System and its institutions. The Chancellor supports the Board of Regents in furthering and achieving its vision for the University System by providing leadership in analyzing, monitoring, and anticipating higher education trends and developments, and by planning strategically for the future of the University System. The Chancellor also serves on the Georgia-based [Alliance of Education Agency Heads](#), a collaborative partnership with the Governor's office and Georgia's education agency heads.

Functional Area Oversight includes academic affairs, fiscal affairs, internal affairs, operations, and external affairs.

Section 2: Middle Georgia State University

2.01 History of Middle Georgia State University

On January 8, 2013, Middle Georgia State College was formed when the Board of Regents approved the consolidation of Macon State College and Middle Georgia College. University Chancellor Hank Huckaby announced the consolidation plan for these and six other USG-system institutions in September 2012, and the Southern Association of Colleges and Schools Commission on Colleges approved its prospectus in December 2012. The consolidation would enable the USG system to better use financial and academic resources and to expand the scope of academic programming to area students. Dr. John Black was appointed interim president. Dr. Christopher Blake was inaugurated as the institution's first president October 2014. On March 18, 2015, the Board of Regents approved a change in the institutional name from a state college to a state university as well as a revision of its mission statement to reflect that of an institution in the state university sector. In November 2019, the BOR approved MGA as an institution with a blended function as defined by the BOR (BOR Policy 2.8 Institutional Mission). MGA has a primary sector/function as a state university and a secondary sector/function as a state college.

History of Middle Georgia College

Middle Georgia College was established on October 20, 1884, as the College of the New Ebenezer Association. The Association was composed largely of Baptist churches in Pulaski, Dodge, Laurens, and Telfair counties. Instruction began on January 10, 1887, with approximately 100 students, most of whom were from the Middle Georgia area.

During this early period, the institution was divided into preparatory and collegiate departments. The catalog of 1887 says the purpose of its curriculum was "to prepare pupils for business or for the Junior Class in Universities. This includes Latin, Greek, Mathematics, Natural Science and several modern languages, with English studies and Music."

On August 21, 1917, an agricultural and mechanical school for the Twelfth Congressional District was established on the same campus. This school was chartered as one of the branches of the Georgia State College of Agriculture and Mechanical Arts, a department of the University of Georgia.

The Middle Georgia Agricultural and Mechanical Junior College was established in 1919. This, too, was a branch of the University of Georgia. The name was changed to Middle Georgia College, and its operation was placed under a board of nine trustees in 1929.

Middle Georgia College was placed under the Board of Regents of the University System of Georgia on August 27, 1931. The Dublin Center was located in Dublin in 1984. In 2007, the Georgia Aviation Technical College in Eastman merged with Middle Georgia College. In 2006, the Board of Regents authorized Middle Georgia College to begin offering select baccalaureate degrees.

By 2012, Middle Georgia College offered six four-year degrees and more than 40 majors and transfer programs. The school operated the Georgia Academy of Aviation, Mathematics, Engineering and Science (GAMES), a residential joint enrollment program to allow students to earn a high school diploma and associate's degree simultaneously. It sponsored intercollegiate athletic teams in six sports. Middle Georgia College's fall 2012 enrollment was 3,104 students.

History of Macon State College

Macon State College began in 1965 when the University System of Georgia's Board of Regents passed a resolution to create a public two-year college to serve Bibb, Houston, Peach, Crawford, Monroe, Jones, and Twiggs counties. The voters of Bibb County approved a bond issue to fund the college, and

168 acres of wooded land were selected in West Macon. When it opened in fall 1968, Macon Junior College became the twenty-fifth institution in the University System of Georgia. Its charter class was 1,110 students, the largest enrollment ever for a new state college in Georgia.

In 1970, the Board of Regents directed Macon Junior College to serve civilian and military employees at Robins Air Force Base. The Robins Resident Center, located on the base, was then established.

In June 1987, the Board of Regents approved a name change to Macon College. In 1991, Macon College began serving Houston County and surrounding areas with the Warner Robins Center located in the Advanced Technology Park.

The Regents expanded the mission of the College in 1996 to include technological and professional programs at the baccalaureate level, and the next year the institution was officially renamed Macon State College. The charter baccalaureate class graduated in May 1999 with degrees in Information Technology, Health Information Management, and Health Services Administration. The number of bachelor's degrees the College offered grew steadily and drove dramatic enrollment increases

In 2003, Macon State established the Warner Robins campus on Watson Boulevard. In 2007, the College underwent a major academic reorganization from divisions into schools, and in 2010, it became a residential college through the acquisition of the apartments now known as College Station.

By 2012, Macon State offered 18 bachelor's degrees with 33 majors and concentrations. Between 1999 and 2012, it awarded more than 3,000 bachelor's degrees to its students. Macon State College's fall 2012 enrollment was 5,780 students.

2.02 Campuses and Teaching Sites

2.02.01 Macon Campus

The 168-acre Macon Campus is located in western Bibb County, Georgia—near the intersection of US Highway 80 and Interstate 475. The switchboard may be reached at 478-471-2700. A map of the Macon Campus can be found at the following: [Macon Map](#).

100 University Parkway
Macon, GA 31206
United States

2.02.02 Cochran Campus

The 170-acre Cochran campus is located on the eastern edge of Cochran, Georgia. The main number is 478-934-6621. A map of the Cochran Campus can be found at the following: [Cochran Map](#).

1100 Second Street, Southeast

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Cochran, GA 31014
United States

2.02.03 Warner Robins Campus

The 27-acre Warner Robins Campus (WRC) is located in Warner Robins, Georgia, at the corner of University Boulevard and Watson Boulevard across from City Hall and just half a mile from the main gate at Robins Air Force Base. The main number is 478-929-6700. A map of the Warner Robins campus can be found at the following: [Warner Robins Map](#).

100 University Boulevard
Warner Robins, GA 31093
United States

2.02.04 Eastman Campus

The approximately 22-acre Eastman Campus is located 17 miles south of Cochran, Georgia, at the Eastman-Dodge County Airport at 71 Airport Road. The campus includes aircraft hangers, classrooms, a library, business operations space, and an aircraft terminal and tower. The main number is 478-374-6980. A map of the Eastman campus can be found at the following: [Eastman Map](#).

71 Airport Road
Eastman, GA 31023
United States

2.02.05 Dublin Campus

The approximately 48-acre Dublin Campus is located in Dublin, Georgia, at 1900 Bellevue Road. The main number is 478-275-6643. A map of the Dublin Campus can be found at the following: [Dublin Map](#).

1900 Bellevue Road
Dublin, GA 31021
United States

2.02.06 Georgia Film Academy (Off-Campus Instructional Site)

Located at the Trilith Studio Stages facility at 461 Sandy Creek Road, Fayetteville, Georgia, this USG-maintained facility of the GFA (Georgia Film Academy) includes 10,000 square feet of classroom space, a state-of-the-art post-production facility, screening room, a 15,000-square-foot soundstage, set design workshops, make-up effect labs, and an onsite office staffed with GFA professionals. For information, call 404-962-3101. A map of the Georgia Film Academy can be found at the following webpage: [Georgia Film Academy Map](#).

GFA Traffic Flow Trilith Studio Stages: [TRILITH TRAFFIC FLOW \(mga.edu\)](#)

461 Sandy Creek Road
Fayetteville, GA 30214
United States

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2.02.07 Griffin Regional and Career Academy (Off-Campus Instructional Site)

221 Spalding Drive
Griffin, GA 30223
United States

2.02.08 Rockdale Magnet School for Science and Technology (Off-Campus Instructional Site)

930 Rowland Rd, NE
Conyers, GA 30012
United States

2.02.09 Piedmont Academy (Off-Campus Instructional Site)

126 Highway 212 West
Monticello, GA 31064
United States

2.03 Mission, Vision, and Core Values of Middle Georgia State University

2.03.01 Mission

Middle Georgia State University educates and graduates inspired, lifelong learners whose scholarship and careers enhance the region and the state.

2.03.02 Vision and Core Values

Middle Georgia State University faculty and staff transform individuals and their communities through extraordinary higher learning. This vision is shaped by four core values: Stewardship, Engagement, Adaptability, and Learning.

2.04 Strategic Planning

As prescribed by the Board of Regents, Middle Georgia State University has a strategic planning process that maintains a current strategic plan in which priorities are defined and through which the institution's mission is carried out in accordance with the strategic directions and guiding principles established by the Board of Regents. The faculty and staff shall be involved in developing the planning process and shall be included in the structure by which the plan is implemented ([BOR Policy Manual 2.9](#)).

2.05 Accreditation

Middle Georgia State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, and doctoral degrees. Questions

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

Middle Georgia State University also has the following specialized accreditations (<https://www.mga.edu/about/specialized-accreditation.php>):

Aviation Accreditation Board International (AABI) (<https://www.aabi.aero/>)

- B.S Aviation Science and Management (Flight)
- Last reviewed February 2024; reaccreditation year 2029

Accreditation Commission for Education in Nursing (ACEN) (<https://www.acenursing.org/>)

- M.S. in Nursing – Last reviewed February 22, 2022; reaccreditation year 2030.
- B.S. in Nursing – Last reviewed September 17, 2019; reaccreditation year 2027.

ABET, formerly the Accreditation Board for Engineering and Technology (<https://www.abet.org/>)

- B.S. in Information Technology
- Last reaccreditation 2020-2021

Accreditation Council for Occupational Therapy Education (ACOTE) (<https://acoteonline.org/>)
of the American Occupational Therapy Association (AOTA) (<https://www.aota.org/>)

- A.S. in Occupational Therapy Assistant
- M.S. in Occupational Therapy
- Last reviewed March 2, 2022 – A.S. reaccreditation year 2032; M.S. candidacy status 2022; accreditation year 2024 pending on-site evaluation

Commission on Accreditation for Respiratory Care (CoARC) (<https://www.coarc.com/>)

- B.S. in Respiratory Therapy (Transitioned from AS in 2018)
- Last Decennial Review 2016 – reaccreditation year 2026
- Last annual review 2023

Council on Social Work Education (CSWE) (<https://www.cswe.org>)

- B.S. in Social Work
- Last reviewed 2023; reaccreditation Year 2031

Georgia Professional Standards Commission (GaPSC) (<https://www.gapsc.com/>)

- All of MGA's educator preparation programs are accredited by the GaPSC
- Last Reviewed June 19, 2019; reaccreditation year 2026

2.06 Equal Opportunity

2.06.01 Equal Employment Opportunity

[8.2.1 of the BOR Policy Manual: Equal Employment Opportunity](#)

Middle Georgia State University is an Equal Educational and Employment Opportunity institution and adheres to the policy of the Board of Regents linked above. Factors of race, national origin, color, sex, age, religion, disability, or handicap are not considered in the admission or treatment of students or in employment, in accordance with Federal and State laws and regulations. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973.

2.06.02 Policy Statement on Faculty Disability Accommodation

In order to provide equal employment opportunity to all qualified individuals and in compliance with the 1990 Americans with Disabilities Act (ADA), Public Law 101-3361, it is the policy of Middle Georgia State University to afford reasonable accommodations as spelled out under ADA.

In sum, Middle Georgia State University does not discriminate on the basis of disability in admission or access to employment, programs, or activities. ADA guarantees individuals with disabilities equal opportunity in the areas of public accommodations, employment, transportation, state and local government services, and telecommunications.

An individual requiring a modified work environment as the result of a temporary or permanent disability is encouraged to request reasonable accommodations through the Chief Human Resources Officer.

The institution shall consider all relevant information on any formal request. Relevant information includes, but is not limited to, verification of the disability, determination of the essential functions of the job, consultation with reasonable accommodation specialists or similar functionaries, consultation with campus budget and purchasing specialists, and (with the employee's written permission) consultation with medical or rehabilitation specialists who may be working with the individual. The employee shall bear the initial cost of medical verification, which may be covered by medical insurance. If the University requests a second opinion from a medical or rehabilitation professional, the University shall bear the cost.

The employee shall be informed in writing of the University's initial decision to honor or deny the request within twenty working days of the receipt of all relevant information necessary for a formal request. If the twenty-working-day limit cannot be met, the University shall confer with the employee to agree upon a reasonable time limit. When an accommodation request is denied, the University shall inform the employee of the appropriate appeals process. Appeals of request denials shall follow standard appeals procedures.

Please see the following for more information about the ADA: [American with Disabilities Act](#).

2.07 Organizational Chart and Officers of the University

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The Administrative Officers, except the President, shall be appointed by the President and hold office at the pleasure of the President, under whose direction they serve. The Administrative officers have no right of tenure in the administrative offices that they hold. All official business between personnel at Middle Georgia State University (MGA) and the Chancellor's office shall be conducted through the presented organizational structure of MGA. The current Organizational Chart of Middle Georgia State University is located at <http://www.mga.edu/about/organization.aspx>. Please see the [MGA Statutes](#) for a description of the duties and rights of some the Administrative officers.

2.08 Academic Units

The Corps of Instruction is organized for administrative purposes into instructional Schools and Departments. Schools are administered by a Dean, who reports directly to the Provost. A Department is administered by a Chair, who reports directly to the Academic Dean. Schools may also be organized with Program Directors/Coordinators in lieu of Department Chairs. The responsibilities of Program Directors and Coordinators are limited to curriculum and academic advising. They report directly to the unit's Academic Dean. MGA is composed of six Schools:

2.08.01 [SCHOOL OF ARTS AND LETTERS](#)

2.08.02 [SCHOOL OF AVIATION](#)

2.08.03 [SCHOOL OF BUSINESS](#)

2.08.04 [SCHOOL OF COMPUTING](#)

2.08.05 [SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES](#)

2.08.06 [SCHOOL OF HEALTH AND NATURAL SCIENCES](#)

2.08.07 Responsibilities of Academic Dean

The Dean of a School coordinates and supervises the activities of the various disciplines within the School, working directly with the Department Chairs and faculty. That individual shall serve a twelve-month contract and shall make recommendations to the Provost for implementing, updating, and improving the curriculum within the academic unit. They are responsible for providing leadership in the areas of faculty in-service training, scholarship, educational experiences, and professional service to the community, academic advising, and faculty recruitment for the School. The Dean shall otherwise serve as the administrative head of the academic unit and shall make appropriate recommendations to the Provost regarding courses, faculty assignments, an annual School budget, an annual report, annual evaluation of faculty performance, and other School activities.

The Academic Dean shall perform the following specific duties:

- ensure that all faculty members and academic units within the School adhere to all University System of Georgia Board of Regents, Middle Georgia State University, and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policies and procedures;
- coordinate and supervise the activities of the various disciplines within the unit, working with the Department Chairs, the Program Directors, the Program Coordinator, and the faculty within the unit;

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- recommend to the Provost measures for implementing, updating, and improving the curriculum within the School or division. (In this regard, they shall be responsible for leadership in the areas of faculty professional development, scholarship, teaching excellence, professional service to the community, academic advising, retention, progression, graduation, and faculty recruitment for the School or Department, and they shall be expected to make recommendations concerning new positions, replacements, promotions, and leaves of absence);
- recommend to the Provost the courses to be taught and the faculty assignments within their academic unit each semester;
- prepare an annual budget for the operation of their academic unit, control the expenditure of funds allocated to that unit in accordance with the policies of the institution, process all requisitions for equipment or supplies for the academic unit, and approve all requests for use of School funds for travel;
- prepare and submit an annual report of the activities to include assessment of the academic unit to the Provost;
- exercise responsibility for administering all policies of the institution applicable to the personnel under their supervision and for the observance of all policies of the institution by the personnel in the academic unit;
- exercise responsibility for the effectiveness of academic advising and of assessment, retention, progression, and graduation within the academic unit;
- oversee the performance evaluation of each faculty member on an annual basis and report the outcome of that evaluation to the Provost;
- provide orientation and supervision of part-time faculty;
- with the assistance of the Associate Dean, Assistant Dean, Department Chair, or Program Director coordinate with individual faculty members a program of professional development to include effective teaching, scholarship, and professional service to both the institution and the community;
- plan, direct, and assess academic unit initiatives and activities in support of student success;
- cooperate both internally and externally to promote the welfare of Middle Georgia State University.

2.08.08 Responsibilities of Associate and Assistant Deans

An Associate or Assistant Dean is appointed by and serves at the pleasure of the President upon the recommendation of the Dean of the Academic Unit and the Provost. That individual shall serve a twelve-month contract. They shall be a member of the faculty of a discipline with appropriate faculty rank, eligible for tenure as a member of the faculty, and responsible directly to the Dean of the Academic Unit. They shall assist the Dean of the Academic Unit in matters related to curriculum; the evaluation, recruitment, and appointment of faculty; and other matters as directed by the Dean in the administration of the Academic Unit.

The Associate and the Assistant Dean are expected to teach each year to justify the assignment of faculty rank and to earn tenure as a member of the Corps of Instruction unless granted reassigned time by the Provost to include responsibilities such as program accreditation, new program development

and implementation, or other defined purposes. The Associate or the Assistant Dean will cooperate both internally and externally to promote the welfare of Middle Georgia State University.

2.08.09 Responsibilities of Department Chairs, Program Directors, and Program Coordinators

Department Chairs, Program Directors, and Program Coordinators are appointed by and serve at the pleasure of the President upon the recommendation of the Dean of the Academic Unit and the Provost. They provide leadership within a School as defined by the Dean of the Academic Unit and serve a ten to-twelve-month contract. Department Chairs, Program Directors, and Program Coordinators shall be teaching members of the faculty of a discipline with appropriate faculty rank, eligible for tenure as a member of the faculty, and responsible to the Dean of the Academic Unit.

Duties of the Department Chairs, Program Directors, and Program Coordinators may include personnel responsibilities, curriculum responsibilities, or both. Specific duties include, but are not limited to, the following:

- ensuring that all faculty members within the unit adhere to all University System of Georgia Board of Regents, Middle Georgia State University, and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policies and procedures;
- assisting the Dean and/or Associate or Assistant Dean in the development and maintenance of curriculum and courses representative of the discipline and supportive of the educational objectives of the institution;
- assisting the Dean and/or Associate or Assistant Dean in evaluating, recruiting, and recommending the appointment of faculty of the necessary quality to support the courses and curricula of the discipline in accordance with the standards of the institution;
- assisting the Dean and/or Associate or Assistant Dean in orienting the faculty and regularly reviewing with them the objectives of the courses they teach; the general aptitude and achievement characteristics of their students; the methods and standards by which student performance is measured; and all policies of the institution which are designed to guide the student, the faculty, and the administration in their evaluation of the progress of the student and the educational system to which all are committed;
- promoting and assessing effective teaching, scholarship, professional development, and professional service to the institution and the community among the faculty of the academic unit;
- planning, directing, and assessing School initiatives and activities in support of student success in the academic unit;
- assisting the Dean and/or Associate or Assistant Dean in recommending the courses to be taught by the faculty each semester and in assigning to the faculty the courses they are to teach;
- administering all policies of the institution applicable to the personnel under their supervision and assuming responsibility for the observance of all policies of the institution by any personnel under their supervision;
- assisting the Dean and/or Associate or Assistant Dean in the evaluation of faculty under their supervision, in the preparation of the annual reports and budgets for the School, and in the maintenance of an effective advising program for students;
- cooperating both internally and externally to promote the welfare of Middle Georgia State University.

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2.08.10 Responsibilities of the Corps of Instruction

The established vision, mission, and programs of Middle Georgia State University require the best teaching-learning experiences for students. The accomplishment of this goal is dependent on the effective functioning of the individual members of the Corps of Instruction both singularly and in groups. The Corps of Instruction includes full-time tenure-track and tenured faculty and full-time Lecturers. Each member of the Corps of Instruction shall carry out the following duties in a professional, ethical, and collegial manner:

- contribute to a learning community of student success based on the dignity and worth of each individual;
- provide effective teaching-learning experiences, be available to students for the purpose of conferring and assisting with academic and other matters;
- work consistently to further scholarship (MGA professionals value a wide range of research methods that align with the Boyer model (Boyer, Ernest L. 1990. *Scholarship Reconsidered*. New York: The Carnegie Foundation for the Advancement of Teaching). The Boyer model encompasses these areas of scholarship: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Each Department defines how its activities in scholarship apply to the Boyer model. Scholarship includes, but is not limited to, engaging in research projects pertaining to the evaluation of teaching, writing scholarly articles and books, conducting institutional research, delivering papers at professional conferences, applying theory to practice, and creating new instructional paradigms);
- engage in professional development (which is defined as engaging in those activities which enhance professional knowledge and expertise and includes such activities as continuing formal graduate study; attending lectures, workshops, seminars, and institutes; exhibiting involvement in work experiences relating to one's discipline; and reading and studying material relating to that discipline);
- participate in the student advisement process;
- cooperate fully with colleagues in accomplishing the total work of the institution, including participating in institutional, School and Department meetings and participating in institutional, School, Department, and other assigned committee meetings;
- cooperate in the timely completion of studies, reports, and records required by the Registrar, Provost, the Southern Association of Colleges and Schools Commission on Colleges, the Board of Regents, and the University administration;
- make a creative contribution to MGA and the community through professional service (which is defined as the contribution of an individual's professional expertise to the enhancement of the institutional community, the professional community, and the community at large);
- be responsible for enforcement of Middle Georgia State University rules and regulations;
- adhere to all USG and Middle Georgia State University policies and procedures; and
- cooperate both internally and externally to promote the welfare of Middle Georgia State University.

2.09 Special Programs and Services

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2.09.01 Continuing Education

Continuing Education offers a variety of traditional and innovative learning environments for alumni, senior citizens, adult learners, and working professionals who wish to engage in personal enrichment programs or in training experiences essential to their career development. Continuing Education may be contacted via [Continuing and Professional Education: Middle Georgia State University \(mga.edu\)](https://www.mga.edu/continuing-education).

Note: The office is separate from the Conference Center and its facilities and reservation processes, which may be reached at 478-471-2770.

2.09.02 The Center for Economic Analysis

The primary mission of the Center for Economic Analysis (CEA) is to provide applied research and program development to local businesses, governments, and other interested parties in our sphere of influence. The CEA may be contacted at 478-757-2639.

2.09.03 Middle Georgia State University Foundation, Inc.

The Middle Georgia State University Foundation oversees the University's philanthropic assets and activities. Gifts to the Foundation are used to increase scholarships and opportunities for deserving and diverse students; to promote excellence and achievement among faculty; to bolster public engagement to complement our academic strengths; and to strengthen our people, programs, and facilities to support and promote academic success. The Foundation is governed by a volunteer board of trustees comprised of community leaders who raise funds; advocate for the University; and ensure responsible, effective stewardship of contributions.

2.09.04 The Georgia Academy

Middle Georgia State University offers Dual Enrollment courses for current high school students who meet the program eligibility criteria through the Georgia Academy.

The Georgia Academy is a unique, state-funded program that allows high school students to graduate with an associate's degree, receive an honors distinction, participate in experiential learning, and/or receive college credits at little to no cost.

Section 3: Faculty Governance

3.01 Introduction

The Board of Regents has jurisdiction over all units of the University System of Georgia. The Board of Regents is composed of one member from each congressional district of the State and five additional members from the State at large, who are appointed by the Governor and confirmed by the Senate. The term of each member is seven years. The Governor cannot be a member of the Board. The Chancellor, who is appointed by the Board of Regents and responsible directly to it, is the chief administrative officer of the University System. The Chancellor makes all needed inspections and surveys of institutions in the System and reports those findings to the Board. The Chancellor is to keep the Board fully informed of the standards of scholarship, the fiscal integrity, and the administrative efficiency maintained at each institution in the System.

In accordance with the policies established by the Board of Regents, the governance of Middle Georgia State University has been designed to include a system of shared governance to ensure maximum input and involvement by the entire MGA community and represent institutional constituents. They are the Faculty Senate, its committees and recognized Senate affiliates, the Staff Council, the President's Cabinet, and the Student Government Association. These groups, along with the Corps of Instruction meet on a regularly scheduled basis. Typically, the Corps of Instruction will meet at the annual Fall Convocation.

3.02 The Corps of Instruction and the Faculty Senate

3.02.01 The Corps of Instruction

Votes of institutional significance by the Faculty Senate must be approved by the Corps of Instruction and Officers of the University prior to being forwarded to the President for consideration. See Faculty Bylaws, Article IX, on the Shared Governance section of the MGA website.

3.02.02 The Faculty Senate

The purpose of the Faculty Senate is to recommend to the President of the University rules and regulations for the governance of the University as may be proper for the maintenance of high educational standards and the well-being and effective functioning of the University. It shall approve the curriculum and recommend to the President necessary policies and practices in support of the Mission of the University. The Faculty Senate's areas of jurisdiction are the academic program, teaching faculty, student affairs, student admission and retention, academic regulations, educational materials, and other related matters. The Senate shall consist of voting and non-voting members.

3.03 President's Cabinet

The President's Cabinet, under the direction of the President, considers the total development of the institution, requirements of the Board of Regents of the University System of Georgia, and other

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aspects of the institution which are not the expressed or implied responsibilities of the Academic Council.

3.04 Student Government Association

The Student Government Association officially represents the student body of Middle Georgia State University and has the purpose of promoting communication and facilitating understanding among students, faculty, and administrators.

3.05 Decision Making and Policy Formation

Faculty, staff, students, or administrators may initiate proposals for university policy and follow SACSCOC Best Practices for Developing Policy and Procedure Documents. Three avenues exist by which a proposal may receive consideration:

- Proposals pertaining to academic matters shall be referred to the appropriate Standing Committee for review, consideration, and recommendation. Where matters of jurisdiction are not clear, the proposal shall be forwarded to the Executive Committee for assignment to the appropriate committee for review, consideration, and recommendation. Recommendations from the Standing Committees to amend the Bylaws of the Faculty Senate shall be forwarded to the Executive Committee for consideration and, upon approval, recommendations shall be sent to the Faculty Senate for consideration. However, all proposals relating to curricula and courses shall proceed through the Department Chair, Academic Dean, the Provost, the Academic Affairs Committee, and then the Faculty Senate.
- Proposals of non-academic or general university policy are referred to the President for consideration by the President's Cabinet.
- Policy proposals that relate to both of these areas or those that are not clearly one or the other are referred to the President of MGA for designation to the proper group for consideration.

The Faculty Senate's areas of jurisdiction are the academic programs, teaching faculty, student affairs, student admission and retention, academic regulations, educational materials, and other related matters.

The Faculty Senate or Cabinet, after acting favorably on a policy proposal pertaining to internal operations, shall submit its recommendation to the President of MGA. Recommendations of the Faculty Senate or the President's Cabinet become institutional policy or institutional practice only upon approval of the President of MGA as appropriate.

These statutes shall not be construed to deny any faculty or administrative group the freedom to discuss any matter of concern to MGA.

Section 4: Faculty Employment Policies

4.01 General

4.01.01 Definition of Faculty

The faculty shall consist of the corps of instruction and the administrative officers as defined in [Section 3.2 of the Policy Manual of the Board of Regents of the University System of Georgia](#). Full time Professors, Associate Professors, Assistant Professors, Lecturers, Senior Lecturers, teaching personnel with other titles approved by the Board of Regents, and duly certified librarians (BOR Policy Manual [3.2.1.1](#), [8.1.1](#)).

4.01.02 Non-Tenure Personnel

Institutions of the University System of Georgia are authorized to establish professional positions designated as non-tenure-track positions. Each institution shall prepare annually, along with its budget, a list of positions so designated for signatures submitted during the budget year must also be approved by the Chancellor or appointed designee. Positions designated as non-tenure-track positions or as tenure-track positions may be converted to the other type only with approval by the institutional President (BR Minutes, August 2007).

See the following section of the BOR Policy manual for an expanded definition of non-tenure-track professional personnel: [8.3.8 of the BOR Policy Manual: Non-Tenure-Track Personnel](#)

4.01.03 Part-Time 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 conditions listed in [4.2 of the USG Academic & Student Affairs Handbook: Definition of Part-Time](#).

4.02 Faculty Employment

The provisions that follow shall not be construed to prohibit the granting of appointment, reappointment, promotion, or tenure to a qualified individual at any time.

4.02.01 Minimum Qualifications for Employment

In accordance with the policy established by the Board of Regents, minimum employment qualifications for all institutions, including Middle Georgia State University, and for all academic ranks within the institutions are listed in the following sections of the BOR Policy Manual:

[8.3.1.2 of the BOR Policy Manual Minimum Qualifications for Employment](#)

[8.3.1.4 of the BOR Policy Manual: State Universities](#)

4.02.02 Recruitment and Appointment at Middle Georgia State University

All employment processes and decisions, including but not limited to hiring, promotion, and tenure, shall be free of ideological tests, affirmations, and oaths, including diversity statements. The basis and determining factor for all such decisions should be that the individual possesses the requisite knowledge, skills, and abilities associated with the role and is believed to have the ability to successfully perform the essential functions, responsibilities, and duties associated with the position for which the individual is being considered. At the core of any such decision is ensuring the institution's ability to achieve its mission and strategic priorities in support of student success. Faculty recruitment shall be alignment with MGA's Policy on Recruitment and Hiring ([8.2 Recruitment & Hiring Process: Middle Georgia State University Polices](#)) and [the USG's Policy on Employee Recruitment and Direct Appointments](#).

Faculty appointments and reappointments in the Schools are recommended by the Dean of the School to the Provost who then makes a recommendation to the President of MGA. According to the policy manual of the Board of Regents of the University System of Georgia, each institution shall publish comprehensive, clearly stated written policies and procedures for the recruitment and appointment of faculty members. These policies and procedures shall conform to guidelines promulgated by the Chief Academic Officer and Executive Vice Chancellor.

Nevertheless, the President shall be responsible for the initial appointment of faculty members and administrative employees of each institution as well as the salary and all promotions of each shall be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in the BOR Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year for members of the faculty for study at other institutions or for such reasons as the President may deem proper.

1. Initiating Faculty Appointments

Responsibility for initiating faculty appointments rests with the Dean of the School, the sequence of concurrence then being with Academic Affairs, Human Resources, the Office of Finance and Operations, and then the President. Responsibility for re-appointments rests with the Dean of the School, the sequence of occurrence then being Academic Affairs and then the President.

A. Authorization

Before acting on any position, the appropriate Academic Dean, Associate or Assistant Dean, or Department Chair shall obtain approval from the Provost regarding desired qualifications, budget position, salary, rank, and any special conditions of the position to be filled.

Such authorization shall include a review of credentials and other qualifications as determined by the *Faculty Credentialing Guidelines* on the Academic Affairs page; as of Academic Year 2021, these guidelines incorporated the previously approved and applied standards for graduate faculty, which can be found as an Appendix 1 to this handbook. [Faculty Credentialing Form-rev-1.pdf \(mga.edu\)](#)

B. Search Committee

All tenure-track faculty position searches shall be coordinated by a School or Department Search Committee recommended by the Academic Dean or Department Chair with prior approval by the Provost. The committee shall be composed of a minimum of three members up to five members selected from the faculty and staff. The composition of the committee should include faculty/staff from other Departments impacted by the new hire. The majority of the committee shall be faculty from the School, Department, or Program recruiting the position.

C. Recruiting

Solicitation of applicants and recruiting are initiated through the Office of the Provost. Applications are sent to the Office of Human Resources, but informational inquiries may be directed to the appropriate School Dean, Associate Dean, or Department Chair. The Office of Human Resources receives the application materials and creates applicant files.

These files are then forwarded to the appropriate School, or Department for the initial screening. The Search Committee shall review all applications, recommend finalists to the Academic Dean or Department Chair for on-campus interviews, and recommend acceptable candidates for the position to the Provost.

D. Employment Data

Each School or Department is responsible for gathering the necessary pre-contract data on candidates interviewed on campus.

E. On-Campus Interview

After screening for a position on the basis of initial contacts, employment data, and recommendation of the Search Committee, the School Dean, Associate Dean, or Department Chair with the approval of the Provost shall invite finalists to campus for a personal interview. Before an invitation to campus, the candidate's Faculty Credentialing Form must be completed by the Dean and approved by the Assistant/Associate Provost for credentialing. At this interview, the applicant shall meet the Search Committee, Academic Dean, Department Chair, Department colleagues, other faculty, and administrators. On-campus applicants may be interviewed by the Assistant/Associate Provost or designee upon request or as appropriate.

F. Internal Forms

The Academic Dean, Associate or Assistant Dean, or Department Chair shall submit to the Office of the Provost the appropriate internal forms on the candidate recommended for the position, to include an approved Faculty Credentialing Form and transcripts.

G. Tentative Offer

After an applicant is cleared for recommended hiring by Human Resources, the request will be forwarded for approval to hire. This process is managed by Human Resources and Academic Affairs.

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Current processes can be found by contacting Human Resources or Faculty Affairs in the Office of the Provost.

H. Contract

An official contract of employment shall be sent out by the President of the University. In the event that there is not sufficient time to complete the employment process before instruction begins, some faculty may be expected to begin teaching without a contract.

2. Initial Appointment of Tenure-Track Faculty

A. Recommendations of Appointment

Recommendations of appointment of tenure-track faculty shall be consistent with Southern Association of Colleges and Schools Commission on Colleges' requirements for institutional accreditation. In addition, it shall be based upon evidence of teaching ability, scholarship, professional development, service, and desirable personal qualities judged on the basis interviews, complete biographical data, and recommendations as stated in [8.3.1.2 of the BOR Policy Manual: Minimum Qualifications for Employment](#).

In addition to the minimum qualifications above, initial appointees to the full professorial rank should have a terminal degree in the appropriate discipline or the equivalent in training, ability, or experience ([BOR Policy Manual 8.3.1.4](#)).

3. Initial Appointment of Non-Tenure-Track Faculty at Middle Georgia State University

A. Recommendations of appointment

Recommendations of appointment of non-tenure-track faculty shall be based upon evidence of ability as an effective teacher, desirable personal qualities judged on the basis of personal interviews, complete biographical data, transcripts, and recommendations.

B. Initial Appointment

The initial appointment of non-tenure-track faculty shall be as Lecturer. Minimum qualifications for appointment in an associate degree program or a baccalaureate degree program shall be at least eighteen semester hours of graduate credit or the equivalent in the discipline of the individual's teaching field and a master's degree. Minimum qualifications for appointment in a career-terminal two-year program shall be a bachelor's degree or associate's degree and demonstrated competencies in the teaching discipline.

C. Workload Obligations

Non-tenure-track faculty are not eligible for tenure and, unless otherwise specified, have no workload obligations other than teaching and teaching related responsibilities. Normally, the maximum length of service as a non-tenure-track faculty member is five years.

4. Initial Appointment of Part-Time Faculty

A. Initial Appointment

A prospective part-time faculty member must present evidence of ability as an effective teacher, desirable personal qualities judged on the basis of personal interviews, complete biographical data, transcripts, and recommendations. The minimum qualifications for a part-time faculty position are at least eighteen hours of graduate credit or the equivalent in the discipline of the individual's teaching field and a master's degree.

B. Notification

Before a part-time faculty member is appointed, the member is notified in writing of the salary, duration of the initial appointment, and/or conditions of appointment.

C. Workload Obligations

Part-time faculty members have no workload obligations other than teaching.

4.03 Intra-system Recruitment

It is recognized as a good practice for University System institutions to employ principal administrators and faculty members from other institutions of the System. Guidelines for doing so are outlined in the following section of the BOR Policy Manual:

[8.3.3.1 of the BOR Policy Manual: Intrasystem Recruitment.](#)

4.04 Notice of Employment and Resignation

The following notification requirements apply to those members of the faculty who have been awarded the ranks of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, or Professor:

Tenured Faculty

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

Non-tenured Faculty with Academic Ranks of Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, Professor

All non-tenured faculty who have been awarded academic rank (Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, Professor) who are employed under written contract and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the President of an institution or an authorized representative, of the intent not to renew. Written notice of intent not to renew shall be picked up by the addressee only from the office of the Provost with a receipt showing when it was picked up.

Notice of intention not to renew a non-tenured faculty member who has been awarded academic rank (Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, Professor) shall be furnished, in writing, according to the following schedule:

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

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

Lecturers and Senior Lecturers

Full-time Lecturers and Senior Lecturers are appointed by institutions on a year-to-year basis. Lecturers and Senior Lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

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

Lecturers or Senior Lecturers who have served for six (6) or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or appointed designee prior to implementation. Additional appeal procedures are contained in Policy 8.6 Application for Discretionary Review (BOR Minutes, February 2015).

In no case will the service as Lecturer or Senior Lecturer imply any claim upon tenure or reappointment under other conditions than those above.

Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in the contract, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to execution of a new and distinct contract.

4.05 Evaluation of Faculty

4.05.01 Regents' Policy

BOR policy can be found under the broad category of [8.3.5 of the BOR Policy Manual: Evaluation of Personnel](#). Of particular note are the following sections:

[8.3.5.1 of the BOR Policy Manual: Faculty](#)

[8.3.5.3 of the BOR Policy Manual: Academic Administrative Officers](#)

[8.3.5.4 of the BOR Policy Manual: Post-Tenure Review](#)

[8.3.14 of the BOR Policy Manual: Enhancing Teaching and Learning in K-12 Schools and USG Institutions](#)

Additional information can be found at the following online =

[4.8.2 of the USG Academic & Student Affairs Handbook: Faculty Work in the Schools](#) and [Guiding Principles on Teacher Preparation Presented to Regents](#).

In accordance with the policy of the Board of Regents, Middle Georgia State University requires an annual evaluation, a pre-tenure review, and post-tenure review of faculty as described below.

4.05.02 Faculty Evaluation at Middle Georgia State University

4.05.02.1 Overview

Faculty evaluation consists of several objectives. All faculty members are evaluated annually. The faculty portfolio is a key document in the annual evaluation process. Tenure-track faculty members are subject to additional evaluation steps that take place in the third year of employment and at the point of their applying for tenure and/or promotion. Tenured faculty members also are subject to additional steps at the point of post-tenure review, every five years after tenure is awarded.

Notwithstanding the fact that Middle Georgia State University has been established through the consolidation of Middle Georgia College and Macon State College, all faculty members, regardless of the date of hire and regardless of original institution, shall be considered faculty of Middle Georgia State University and, as such, are bound to the terms of this document with respect to tenure, promotion, and post-tenure review.

4.05.02.2 Annual Evaluation

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- All faculty members shall each receive at least one written annual review of their professional performance per academic year. For faculty members undergoing promotion, tenure, or post-tenure review, additional evaluation processes are required. For each individual faculty member, the review shall include a required scheduled conference for the purpose of discussing the contents of that faculty member’s annual written evaluation. The evaluation shall be formative as well as summative. The evaluation is completed by the appropriate administrator in the faculty member’s academic unit and then reviewed and approved by the Dean.
- Academic administrators who hold faculty rank and are tenured with an academic unit at Middle Georgia State University (MGA) will receive an annual review by their appropriate supervisor and will undergo a comprehensive evaluation, including 360° feedback assessment every five years. An academic administrator’s annual and comprehensive evaluation will include a review of expected faculty activities—effective teaching, student success activities, research and scholarship, service to the institution—that align specifically with the responsibilities of the administrator. The five-year review cycle will start again after any successful review for promotion. Administrators who return to a full-time teaching load will have a post-tenure review in their fifth year following the return to full-time faculty status.
- The annual evaluation shall be based upon the faculty portfolio, faculty performance, and the faculty self-evaluation for that year. Faculty are evaluated by their appropriate supervisor, who compares their performance to the minimum criteria listed in the Board of Regents policy 8.3.5.1 and Board of Regents policy 8.3.7.3. The annual evaluation will encompass effectiveness in teaching and instruction, involvement in student success activities, academic achievements and/or activities in research/scholarship/creativity as appropriate to MGA’s mission, service to the institution and either the profession or the community, and professional growth and development—as each evaluation criterion is appropriate to their faculty rank. Annual evaluations must include a summary of Course Experience Feedback Surveys (formerly known as the student evaluations of teaching) for the period under review.
- The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage. All criteria will be measured using this five-point Likert scale:
 - 1 – Does Not Meet Expectations
 - 2 – Needs Improvement
 - 3 – Meets Expectations
 - 4 – Exceeds Expectations
 - 5 – Exemplary
- Professional growth and development is defined as participating in the following activities: professional organizations; the scholarship of teaching, discovery, application, or integration; writing scholarly articles and books; formal graduate study; attending professional lectures, workshops, seminars, and institutes; reading and studying materials related to advances in their academic discipline; reading and studying materials related to

pedagogy and evidence-based instructional practices; and involvement in work experiences relating to the faculty member's discipline.

- The evaluation of faculty performance assumes that consistent weighting, set at the School level, in the areas of effectiveness in teaching and instruction, involvement in student success activities, academic achievements and/or activities in research/scholarship/creativity as appropriate to MGA's mission, service to the institution and either the profession or the community, and professional growth and development—as each evaluation criterion is appropriate to their faculty rank—will be with teaching as the primary emphasis. Faculty will complete an annual workload agreement that allows goal setting to be established with the appropriate supervisor.
- The evaluation of scholarship will be based on the Boyer model. MGA professionals value a wide range of research methods that align with the Boyer model (Boyer, E.L. 1990. *Scholarship Reconsidered*. New York: The Carnegie Foundation for the Advancement of Teaching). The Boyer model encompasses these areas of scholarship: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Each School should define how its activities in scholarship apply to the Boyer model.
- Each School handbook should contain charts with more detailed evaluation categories, quality indicators and examples, and assessment and documentation tools that are discipline-specific and appropriate.
- Part-time faculty will be evaluated on an annual basis according to criteria set at the School level and specified in their contracts.
- The faculty member is responsible for providing documentation and materials for the annual evaluation. The appropriate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation and their progression towards achieving specified professional goals, along with setting clearly defined goals for the upcoming academic year. Goal setting must be a collaborative process between the faculty member and the appropriate supervisor.
- The faculty member will sign a statement to the effect that they have been apprised of the content of the annual written evaluation. This signed statement will be kept with the annual evaluation in the faculty member's personnel record.

MGA Standards for Evaluation

- The following charts provide the general structure of expectations for evaluation of effectiveness in teaching and instruction, involvement in student success activities, academic achievements and/or activities in research/scholarship/creativity as appropriate to MGA's mission, service to the institution and either the profession or the community, and professional growth and development—as each evaluation criterion is appropriate to their faculty rank. To meet expectations for annual evaluation, tenure-track faculty must demonstrate the implementation of at least two student success activities in at least two of the Board of Regents' faculty performance categories each year. One of the student success activities must fall under teaching. Lecturers must demonstrate implementation of at least two student success activities in teaching.

Evaluation of Teaching for Lecturers and Tenure-Track Faculty

Categories	Quality Indicators	Assessment Tools
1. Course Design, Delivery, and Management	These may include student feedback, student learning outcome and assessment alignment, organization of lessons and course materials, and/or other assessment tools to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	These may include review of syllabi; teaching observations by Dean, Department Chair, or peer; annual self-evaluations; and/or other assessment tools to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.
2. Effective Teaching (Meeting Course Objectives), Innovation, and Continuous Improvement	These may include items such as student feedback, assessment data documenting student learning outcomes achievement, new modes of course delivery, inclusion of high impact practices, and/or other quality indicators to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	These must include a summary of student evaluations for the period under review; and may include teaching observations by Dean, Department Chair, or peer; annual self-evaluations; presentations or publications; and/or other assessment tools to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.
3. Student Success	These may include items such as participation in pedagogy-focused activities (e.g., regular engagement in faculty development events) and programs (e.g., Chancellor’s Learning Scholars, Core Fellows, LEAP); development or support of internships or of experiential or service learning; redesigning courses to include high impact practices; and/or other quality indicators to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	These may include annual self-evaluations, student feedback, presentations, or publications, and/or other assessment tools to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.

Metrics: Teaching

<p>Annual Evaluation Metrics in Teaching for All Full-Time Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.</p>		
Does Not Meet Expectations (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Faculty member does not meet expectations in one or more teaching categories.	Faculty member meets expectations in all categories. In order to meet expectations, tenure-track faculty members must engage in at least one student success activity related to teaching; Lecturers must engage in two.	In addition to meeting all expectations, the faculty member exceeds expectations in one or more teaching categories over the review period.
<p>Tenure Metrics in Teaching for Tenure-Track Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.</p>		
Does Not Meet Expectations (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Does not meet expectations consistently across teaching categories; does not exceed expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has not trended towards excellence over the review period.	Meets expectations consistently across teaching categories; generally meets expectations in one or more teaching categories across the review period. Teaching demonstrates an observable commitment to and progress toward excellence.	Exceeds expectations consistently across teaching categories and/or exceeds expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended consistently and explicitly toward excellence over the review period.
<p>Promotion Metrics in Teaching for Tenure-Track Faculty</p>		
Not Superior	Superior	
Does not consistently meet expectations across teaching categories; does not exceed expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has not trended towards excellence over the review period.	Consistently exceeds expectations across teaching categories and/or exceeds expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended consistently and explicitly toward excellence over the review period.	

Annual Evaluation Metrics in Teaching for All Full-Time Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.

Does Not Meet Expectations (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Faculty member does not meet expectations in one or more teaching categories.	Faculty member meets expectations in all categories. In order to meet expectations, tenure-track faculty members must engage in at least one student success activity related to teaching; Lecturers must engage in two.	In addition to meeting all expectations, the faculty member exceeds expectations in one or more teaching categories over the review period.

Tenure Metrics in Teaching for Tenure-Track Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.

Does Not Meet Expectations (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Does not meet expectations consistently across teaching categories; does not exceed expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has not trended towards excellence over the review period.	Meets expectations consistently across teaching categories; generally meets expectations in one or more teaching categories across the review period. Teaching demonstrates an observable commitment to and progress toward excellence.	Exceeds expectations consistently across teaching categories and/or exceeds expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended consistently and explicitly toward excellence over the review period.

Promotion Metrics in Teaching for Tenure-Track Faculty

Not Superior	Superior
Does not consistently meet expectations across teaching categories; does not exceed expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has not trended towards excellence over the review period.	Consistently exceeds expectations across teaching categories and/or exceeds expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended consistently and explicitly toward excellence over the review period.

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Promotion Metrics in Teaching for Lecturers Seeking Promotion to Senior Lecturer		
Not Superior	Superior	
Does not consistently meet expectations across teaching categories; does not exceed expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has not trended towards excellence over the review period.	Consistently exceeds expectations across teaching categories and/or exceeds expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended consistently and explicitly toward excellence over the review period.	
Post-Tenure Review Metrics in Teaching for Tenure-Track Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.		
Does Not Meet Expectations (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Does not consistently meet expectations across teaching categories; does not exceed expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has not trended towards excellence over the review period.	Consistently meets expectations across teaching categories; exceeds expectations in one or more teaching categories across the review period. Teaching demonstrates an observable commitment to and progress toward excellence.	Consistently exceeds expectations across teaching categories and/or exceeds expectations in one or more teaching categories in a progressive or sustained manner across the review period. Teaching has trended consistently and explicitly toward excellence over the review period.

Evaluation of Service for Tenure-Track Faculty

(Note: Lecturers and part-time instructors are not evaluated on service.)

Service Categories	Examples
1. These may include committee work, culture building, community service, and/or other categories to be determined at the Department or School level.	Examples include service on Department, School, University, and ad hoc committees; service on Faculty Senate; appointments to USG committees or work groups; appointments to specialized positions or projects such as Provost’s Fellows, QEP Liaison, etc.; supporting or building productive external partnerships; arranging and providing support for lectures or performances for the institution; and/or other examples to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.

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2. Student Success	Examples include developing or assisting with student activities and/or programs, advising and mentoring, K-12 outreach (on- and off-campus), coordinating or judging pre-collegiate competitions held at the institution, and/or other examples to be determined at the Department/School level and applied objectively and consistently to all faculty undergoing evaluation.
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Metrics: Service

Annual Evaluation Metrics in Service for all Full-time Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.		
Does Not Meet Expectations (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Does not meet expectations in any of the service categories over the review period.	Meets expectations in at least one of the service categories over the review period.	Exceeds expectations in one or more of the service categories over the review period.
Tenure Metrics in Service for Tenure-Track Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.		
Does Not Meet Expectations (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Does not meet expectations in service categories in a progressive and/or sustained manner across the review period and/or has no record of community service.	Meets expectations in service categories in a progressive and/or sustained manner across the review period. Has a consistent record of community service.	Performance in service categories has trended toward excellence in a progressive and/or sustained manner across the review period. Has a consistent record of highly engaged community service.
Promotion Metrics in Service for Tenure-Track Faculty.		
Not Outstanding		Outstanding
Does not meet expectations in service categories in a progressive and/or sustained manner across the review period and/or has no record of community service.	Performance in service categories has trended toward excellence in a progressive and/or sustained manner across the review period. Has a consistent record of highly engaged community service.	
Post-Tenure Review Metrics in Service for Tenured Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.		
Does Not Meet Expectations (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)

Reviewed and updated: June 25, 2015; September 15, 2016; May 24, 2018; April 2019; copy edited, August 2019; February 2020; updated with Faculty Credentialing Guidelines added as Appendix I, March 2021; copy edited, March 2022; updated and copy edited, January 2023; August 2024; updated January 2025; see Appendix 2 for specific changes and their dates.

Does not meet expectations in service categories in a progressive and/or sustained manner across the review period and/or has no record of community service.	Meets expectations in service categories in a progressive and/or sustained manner across the review period. Has a consistent record of community service.	Performance in service categories has trended toward excellence in a progressive and/or sustained manner across the review period. Has a consistent record of highly engaged community service.
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Evaluation of Scholarship for Tenure-Track Faculty

(Note: Lecturers and part-time instructors are not evaluated on scholarship.)

Examples of Scholarship (may be weighted differently but consistently at the School/Department level)	Documentation
<ul style="list-style-type: none"> • Peer-reviewed publications in print, including authored or edited books, book chapters, scholarly journal articles and creative writing • Artistic performance/exhibition • Scholarly paper presented at academic conference • Scholarly grant award • Scholarly book review • Conference panel or session organizer • Editor, Associate Editor, or Special Issue Editor of a refereed journal • Reviewing scholarly or creative work for possible publication (as a member of an editorial board of a refereed academic journal or a literary journal) • Scholarly adjudicator in performance competitions • Articulating and/or making progress in a focused program of research or a creative endeavor for which performance, presentation, or publication is expected • Completing significant professional development activities connected to scholarship agenda • Additional examples to be determined at the Department/School level and applied objectively and consistently to all faculty undergoing evaluation. <p>Student-Success-Focused Scholarship</p> <ul style="list-style-type: none"> • Graduate/undergraduate research projects or creative endeavors which result in collaborative 	<ul style="list-style-type: none"> • Copy of or excerpts from published work; artist portfolios • Documentation of the quality and value of scholarship (e.g., description of publisher as needed; reader’s reports; peer letters and evaluations; reviews in newspapers, journals, or magazines; press releases; etc.) • Documentation of scholarly process (e.g., description of scholarly methods, artist statements; scholarly or artistic agendas or scopes of work; description and/or explanation of bodies of work; documentation of methods inherent in the scholarship of teaching) • Documentation of merit of grant award • Research/ scholarship/artistic award or recognition • Documentation of editorial work • Appropriate documentation and explanation of creative endeavors such as exhibits and/or performances (e.g., peer letters and evaluations; reviews in newspapers, journals, or magazines; press releases;

<p>presentations, performances, or publications with students</p> <ul style="list-style-type: none"> • Sharing research with students in graduate/undergraduate research projects or creative endeavors which thus result in student presentations, performances, or publications • The scholarship of teaching and learning, discovery, application, or integration • Additional examples to be determined at the Department/School level and applied objectively and consistently to all faculty undergoing evaluation. 	<p>performance/exhibition invitations; performance/exhibition announcements; venue descriptions; jury composition; catalogs, etc.)</p> <ul style="list-style-type: none"> • Additional documentation to be determined at the Department/School level and applied objectively and consistently to all faculty undergoing evaluation.
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Metrics: Scholarship

Annual Evaluation Metrics in Scholarship. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.		
Needs Improvement (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Has demonstrated either no scholarly activity or scholarship of an unsatisfactory quality as defined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	Has demonstrated scholarship of satisfactory quality as defined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	Has documented significant scholarly achievement as defined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.

Tenure Metrics in Scholarship for Tenure-Track Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.		
Does Not Meet (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Does not consistently meet expectations in scholarship; lacks a sustained program of scholarship as defined at the department or school level and applied objectively and	Consistently meets expectations in scholarship as defined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	Scholarship has trended toward excellence as defined at the Department or School level over the review period and applied objectively and consistently to all faculty undergoing evaluation.

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consistently to all faculty undergoing evaluation.		
Promotion Metrics in Scholarship for Tenure-Track Faculty.		
Not Outstanding	Outstanding	
Does not consistently meet expectations in scholarship; lacks a sustained program of scholarship as defined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	Scholarship has trended toward excellence as defined at the Department or School level over the review period and applied objectively and consistently to all faculty undergoing evaluation.	
Post-Tenure Review Metrics in Scholarship for Tenure-Track Faculty. Distinctions between 1-2 and 4-5 are clearly articulated at the Department/School level and published in each School handbook.		
Does Not Meet (1-2)	Meets Expectations (3)	Exceeds Expectations/Exemplary (4-5)
Does not consistently meet expectations in scholarship; lacks a sustained program of scholarship as defined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	Consistently meets expectations in scholarship as defined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.	Scholarship has trended toward excellence as defined at the Department or School level over the review period and applied objectively and consistently to all faculty undergoing evaluation.

Faculty Responses to Annual Evaluations

- The faculty member will be given 10 working days to respond in writing to the annual written evaluation if they so choose. Any response will be attached to the evaluation for the faculty member's personnel record.
- If the faculty member submits a written response, the appropriate supervisor will acknowledge in writing the receipt of the response within 10 working days. Additionally, the supervisor will note any changes made in the annual written evaluation made as a result of either the conference or the faculty member's written response and will include these changes in the faculty member's personnel record. Annual reviews are not subject to discretionary review.

Unsatisfactory Annual Evaluation

Reviewed and updated: June 25, 2015; September 15, 2016; May 24, 2018; April 2019; copy edited, August 2019; February 2020; updated with Faculty Credentialing Guidelines added as Appendix I, March 2021; copy edited, March 2022; updated and copy edited, January 2023; August 2024; updated January 2025; see Appendix 2 for specific changes and their dates.

- If the performance in any of the categories is judged to be a 1 (Does Not Meet Expectations) or a 2 (Needs Improvement), the faculty member must be provided with a performance remediation plan to remediate their performance during the next academic year. The Department Chair will develop the remediation plan in consultation with the faculty member. This plan will become part of the faculty member's official personnel record.
- Performance Remediation Plan (PRP): The PRP shall document the faculty member's performance-related, professional deficiencies as noted in the annual review. The PRP enables the faculty member to correct unsatisfactory performance in some aspect(s) of their role or responsibilities. The PRP must be approved by the Dean and then submitted to MGA's Faculty Affairs Manager in the Office of the Provost. Two meetings during the fall and two meetings during the spring must be held with the Department Chair and the faculty member to review progress and to document additional needs/resources and planned accomplishments for the upcoming semester. At the conclusion of each meeting, the Department Chair shall state the consequences of the faculty member's not meeting the expectations of the PRP. After each meeting, the Department Chair will summarize the meeting and indicate if the faculty member is on track to complete the PRP.

4.05.02.3 Pre-Tenure Review (Third-Year Review)

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 effectiveness in teaching and instruction, involvement in student success activities, academic achievements and/or activities in research/scholarship/creativity as appropriate to MGA's mission, service to the institution and either the profession or the community, and professional growth and development as they work towards tenure. 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.

The faculty member is responsible for providing documentation and materials for the third-year pre-tenure review, as outlined in the institutional guidelines.

Materials will be evaluated with the same Likert scale as the annual evaluation:

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

Each School, as determined by the Dean, will form a three-member, tenured Personnel Committee to conduct third-year reviews. The review committee will provide a written report as outlined by the Office of the Provost to the Department Chair.

The Department Chair will discuss with the faculty member in a scheduled conference the content of that faculty member's third-year pre-tenure review. The Department Chair will provide a written report to the faculty member of their progression towards tenure after the conference. Using the same criteria as the annual evaluation, this pre-tenure report will act as the annual evaluation for that calendar year.

The faculty member will sign a statement to the effect that they have been apprised of the content of the third-year pre-tenure evaluation.

Faculty Response to Pre-Tenure Review

The faculty member will be given 10 working days to respond in writing to the third-year written evaluation if they so choose. The Department Chair will attach this response to the evaluation.

If the faculty member submits a written response, the Department Chair will acknowledge in writing the receipt of the response within 10 days. Additionally, the Department Chair will note any changes made in the third-year evaluation made as a result of either the conference or the faculty member's written response and will include these changes in the faculty member's personnel records. Annual reviews are not subject to discretionary review.

Unsatisfactory Pre-Tenure Review

If the committee judges the faculty member's performance in any of the evaluation categories to be not successful or not satisfactory, the faculty member must be provided with a performance remediation plan (PRP). The Department Chair will develop the PRP in consultation with the faculty member with feedback from the 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 plan will become part of the faculty member's personnel records.

Neither satisfactory performance on the third-year pre-tenure review nor fulfillment of the PRP can be construed as a guarantee of promotion or tenure.

4.05.02.4 Promotion and Tenure Review

See sections 4.06 (Criteria for Promotion) and 4.07 (Criteria for Tenure) for further details of this process.

4.05.02.5 Post-Tenure Review

Post-tenure review (PTR) takes place every five years after tenure is awarded. The PTR process may occur sooner than at five-year intervals if requested by the faculty member (through an early PTR) or if a corrective post-tenure review process is needed. See section 4.07.03 Post-Tenure Review for further details of this process.

4.05.02.6 Documentation: The Faculty Portfolio

1. Tenured or Tenure-Track Faculty Members

Each member of the faculty shall develop and maintain a portfolio containing a summary record of their academic professional career. The purpose of the portfolio for tenured or tenure-track faculty members is to summarize the faculty member's activities at Middle Georgia State University in teaching, scholarship, professional development, service to the institution, and professional service to the community. The portfolio also contains a record of the faculty member's immediate (one-year) and future (five-year) plans for progress toward promotion, tenure, and/or pre-/post-tenure review.

Although the portfolio may be maintained in hard copy, for the purpose of review, it shall be submitted electronically and shall contain the following:

- MGA Promotion/Tenure Portfolio Cover Page
- Table of Contents
- Section A: Candidate Letter of Intent to Apply for Promotion/Tenure
- Section B: Letter(s) of support from immediate supervisor(s)—note that these will be uploaded separately by their authors
- Section C: Letters of recommendation from professional colleagues—note that academic administrators shall not include letters of recommendation from faculty members who report to them
- Section D: Curriculum vita
- Section E: Summary of Course Experience Feedback Surveys (formerly known as the student evaluations of teaching) for all courses for the past five years (NB: a link will be provided by Institutional Research)
- Section F: Self-evaluations for the past five years
- Section G: Evaluations from immediate supervisor for the past five years
- Section H: Development Plan for the next five years
- Appendix: Other relevant material. Candidates are strongly urged to include only material directly relevant to their professional activities and to employ their best professional judgment as to what belongs in this section.

The portfolio shall be submitted according to guidelines provided by the Promotion, Tenure, and Post-Tenure Review Committee.

2. Non-Tenure-Track Faculty Members

The purpose of the portfolio for non-tenure-track faculty members is to summarize the faculty members' performance in teaching; therefore, only the items that relate directly to teaching apply. The contents of the portfolio for non-tenure-track faculty shall include an updated vita, copies of all Course Experience Feedback Surveys (formerly known as the student evaluations of teaching), copies of all annual evaluations, a brief statement of teaching philosophy (the one from the application file will suffice), and any other materials that the faculty member wishes, including letters from other faculty, certificates of training or transcripts of coursework, and/or evidence of community service.

4.06 Criteria for Promotion

4.06.01 Board of Regents' Policy

Board of Regents policy requires that each University System institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the University System Chief Academic Officer for review.

The Board of Regents policy 8.3.6.1 stipulates that faculty applying for promotion meet the minimum requirements in the five evaluation categories listed below. In addition, faculty must demonstrate noteworthy achievement in at least three of the five listed evaluation categories:

1. Excellent teaching and effectiveness in teaching and instruction;

2. Noteworthy involvement in student success activities;
3. Noteworthy research, scholarship, creative activity, or academic achievement, as appropriate to MGA's mission;
4. Noteworthy service to the institution, along with the profession or community; and
5. Continuous professional growth and development.

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.

State Universities (BOR policy 8.3.6.3): In addition to the minimum requirements above, promotion to the rank of professor requires the earned doctorate or its equivalent in training, ability, and/or experience. Neither the possession of a doctorate nor longevity of service is a guarantee per se of promotion.

4.06.02 Eligibility, Criteria, and Procedure for Promotion at Middle Georgia State University

Eligibility for Tenure-Track or Tenured Faculty

To be eligible for consideration for promotion, tenure-track, or tenured faculty shall satisfy the following minimum educational qualifications:

- For promotion to Associate Professor, the candidate must have a minimum of eighteen semester hours of graduate credit in the candidate's teaching discipline and must hold a minimum of a master's degree. Neither the possession of a master's degree nor longevity of service is a guarantee per se of promotion.
- To be eligible for promotion to Professor, the candidate must hold an earned terminal degree or equivalent in training, ability, and/or experience. Neither the possession of a terminal degree nor longevity of service is a guarantee per se of promotion.

Time in Rank

To be eligible for promotion, a tenure-track or tenured faculty member shall meet the following minimum time in rank at Middle Georgia State University:

- While it is possible for a faculty member to seek review for promotion during the fifth year of employment in a tenure-track position, such a promotion bid is considered early and should be reserved for faculty of exceptional caliber. Normally, candidates will undergo promotion review during the sixth or seventh year. The following table provides an example of the standard time at the rank of Assistant Professor:

2013-2014	Year of Hire
2014-2015	Second Year
2015-2016	Third Year
2016-2017	Fourth Year

2017-2018	Fifth Year: Faculty member notifies of intention to apply to Associate Professor
2018-2019	Sixth Year: Committee reviews faculty member
2019-2020	Seventh Year: Faculty member may receive promotion to Associate Professor

- For promotion to Professor, a faculty member must serve five years at the rank of Associate Professor; therefore, consideration may occur during the sixth year of service at the rank of Associate Professor. For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor. The following table provides an example of normal time at the rank of Associate Professor:

2019-2020	Year of Promotion to Associate
2020-2021	Second Year as Associate
2021-2022	Third Year as Associate
2022-2023	Fourth Year as Associate
2023-2024	Fifth Year as Associate: Faculty member notifies of intention to apply to Professor
2024-2025	Sixth Year as Associate: Committee reviews faculty member
2025-2026	Seventh Year: Faculty member may receive promotion to Full Professor

Criteria for Promotion for Faculty Members

The Board of Regents policy 8.3.6.1 stipulates that faculty applying for promotion meet the minimum requirements in the five evaluation categories listed below. In addition, faculty must demonstrate noteworthy achievement in at least three of the five listed evaluation categories:

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.

Within these criteria, the following criteria must also be met for consideration for promotion:

1. Promotion is based upon merit.

2. To be eligible for promotion to Associate Professor, the candidate must meet the following:
 - A. A record of superior teaching;
 - B. A record of outstanding service to the institution, School, or Department;
 - C. A record of outstanding research, scholarship, creative activity, or academic achievement;
 - D. A record of professional growth and development;
 - E. A record of professional service to the community.
3. To be eligible for promotion to Professor, the candidate must meet the following:
 - A. A record of superior teaching;
 - B. A record of outstanding service to the institution, School, or Department;
 - C. A record of outstanding research, scholarship, creative activity, or academic achievement;
 - D. A record of professional growth and development;
 - E. A record of professional service to the community.
4. Recommendations for promotion are not normally considered for candidates who are currently on leaves of absence or who hold “temporary” appointments.
5. Strong justification should be provided in support of any recommendation of promotion to Associate Professor or Professor if the candidate has not earned the terminal degree in the discipline.
6. A faculty member may be tenured without being promoted, but it shall not be possible for a faculty member to be promoted without a grant of tenure.
7. Individuals who are appointed initially at the rank of Associate Professor or Professor are not permitted to receive tenure prior to the fifth year of appointment unless probationary credit has been granted.
8. Probationary credit is not granted for promotion. Individuals who seek promotion to Professor must have served as a tenured Associate Professor for a minimum of four full years at the institution prior to the year of consideration, regardless of the rank at initial appointment.

Criteria for Promotion for Administrative Faculty

When a candidate for promotion is an academic administrator, the candidate shall be evaluated on the same areas as a faculty candidate. In lieu of or in addition to classroom teaching, the candidate may demonstrate successful mentoring and leadership.

Procedures and Calendar for Applying for Promotion for Faculty

1. By the second Friday in April prior to the year of consideration, the candidate must initiate the process for promotion by email to the candidate’s immediate academic supervisor (e.g., Department Chair, Dean, or Provost in the case of an academic administrator), the Chair of the Promotion, Tenure, and Post-Tenure Review (PTPTR) Committee, and the Provost.

2. By the first Friday in September, the Provost, in consultation with the Chair of the PTPTR Committee, shall meet with Deans to verify that the candidate meets the minimum time-in-rank requirements to be eligible.
3. By the third Friday of September, three-member Promotion and Tenure Review subcommittees shall be formed at the Department and School level and verified by and registered with the PTPTR Committee. Promotion and Tenure Review subcommittees will be formed according to the following process:
 - A. Each School shall elect two (2) members at the rank of Professor to serve on all subcommittees for faculty in that School. Elections will be conducted by the PTPTR Committee no later than the second Friday of September. Currently serving members of the PTPTR Committee WILL NOT be on the ballot for these subcommittees.
 - B. In the event that there is a tie for the most votes between two eligible Professors, both will represent their respective School. In the event that there is a tie for the most votes between three or more eligible Professors, a runoff election will be held to determine the representative.
 - C. In the event that there is a tie in votes among the eligible Professors for the second most votes, a runoff election will be held to determine the representative.
 - D. When a runoff election takes place under the provisions of paragraphs B or C, if the result of that runoff election is a tie, a randomizer formula will be used to break the tie and determine the representative.
 - E. In the event that a School does not have two faculty members at the rank of Professor, however, any vacancies will be filled by members of the PTPTR Committee.
 - F. The third member of the Promotion and Tenure Review subcommittee shall ensure that the candidate receives full and fair consideration from the committee and is chosen by the candidate. The third member, if possible, can clarify any issues that may arise from the evaluation of the portfolio that may not have been fully addressed by the candidate during the interview. The third member of the subcommittee shall also serve as chair of the subcommittee to ensure all procedures are followed correctly during the candidate's application process.
 - G. If the third member of the subcommittee proves unable to serve as chair, the subcommittee shall choose its own chair. This should occur only in extraordinary circumstances.
 - H. Those who hold faculty status and are eligible or not eligible to vote in subcommittee elections are the following:
 - i. Cannot vote as they are in lines of authority: President, Provost, Deans, Department Chairs, Assistant Chairs (they can submit letters of recommendation for the portfolios, and they do not evaluate faculty);
 - ii. Can vote: Assistant and Associate Provosts, Assistant and Associate Deans, Program Coordinators, Directors, Faculty (Full, Associate, Senior Lecturers, Lecturers, Clinical Lecturers).
4. By the last Friday in September, the portfolio is submitted electronically so that all reviewers shall have simultaneous access.
5. By the third Friday of October, a letter of support or non-support shall be uploaded to the portfolio by the Department Chair (if there is a Chair) and the Dean. This letter must address teaching, service, scholarship, student success activities, and professional growth

- and development; the section of the letter on scholarship should address whether the scholarship meets the standards of the candidate's academic unit.
6. By the third Friday of November, the Promotion and Tenure Review subcommittee shall have completed its interview. Each candidate for promotion shall be reviewed by a School-wide and/or Department-wide three-person Promotion and Tenure Review subcommittee, which shall receive appropriate training. In the event that a faculty member is a candidate for both promotion and tenure, recommendations for action shall be determined by a single Promotion and Tenure Review subcommittee.
 7. By the third Friday in November and after careful examination of the candidate's credentials as evidenced in the portfolio, the subcommittee shall conduct an interview with the candidate. The interview shall be primarily for the purposes of clarification and amplification of material submitted. Each subcommittee chair shall make a record of the interview to be submitted to the Chair of PTPTR Committee. At the conclusion of the interview and following discussion, the members of the subcommittee shall vote by secret ballot to recommend the acceptance or rejection of the application for promotion. At this time, the results of this ballot shall be made known to the subcommittee.
 8. By the third Friday in January, subcommittee reports shall be submitted to the Provost and the Chair of the PTPTR Committee who shall share and discuss the decisions with the Committee for their information and as a way providing a context for such decisions. All reports must be accompanied by an explanation of how the candidate met or failed to meet the criteria for promotion.
 9. By the first Friday in April, the President or designee shall notify the applicant by letter of the institution's decision.
 10. Within 30 days of the date of the letter, the applicant, if disagreeing with the President's decision, may appeal in writing to the President.
 11. Within 30 days of the date of appeal and after requesting that the PTPTR Committee verifies that the process was followed and upon reviewing any optional report that said Committee might issue, the President notifies the applicant of the final decision.
 12. Individuals receiving promotion shall receive an increase in salary (amount TBD). All salary adjustments are subject to the availability of funds.

Procedures and Calendar for Applying for Promotion for Administrators

1. By the second Friday in April prior to the year of consideration, the candidate must initiate the process for promotion by email to the Chair of the PTPTR Committee and the Provost. This email must be sent by the candidate prior to the year of consideration.
2. By the first Friday in September, the Provost, in consultation with the Chair of the PTPTR Committee, shall verify that the candidate meets the minimum time-in-rank requirements to be eligible.
3. By the third Friday of September, subcommittees shall be formed and verified by and registered with the PTPTR Committee. Subcommittees will be composed according to the following process:
 - A. The membership of the subcommittee shall be composed of one academic administrator at or above the administrative level of the candidate, one faculty member outside the reporting line of the candidate at the rank of Professor, and the immediate supervisor of the candidate.

- B. The immediate supervisor of the candidate shall serve as chair of the subcommittee.
4. By the last Friday in September, the portfolio is submitted electronically so that all reviewers shall have simultaneous access.
 5. By the third Friday of October, any additional letters of support shall be uploaded to the portfolio.
 6. By the third Friday of November, the subcommittee shall have completed its interview.
 7. By the third Friday in November and after careful examination of the candidate's credentials as evidenced in the portfolio, the Promotion and Tenure Review subcommittee shall conduct an interview with the candidate. The interview shall be primarily for the purposes of clarification and amplification of material submitted. Each subcommittee chair shall make a record of the interview to be submitted to the Chair of the PTPTR Committee. At the conclusion of the interview and following discussion, the members of the subcommittee shall vote by secret ballot to recommend the acceptance or rejection of the application for promotion. At this time, the results of this ballot shall be made known to the subcommittee.
 8. By the third Friday in January, subcommittee reports shall be submitted to the Provost and the Chair of the PTPTR Committee who shall share and discuss the decisions with the Committee for their information and as a way providing a context for such decisions. All reports must be accompanied by an explanation of how the candidate met or failed to meet the criteria for promotion.
 9. By the first Friday in April, the President or designee shall notify the applicant by letter of the institution's decision.
 10. Within 30 days of the date of the letter, the applicant, if disagreeing with the President's decision, may appeal in writing to the President.
 11. Within 30 days of the date of appeal and after requesting that the Promotion, Tenure, and Post Tenure Review Committee verifies that the process was followed and upon reviewing any optional report that said Committee might issue, the President notifies the applicant of the final decision.
 12. Individuals receiving promotion shall receive an increase in salary (amount TBD). All salary adjustments are subject to the availability of funds.

Eligibility for Non-Tenure-Track Faculty (Lecturers)

Lecturers who have served for a period of at least six years may be considered for promotion to Senior Lecturer. If a budget line is available for a tenure-track position, Lecturers or Senior Lecturers may apply for the position using the usual application and hiring processes (see section 4).

Criteria for Promotion for Non-Tenure-Track Faculty to Senior Lecturer

Refer to [8.3.8 of the BOR Policy Manual](#).

Procedures and Calendar for Applying for Promotion for Non-Tenure-Track Faculty (Lecturers)

1. By the second Friday in April prior to the year of consideration, the candidate must initiate the process for promotion by email to the candidate's immediate academic supervisor (e.g., Department Chair or Dean), the Chair of the PTPTR Committee, and the Provost.
2. By the last Friday in September, the candidate submits the following items in an electronic portfolio to the Dean:
 - A. Candidate Letter of Intent to Apply for Promotion;
 - B. Letters of recommendation from professional colleagues (to include a recent evaluation of a class visit by a Department Chair, Dean, or a professional colleague in the same discipline);
 - C. Curriculum vita;
 - D. Summary of Course Experience Feedback Surveys (formerly known as the student evaluations of teaching) from all courses for the past five years;
 - E. Evaluations from [of the BOR Policy Manua](#) immediate supervisor for the past five years.
3. By the third Friday of October, a statement of support or non-support shall be uploaded to the portfolio by the Department Chair (if there is a Chair) and the Dean.
4. By the third Friday in November and after careful examination of the candidate's credentials as evidenced in the portfolio, the PTPTR Committee shall vote by secret ballot to recommend the approval or rejection of the application for promotion. At this time, the results of this ballot shall be made known to the PTPTR Committee. The Chair of the PTPTR Committee shall record the votes and recommendation on the Status Change to Senior Lecturer Report Form.
5. By the third Friday in January, the Chair of the PTPTR Committee shall submit all forms to the Provost. In making a recommendation to the President, the Provost shall be aware that "Not more than 20 percent of an institution's full-time equivalent corps of primarily undergraduate instruction may be lecturers, senior lecturers, or principal lecturers" ([8.3.8.2](#)).
6. By the first Friday in April, the President or designee shall notify the applicant by letter of the institution's decision.
7. Within 30 days of the date of the letter, the applicant, if disagreeing with the President's decision, may appeal in writing to the President.
8. Within 30 days of the date of appeal and after requesting that the PTPTR Committee verifies that the process was followed and upon reviewing any optional report that said Committee might issue, the President notifies the applicant of the final decision.

4.07 Tenure and Criteria for Tenure

4.07.01 Board of Regents' Policy

Board of Regents policy 8.3.7.1 states that each institution in the University System, with the exception of Georgia Gwinnett College, shall establish clearly stated tenure criteria and procedures that emphasize excellence in teaching for and involvement in student success activates for all teaching faculty, conform to the requirements listed below, and are approved by the USG Chief Academic Officer The requirements listed below shall be the minimum standard for award of tenure, but they are to be sufficiently flexible to permit an institution to make individual adjustments appropriate to its

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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.

The Board of Regents policy 8.3.7.3 stipulates that faculty applying for tenure must meet the minimum requirements in the five evaluation categories listed below. In addition, faculty must demonstrate noteworthy achievement in at least two of the five listed evaluation categories:

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, along with the profession or community; and
5. Professional growth and development.

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.

State Universities

In addition to the minimum criteria above, tenure requires the terminal degree in the appropriate discipline or its equivalent in training, ability, and/or experience (see [BOR Policy Manual 8.3.7.3](#)). Neither the possession of a doctorate nor longevity of service is a guarantee of tenure. Refer to BOR Policy Manual 8.3.7.2 Tenure Requirements.

The term "full-time" is used in these tenure regulations to denote service on a 100-percent-workload basis for at least two out of three consecutive academic terms. Faculty with non-tenure-track appointments shall not acquire tenure. The award of tenure is limited to the above academic ranks and shall not be construed to include honorific appointments, such as adjunct appointments (BOR Minutes, October 2008). Refer to BOR Policy Manual 8.3.7.4 Award of Tenure and 8.3.7.6. Maximum Times Without Award of Tenure.

USG institutions may appoint instructional staff members to the position of Lecturer, Senior Lecturer, or Principal Lecturer. Lecturers, Senior Lecturers, and Principal Lecturers are not eligible for the award of tenure (BOR Policy Manual 8.3.8.1).

Reappointment of a Lecturer who has completed six (6) consecutive years of service to an institution will be permitted only if the Lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution. The reappointment process must follow procedures outlined by the institution (BOR Policy Manual 8.3.8.2).

The title of Senior Lecturer may be used at the discretion of institutions that employ Lecturers. Institutions are discouraged from initial hiring at the Senior Lecturer level. Lecturers who have served for a period of at least six (6) years at the employing institution may be considered for promotion to Senior Lecturer if the institution has adopted this title and has clearly stated promotion criteria.

Promotion to Senior Lecturer is at the discretion of the institution and the institution has clearly stated promotion criteria. Reappointment procedures for senior lecturers follow the same reappointment

procedures as those for Lecturers. Senior Lecturers are not eligible for the award of tenure (BOR Policy Manual 8.3.8.3).

Not more than 20 percent (20%) of an institution's FTE corps of primarily undergraduate instruction may be lecturers and/or senior lecturers (BOR Policy Manual 8.3.8.2)

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.

Upon approval of the award of tenure to an individual by the President, that individual shall be notified in writing by the President of the institution with a copy of the notification forwarded to the University System chief academic officer.

4.07.02 Tenure Considerations at Middle Georgia State University

Principle of Faculty Tenure

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

A candidate for tenure must meet the designated minimum period of service and also meet what are at that time the long-range needs of the institution, along with showing a history of evaluations that merits the award of tenure.

Pre-Tenure Review

For information about the pre-tenure (third-year) review process, see section 4.05.02.3.

Eligibility and Probationary Period for Tenure

- A. Only Assistant Professors, Associate Professors, and Professors who are normally employed full-time by the institution are eligible for tenure. The term "full-time" is used in these regulations to denote service on a 100 percent workload basis for at least two out of every three consecutive academic semesters. The period of time August-May shall constitute one year of academic tenure credit.
- B. Faculty members with adjunct, part-time, or other appointments shall not acquire tenure.
- C. Candidates failing to receive tenure at the end of their fifth or sixth year are eligible to re-apply during the following year according to the tenure application process. One who is denied tenure in the last year of eligibility will be given a terminal contract for their final year of employment.

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Minimum Time

While it is possible for a faculty member to seek tenure during the fifth year of employment in a tenure-track position, such a tenure bid is considered early and should be reserved for faculty of exceptional caliber. Normally, candidates will undergo tenure review during their sixth or seventh year. The following table provides an example of the standard time in which tenure may be awarded:

2013-2014	Year of Hire
2014-2015	Second Year
2015-2016	Third Year
2016-2017	Fourth Year
2017-2018	Fifth Year: Faculty member notifies of intention to apply for tenure
2018-2019	Sixth Year: Committee reviews faculty member
2019-2020	Seventh Year: Faculty member may receive tenure.

A maximum of three years of credit toward the minimum probationary period may be allowed for service in tenure-track positions at other institutions. Such credit for prior service shall be defined in writing by the President and by the Board of Regents at the time of the initial appointment at the rank of Assistant Professor or higher.

Faculty with probationary credit toward tenure only may be considered when their probationary credit plus years of service equals five or more years.

Maximum Time Served Without 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 provided, however, that 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 any combination of full-time, tenure-track instructional appointments (Lecturer or professorial ranks) without the award of tenure shall be ten years, provided, however, that a terminal contract for an eleventh year may be proffered if a recommendation for tenure is not approved by the President.

Criteria for Tenure

1. Tenure is based upon merit.

The Board of Regents policy 8.3.7.3 stipulates that faculty applying for tenure must meet the minimum requirements in the five evaluation categories listed below. In addition, faculty must demonstrate noteworthy achievement in at least two of the five listed evaluation categories:

- i. Excellence and effectiveness in teaching and instruction;
 - ii. Outstanding involvement in student success activities;
 - iii. Academic achievement, as appropriate to the institution's mission;
 - iv. Outstanding service to the institution, along with the profession or community; and
 - v. Professional growth and development.
2. Each of the above areas shall be examined as follows:
- i. Excellence and effectiveness in teaching and instruction: Teaching effectiveness, the most important area, shall be determined by examination of such items as the last five years of Course Experience Feedback Surveys (formerly known as the student evaluations of teaching) of classroom and/or clinical performance; evidence of teaching effectiveness such as teaching observations by Dean, Department Chair, or peer; annual self-evaluations; presentations or publications; and/or other assessment tools to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.
 - ii. Outstanding involvement in student success activities: These may include items such as participation in pedagogy-focused activities (e.g., regular engagement in faculty development events) and programs (e.g., LEAP); student feedback; development or support of internships or of experiential or service learning; redesigning courses to include high-impact practices; and/or other quality indicators to be determined at the Department or School level and applied objectively and consistently to all faculty undergoing evaluation.
 - iii. Academic achievement, as appropriate to the institution's mission: Scholarship includes publication in professional journals, presentation of original work at conferences, and other activities deemed to meet the academic unit's standards of academic research. MGA professionals value a wide range of research methods that align with the Boyer model (Boyer, Ernest L. 1990. *Scholarship Reconsidered*. New York: The Carnegie Foundation for the Advancement of Teaching). The Boyer model encompasses these areas of scholarship: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Each Department defines how its activities in scholarship apply to the Boyer model.
 - iv. Outstanding service to the institution, along with the profession or community: Service to the institution shall be determined by an examination of such matters as participation on institution-wide committees (with emphasis on such factors as being chair or recorder or serving on several committees), service on School committees, administrative assignments (such as serving on Regents' Advisory Committees or special task force committees), and other relevant duties (such as advising a club, assisting with student activities, arranging lectures or performances for the institution, coordinating or judging pre-collegiate competitions held at the institution, etc.). Professional service to the profession or community includes speeches, lectures, memberships in community organizations, service projects, and such other matters involving the use of the faculty member's professional expertise

- for the benefit of the profession or community. At their discretion, the faculty member may provide additional evidence of service to the institution.
- v. Continuous professional growth and development: Professional growth and development shall be evaluated by examining such matters as activities in professional societies (memberships, attendance at conventions, leadership roles, serving as panelists or commentators, presenting papers, etc.).

Procedures and Calendar for Applying for Tenure for Academic Administrators

The process for tenure candidacy for academic administrators is identical to that for promotion for academic administrators. In the event that an academic administrator is a candidate for both promotion and tenure, recommendations for action shall be determined by a single Promotion and Tenure Review Subcommittee. See Section 4.06.02 (Eligibility, Criteria, and Procedure for Promotion at Middle Georgia State University) for details about the application process.

Procedures and Calendar for Applying for Tenure for Faculty

The process for tenure candidacy is identical to that for promotion.

In the event that a faculty member is a candidate for both promotion and tenure, recommendations for action shall be determined by a single Promotion and Tenure Review subcommittee. See Section 4.06.02 (Eligibility, Criteria, and Procedure for Promotion at Middle Georgia State University) for details about the application process.

Notification of Tenure

An individual who is awarded tenure shall be notified in writing by the President with a copy of the notification forwarded to the USG Chief Academic Officer.

Loss of Tenure or Probationary Credit

Tenure or probationary credit toward tenure is lost upon termination from the institution, written resignation from a tenured position in order to take a non-tenured position, 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, or written resignation for purposes of retirement.

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

4.07.03 Post-Tenure Review

As a means of enhancing the performance of all faculty members, the post-tenure review (PTR) process shall support the further career development of tenured faculty members as well as ensure accountability and continued faculty performance that meets or exceeds expectations after they have achieved tenure as outlined in BOR Policy 8.3.5.4.

All tenured faculty members, including those who hold administrative positions, are subject to PTR. In the years administered, PTR shall take the place of annual review. PTR shall take place under the following circumstances:

- **Normal (Five-Year) Post-Tenure Review (PTR):** All tenured faculty members shall participate in a PTR within five years following the award of tenure and again once every five years at most thereafter, unless interrupted by an additional review for promotion, early PTR, corrective PTR, or other related personnel action. The first PTR shall assess the tenured faculty member's performance since the award of tenure, and subsequent PTRs shall assess the performance since the most recent PTR or review for promotion.
- **Early Post-Tenure Review:** Tenured faculty members may voluntarily choose to request a PTR sooner than five years. If the early PTR is successful, then the faculty member's next scheduled PTR will take place five years after the early PTR. If the early PTR is unsuccessful (as indicated by a rating of 1 or 2—see section 4.07.03.3), the original five-year PTR date shall remain in place, but the faculty member will not be subject to the performance improvement plan at this stage.
- **Corrective Post-Tenure Review:** A tenured faculty member will participate in a corrective PTR if their performance is evaluated as deficient for two consecutive annual evaluations in one or more of these areas: effectiveness in teaching and instruction, involvement in student success activities, academic achievements and/or activities in research/scholarship/creativity as appropriate to MGA's mission, service to the institution and either the profession or the community, and professional growth and development. Per the rating scale below (see section 4.07.03.3), a deficiency in performance in any category will result in a rating of a 1 (Does Not Meet Expectations) or a 2 (Needs Improvement). Note that the deficiency does not have to be in the same area as the previous year but could be in a different area from one year to the next. The corrective PTR will be initiated prior to the normally scheduled five-year PTR. The evaluating supervisor will refer the faculty member to the PTR Committee in the academic year following the second deficient evaluation. If the faculty member achieves a successful outcome of the corrective PTR, then their five-year clock for post-tenure review will be reset. If the faculty member does not achieve a successful outcome of a PTR or still needs professional improvement, then the same process for an unsuccessful PTR will be followed as that described below (see section 4.07.03.3 Post-Tenure Review Procedures).

4.07.03.2 Interruption of the Post-Tenure Review Timeline

The normal five-year schedule for post-tenure review (PTR) may be interrupted under the following circumstances:

- A faculty who is scheduled for a five-year PTR and is under an active performance remediation plan following an unsatisfactory annual review shall delay PTR by one year so that the progress on the performance remediation plan can be assessed adequately and appropriately;
- A faculty member who is on leave during the scheduled (five-year) PTR year would ordinarily be reviewed the year of return; or
- A faculty member who notifies the institution in writing of their plans to retire within two years of the date of a scheduled PTR is excused from the requirement for a PTR; however, if the

faculty member chooses not to retire within that period, the PTR will follow the original five-year schedule.

4.07.03.3 Post-Tenure Review Procedures

All members of the Promotion, Tenure, and Post-Tenure Review Committee and its subcommittees shall receive appropriate instruction in peer review, which normally occurs at the second meeting of the Committee.

Post-Tenure Review (PTR) shall be conducted by the same subcommittees that review promotion and tenure candidates, including a faculty member, at rank, chosen by the faculty member under review to chair the committee and ensure all procedures are followed. This faculty member can be from any School in the University.

The Promotion, Tenure, and Post-Tenure Review Committee shall verify the eligibility of all Committee members and maintain records of the members of all subcommittees.

The evaluation shall be based upon the faculty portfolio provided by the faculty member. It is primarily the faculty member's responsibility to ensure that all necessary material is in the PTR portfolio prior to the review.

The PTR candidate shall submit the following items in an electronic portfolio to their Department Chair or immediate supervisor:

1. A cover letter summarizing progress in effectiveness in teaching and instruction, involvement in student success activities, academic achievements and/or activities in research/scholarship/creativity as appropriate to MGA's mission, service to the institution and either the profession or the community, and professional growth and development;
2. Department Chair evaluations since receiving tenure, last promotion, or PTR;
3. Curriculum vitae;
4. Summary of Course Experience Feedback Surveys (formerly known as the student evaluations of teaching) of all courses since the most recent tenure, promotion, or PTR;
5. Five-Year Faculty Development Plan: As a planning tool, the Five-Year Faculty Development Plan shall be based on the faculty member's analysis of their professional growth and development at the current stage of their career.

In addition to these portfolio contents, the faculty member may provide any additional materials to the PTR Subcommittee.

After careful examination of the PTR materials, the PTR subcommittee shall conduct an interview with the faculty member being reviewed. A record of the completion of the interview shall be kept in the faculty member's personnel record.

Prior to concluding its evaluation of the faculty member, the PTR subcommittee shall carefully consider the documentation, the interview, and the faculty member's performance in the expectations of the role.

The PTR subcommittee members shall vote by ballot, using the following scale to identify one general rating of the performance of the faculty member under review. Although the totality of the faculty member's professionalism and performance are part of the rating by the PTR subcommittee, an

emphasis on the faculty member's teaching effectiveness that is consistent with the mission of MGA will inform the rating primarily. All PTR subcommittee members must choose one of the following whole numbers as a rating:

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

The chair of the PTR subcommittee shall count the ballots and then average the scores. The subcommittee then makes a determination based on that average as to whether the faculty member's performance met expectations and then assigns a value based on the five-point Likert scale. The PTR subcommittee shall record the score and any appropriate comments anonymously on the PTR Report Form. After all members of the PTR subcommittee have signed the PTR Report Form, the chair of the PTR subcommittee shall give this form and the ballots to the Chair of the Promotion, Tenure, and Post-Tenure Review Committee. The Chair of the Promotion, Tenure, and Post-Tenure Review Committee shall then give the original copy of the Post-Tenure Review Report Form to the faculty member under review and another copy to their Dean.

In the case of a rating of 3 (Meets Expectations), 4 (Exceeds Expectations), or 5 (Exemplary), the PTR subcommittee shall approve the faculty member's Faculty Development Plan and may suggest revisions to it. Contingent on available resources, the PTR subcommittee may also recommend that the faculty member be further rewarded for their performance through formal recognition, the award of a permanent salary increase, sabbatical or release time, or another appropriate benefit. This recommendation and supporting documentation shall be sent to the Provost.

If the PTR subcommittee's overall rating is less than a 3, then the faculty member is subject to the Performance Improvement Plan procedure outlined below. The chair of the PTR subcommittee will provide the faculty member and their supervisor with a letter that gives detailed, enumerated descriptions of the professional deficiencies identified by the PTR subcommittee. The letter must also include the next steps, due process rights, and the potential ramifications if the faculty member does not remediate their performance or does not demonstrate substantive progress towards remediation in the areas identified as unsatisfactory.

Post-Tenure Review Calendar

- By the First Friday after Thanksgiving Break, PTR candidates will be notified that they are due for review.
- By the Friday before Spring Break, PTR candidates will submit their portfolio to their Department Chairs.
- By the Friday before Spring Break, PTR candidates will also inform their Department Chair and the chair of PTPTTR of their choice for the third member of their committee.
- By the Friday after Spring Break, the Department Chairs will provide access to the candidates' portfolios to the PTR committee.
- By the last day of class for Spring Semester, evaluations of PTR candidates will be completed and sent to the relevant Department Chair.

Performance Improvement Plan Following Unsatisfactory Post-Tenure Review

In the event of a Post-Tenure Review (PTR) that results in a rating of 1 (Does Not Meet Expectations) or 2 (Needs improvement), the faculty member's appropriate supervisor and the faculty member will work together to develop a formal Performance Improvement Plan (PIP) based around the deficiencies found by the PTR subcommittee in consultation with the Promotion, Tenure, and Post-Tenure Review Committee. Consistent with the developmental intent of the PTR, the PIP shall include the following considerations:

1. The PIP must be designed intentionally to assist the faculty member in achieving progress towards remedying the deficiencies identified in the PTR process.
2. The PIP must contain clearly defined goals or outcomes, an outline of activities to be undertaken, a timetable with identified progress indicators, available resources and support, and a monitoring strategy agreed upon by the faculty member and their appropriate supervisor.
3. The PIP's goals or outcomes must be reasonable and achievable with the timeframe, and reflect the essential duties and professional expectations of the faculty member's role.
4. The PIP must be approved by the Dean and submitted to the MGA's Office of Academic Affairs. The Department Chair or Dean and the administrative officer at least one level above the faculty member's administrative unit are jointly responsible for arranging appropriate funding from the institution to support the PIP. This support may include providing adequate funding to attend scholarly meetings or professional development seminars.
5. Formal meetings for assessing progress on the PIP should be scheduled no less than twice per semester during each semester in which the PIP is active. The meetings will include, at a minimum, the faculty member and the faculty member's Department Chair. After each meeting, the supervisor should summarize the meeting and indicate whether the faculty member is on track to complete the PIP. The supervisor shall then prepare a report describing the results of the progress review meeting that will be signed by the supervisor and faculty member. The signatures will indicate that the signer agrees that the report accurately describes the meeting's contents and will not agree with any opinions or conclusions expressed in the report. The faculty member may attach a signed statement to the report if desired. Copies of the signed report and any attachments will be provided to the supervisor, faculty member, the Dean, the Office of Academic Affairs, and Human Resources.

The assessment of the PIP will take the place of the next annual review. At the conclusion of the academic year, the faculty member and the faculty member's Department Chair will both submit progress reports to their Dean and the PTR subcommittee in office at that time (including a member chosen by the faculty member). The PTR subcommittee will review the progress reports and vote on a recommendation as to whether or not the faculty member has made adequate progress towards completion of the PIP. The faculty member's Department Chair and the chair of the PTR subcommittee will prepare a final report on the results of the PTR and PIP process. The final report will include the following components at a minimum:

1. A summary of the PTR and the PIP process up to the date of the report;

2. A detailed explanation of supervisor's assessment of the faculty member's progress towards completing the PIP;
3. The results of the vote of the PTR subcommittee on the progress of the faculty member towards completion of the PIP. If the vote is not unanimous, then each PTR subcommittee member will include a statement explaining their vote. These statements shall not include the names of the subcommittee members.
4. All relevant documentation or links to all relevant original documentation as an attachment to the final report.

A copy of this document will be provided to the faculty member. The supervisor must meet with the faculty member to discuss the results of the PTR and PIP processes. The faculty member can provide a written rebuttal that will be attached to the final report; however, no action in response to this rebuttal is required by the supervisor. The final report with any attached statement will be provided to the faculty member, Department Chair, Dean, and the Provost. Successful completion of the PIP will reset the PTR clock.

If, after taking into account feedback from the PTR subcommittee, the Department Chair and Dean find that faculty member is found to have failed to remediate the identified deficiencies successful or not to demonstrate substantive progress towards remediation within one year, the faculty member is subject to disciplinary and/or remedial actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal. The Provost will then send the final report, along with the Department Chair and Dean's determination, to the President, who will make the final determination on behalf of the institution regarding appropriate remedial action. MGA 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. An aggrieved faculty member may also seek discretionary review of the institution's final decision pursuant to the Board of Regents policy 6.26 Applications for Discretionary Review.

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

If, after conducting a final review of appropriate materials and allowing the faculty member an opportunity to be heard at the conclusion of the PIP, the Department Chair and Dean determine the faculty member has failed to make sufficient progress in performance as outlined in the PIP or has refused to engage reasonably in the process, the Department Chair and Dean will propose an appropriate personnel action corresponding to the seriousness and nature of the faculty member's professional deficiencies. The proposed personnel action will then be shared with the faculty member and the Provost.

The faculty member has 10 business days from receiving the recommendation of the Department Chair and Dean to request the PTPTR Committee review. Further due process includes the following steps:

1. The PTPTR Committee may review the materials that attest to PIP progress and the proposed personnel action by the Department Chair and Dean. Within 20 business days of the request for review by the faculty member, the PTPTR Committee will offer a recommendation to the Provost for consideration.

2. Within five business days of receiving the recommendation from the PTPTR Committee, the Provost shall send an official letter to the faculty member, notifying them of the Provost's decision.
3. The faculty member may appeal to the President of the institution within five business days of receiving notification of the decision from the Provost. The President will make a final decision within 10 business days and then notify the faculty member of the final decision, along with the process for discretionary review application as provided for in Board of Regents policy 6.26 Applications for Discretionary Review.
4. If the personnel 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 the faculty member's current role.

An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to Board of Regents policy 6.26 Applications for Discretionary Review.

4.07.04 Program Modification

See the following for more information about the ways in which program modification may affect tenured faculty members:

[8.3.7.9 of the BOR Policy Manual: Termination or Layoff of Tenured Personnel Due to Program Modification.](#)

4.08 Non-Tenure-Track Personnel

See the following for a discussion of the provisions that apply to all non-tenure-track personnel:

[8.3.8 of the BOR Policy Manual: Non-Tenure-Track Personnel.](#)

4.08.01 Employment of Full-Time Lecturers

See the following for a discussion of full-time Lecturers: [8.3.8.1 of the BOR Policy Manual:](#) Employment of Full-Time Lecturers and [8.3.8.2 of the BOR Policy Manual:](#) Reappointment of Full-Time Lecturers.

4.08.02 Academic Professionals

Academic Professional titles may be assigned to appropriate positions (as defined below). Institutions are authorized to establish non-tenure-track professional positions. Persons in such positions may be involved in duties of a managerial, research, technical, special, career, public service, or instructional support nature. Examples of such positions currently existing are Public Service Professional, Research Scientist, Research Associate, Research Engineer, and Research Technologist. The title Academic Professional would be similar to those currently in use (BOR Minutes, February 2007).

The designation Academic Professional would apply to a variety of academic assignments that call for academic background similar to that of a faculty member with professorial rank but are distinctly different from professorial positions. Examples include managing instructional laboratories, assuming academic program management roles not suited for expectations applied to tenure-track faculty members, operating instructional technology support programs, being responsible for general academic advising, assuming professional student counseling center responsibilities, providing specialized skill acquisition training as support for academic programs, and working with tenure-track faculty members in course and curriculum development and in the laboratory (BR Minutes, October 2008).

General categories for Academic Professionals and the stipulations which apply to them can be found at the following: [8.3.8.4 of the BOR Policy Manual: Academic Professionals](#).

Career ladders may be established for Academic Professionals, using the following titles: Academic Professional Associate, Academic Professional, and Senior Academic Professional (BR Minutes, February 2007).

Reappointment of Academic Professionals is made annually. Notice of reappointment and non-reappointment must be made in a timely manner consistent with Board of Regents policy, using the three-month, six-month, and nine-month notification schedule depending upon length of service in the position (BR Minutes, October 2008).

All provisions of Section 8.3.8 of the Board of Regents' Policy Manual will apply to the employment of Academic Professionals.

4.09 Discipline and Removal of Faculty Members

4.09.01 Board of Regents' Policy

The Board of Regents' Policy, including grounds for removal and procedures for removal, can be found at the following link: [8.3.9 of the BOR Policy Manual: Discipline and Removal of Faculty Members](#).

4.09.02 Middle Georgia State University Policy for Dismissal of Tenured or Tenure-Track Faculty Member

Middle Georgia State University policy for dismissal of a faculty member with tenure or a non-tenured faculty member before the end of the term specified in their contract is the same as the policy specified by the Board of Regents as stated above. The Hearing Committee, as stated in Board of Regents policy, will be established in the same manner as a Faculty Panel is established as specified in the Faculty Grievance proceeding, which can be found in section 5.06.03.

4.09.03 Dismissal of Temporary, Limited-Term, or Part-Time Instructional Personnel

See the following: [8.3.9.3 of the BOR Policy Manual: Dismissal of Temporary, Limited-Term, or Part-Time Instructional Personnel](#).

4.09.04 Suspension for Violation of State or Federal Laws

See the following: [8.3.9.4 of the BOR Policy Manual: Temporary Suspension for Violation of State or Federal Laws](#).

4.10 Board of Regents' Faculty Forms

4.10.01 Faculty Contract

Definitions and stipulations can be found at the following: [8.3.11 of the BOR Policy Manual: Faculty Contracts](#) and [4.3.3 of the USG Academic & Student Affairs Handbook: Sample Faculty Contracts](#).

4.11 Compensation

4.11.01 Salaries

During a fiscal year, changes shall not be made in the salaries established for positions listed in the annual operating budget of the institution without prior approval of the Board of Regents. Annual salary increments shall not be automatic but based upon merit as determined by a faculty member's professional performance as evaluated annually. The criteria used to determine salary increments include teaching performance, service to the institution, professional service to the community, scholarship, and professional growth and development.

The salary for a ten-month contract is divided into ten payments. One-tenth of the contract is paid at the end of each month from August through May. Regular monthly payments are made on the last working day of each month through direct deposit to the employee's financial institution. Deductions for full-time faculty shall be made as follows:

1. Federal Withholding Tax,
2. Social Security Tax,
3. Group Insurance,
4. State of Georgia Teacher Retirement/Optional Regents-Approved Retirement Plan,
5. Georgia State Withholding Tax,
6. Tax-Sheltered Annuity Plan (optional).

Part-time faculty members are paid according to the schedule set by Human Resources ([Payroll Office](#)).

New employees are required to complete the following forms before they are officially on the payroll:

1. Employee Statement of Health;
2. Acceptance and payroll Deduction Authority for Medical, Life, and other insurance;
3. Form G-4 (State Withholding Tax);
4. Form W-4 (Federal Withholding Tax);
5. State Security Questionnaire (including Loyalty Oath);
6. Georgia Teacher Retirement System Blank/Optional Regents' Approved Retirement Form;
7. Social Security number application or present number;
8. Employment Eligibility Verification Form (I-9).

Additional information can be found at the following: [8.3.12.1 of the BOR Policy Manual: Salaries](#).

4.11.02 Criteria for Determining Salaries

A list of criteria can be found at the following: [8.3.12.2 of the BOR Policy Manual: Criteria for Determining Salaries](#).

4.11.03 Summer School Salaries

Academic year contracts are for 10 months and do not obligate the faculty to teach during the summer. Faculty members are not guaranteed summer employment; however, as summer employment opportunities are available, selection will be as equitable as possible. Consideration for selection of personnel for summer school shall first be given to tenured and tenure-track faculty members who are currently teaching at Middle Georgia State University and who plan to return the following year. Distribution of course load shall be as equitable as possible.

Payment of compensation to faculty members for full-time employment during the summer session shall be at a rate not to exceed 33-1/3% of their regular ten-month compensation for the previous academic year (BR Minutes 1950-51, p.333; 1984-85, p. 80). The schedule of payments and maximum compensation at Middle Georgia State University may vary significantly from year to year and is determined through the offices of Academic Affairs and Finances and Operations.

4.11.04 Research, Saturday Classes, and Off-Campus Continuing Education

See the following for a discussion of payment, including extra compensation, for this work: [8.3.12.4 of the BOR Policy Manual: Research, Saturday Classes and Off-Campus Continuing Education and 8.3.12.5: Extra Compensation](#).

4.11.05 Salary Supplements from Cooperative Organization

See the following: [8.3.12.6 of the BOR Policy Manual: Salary Supplements from Cooperative Organizations](#).

4.11.06 Employment of Faculty Members with Agency Funds

See the following: [8.3.12.7 of the BOR Policy Manual: Employment of Faculty Members with Agency Funds](#).

4.12 Emeritus/Emerita Title

4.12.01 Board of Regents' Policy

See the following: [2.11 of the BOR Policy Manual: Title of Emeritus or Emerita](#).

4.12.02 Middle Georgia State University Policy Definition

With the approval of the President, Emeritus/Emerita status may be granted to retired senior administrators and tenured faculty who have enjoyed honorable and distinguished careers at Middle Georgia State University. The title conferred shall be the rank and/or position title held at the time of retirement plus the word “Emeritus” or “Emerita.” A faculty member or administrator may be granted Emeritus/Emerita status posthumously. A candidate for Emeritus/Emerita status must have completed at least ten years of full-time service to Middle Georgia State University. Judgment of an honorable and distinguished career should be based in some combination upon the quality of instructional and professional contributions, administrative performance, service to the institution, and service to society beyond the institution’s community. Variation from these criteria as permitted by Board of Regents policy may be made by the President in the event of extraordinary circumstances.

Recommendations for Conferral

Recommendation for Emeritus/Emerita status begins with the immediate supervisor of the faculty member or administrator who is approaching retirement. The person initiating the process shall execute a [Recommendation for Award of Emeritus Status Form](#), accompanied by the candidate’s resume and a letter of recommendation detailing the highlights of the candidate’s career at Middle Georgia State University. The recommendation materials are forwarded for consideration through the administrative chain of command to the President.

Conferral

Upon ratification by the Board of Regents, the President shall notify the individual in writing that Emeritus/Emerita status has been conferred. This notification shall include the list of responsibilities and privileges specified in the current Policy on Emeritus/Emerita Status. Public recognition of Emeritus/Emerita status shall be made at the appropriate commencement exercises. Recognition shall include the award of a certificate and a permanent ID card identifying the individual as holding Emeritus/Emerita status. Emeritus/Emerita faculty and administrators shall be listed in a specially designated section in the Catalog of Middle Georgia State University and other appropriate institution publications (including electronic).

Privileges and Responsibilities

Emeritus/Emerita faculty and administrators shall be entitled to those privileges available to active full-time faculty and administrators. These privileges carry with them the same general responsibilities as for regular faculty and administrators and shall include the following:

1. Library facilities and service;
2. Faculty parking;
3. Ticket purchases for University functions;
4. Campus email and related services;
5. Use of recreational, wellness, and health facilities and services (fees may apply);
6. Bookstore purchases at faculty discount rates;
7. Participation in convocation/graduation exercises and social functions;

8. If on active duty, access to office space, laboratories, and other facilities, subject to availability;
9. Service in Faculty Mentoring Programs;
10. Service on Department/University committees by invitation;
11. Service as Good Will Ambassadors to society beyond the MGA community;
12. Membership in appropriate MGA faculty clubs and associations;
13. Receipt of MGA and campus publications.

4.13 Faculty Career Development

The Board of Regents of the University System of Georgia is committed to the continued professional growth and development of System personnel.

Faculty, staff, and administrators are encouraged to participate in development activities and study. Career development opportunities may include, but are not limited to, the following examples of program offerings:

1. Tuition Assistance Program (BR Minutes, September 2004); see 4.13.02;
2. Courses offered through Continuing Education;
3. Courses offered through a Technical College System of Georgia (TCSG) institution;
4. External professional programs and conferences; and
5. System-wide/institutional faculty and staff professional development programs.

Each University System institution shall commit at least one percent of full-time employee salaries to be used for faculty and staff development. This one percent will be matched by state appropriated funds to the extent that funds are available (BR Minutes, April 2002).

4.13.01 Board of Regents' Policy

See the following: [8.3.13 of the BOR Policy Manual: Faculty Development](#).

4.13.02 Tuition Assistance Program (TAP)

See the following: [8.2.19 of the BOR Policy Manual: Tuition Assistance Program](#).

4.13.03 Auditing of Courses

See the following: [8.2.19.1 of the BOR Policy Manual: Employee Auditing of Courses](#).

4.14 Enhancing Teaching and Learning in K-12 Schools and USG Institutions

The BOR recognizes the value of USG faculty engagement in the effort to continuously improve teaching and learning in K-12 schools and USG Institutions.

4.15 Fundraising

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All fundraising must be related to the purpose of the institution. Fundraising and related development activities of the institution are coordinated by the Office of University Advancement. Solicitation and/or acceptance of gifts, funds, and/or property for the benefit of or in the name of Middle Georgia State University must be approved by the Office of University Advancement who serves as the President's designee for the endorsement of such transactions.

Section 5: Faculty Rights and Responsibilities

5.01 Academic Freedom

MGA complies with BOR Policy 6.5.1 [Board of Regents Policy Manual | 6.5 Freedom of Expression and Academic Freedom | University System of Georgia \(usg.edu\)](#).

Middle Georgia State University recognizes that there are rights and responsibilities that exist concomitant with the academic freedoms underpinning the professional work of its faculty.

Accordingly, Middle Georgia State University operates under the principles of the American Association of University Professors (AAUP) articulated in the 1940 Statement of Principles on Academic Freedom and Tenure (with 1970 Interpretive Comments), which can be found at the [AAUP website](#).

The key elements of the AAUP statement on academic freedom are the following:

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their any teaching controversial matter that has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

5.02 Academic Freedom and Students' Rights Policy

In their interactions with students in the classroom and in other instructional venues, faculty members are expected to maintain at all times the highest standards of academic professionalism and are not to use their courses for purposes of political or ideological indoctrination. The 1970 Interpretive Comments add that the "intent" of the statement on classroom discussion "is not to discourage what is 'controversial.' Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. The passage serves to underscore the need for teachers to avoid persistently intruding material which has no relation to their subject." Faculty members are also to make every effort to assure unimpeded intellectual diversity in their classes, and they should avoid the appearance that students who disagree with their views on matters of opinion will in any way be penalized or put at a disadvantage.

Student Procedure for Filing a Grievance

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Any student who believes that individual academic rights have been violated may seek redress by following the established procedure for filing a grievance. It is important that both students and faculty have a common understanding of the procedure for resolving such grievances.

The following procedure is not applicable to cases involving discrimination, sexual harassment, or violation of stated grading policy. In those instances, established procedures as outlined in the Middle Georgia State University Student Handbook should be followed.

The introduction to the Middle Georgia State University Student Code of Conduct reads, "Laws, statutes, and regulations at the national, state, and local levels grant public institutions the authority to establish standards reasonably relevant to the lawful missions, processes, and functions of the institution. Such standards are not intended to prohibit the exercise of a right guaranteed by the Constitution or a law of the United States to a member of the academic community."

See the following for more information: [MGA Student Code of Conduct: Introduction](#).

Realizing that students may have grievances/complaints regarding their experiences, either inside or outside of the classroom, Middle Georgia State University has developed and published the following policies that allow students to request review of issues of concern:

Academic Grievance

In the informal grievance process, the student should first discuss any problem of an academic nature with the faculty member involved. If the grievance is not resolved at this level, the student should discuss the problem with the appropriate academic Department Chair. Should circumstances be such that the above steps are not appropriate or if the matter is not resolved within five days, the student should discuss the problem with the Vice President for Academic Affairs or designee.

Non-Academic Grievance

If the grievance is not of an academic nature, the student should first discuss the problem with the Vice President for Student Affairs or designee.

Grievance Not Covered by Specific University Policy

If the grievance involves a question of judgment or opinion not covered by institutional policies, the Vice President of Student Affairs and other appropriate institutional officials shall, after interviewing the student and all other parties involved, discuss the matter and make recommendations to the President to resolve the problem. There shall be no retaliatory action taken by any person against a student of the institution as a result of the student seeking redress under any of these procedures or for participating in any investigation as a complainant or witness.

Formal Grievance Hearing

The purpose of a formal grievance hearing is to hear the complaint of a student who has exhausted all other normal channels but who has not received satisfaction. The President will appoint a Grievance Committee of at least three persons, including a chair. The committee will meet within five working

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days after receiving the complaint to discuss the merits of the complaint and shall notify the parties concerned within ten working days of either its decision or of the time and place of a hearing if one is to be granted.

Formal grievance hearings shall be conducted during normal working hours and a tape recording shall be made of the proceedings. The Grievance Committee decision shall be made and reported in writing to the President and the student within ten business days. The student may appeal the decision of the Grievance Committee to the president. Such appeal shall be in writing and shall be made within ten business days. The decision of the President shall be communicated to the student in writing within ten business days of receipt of the appeal. The President's decision shall be final.

General Grievance/Complaint Procedure

General complaints should be addressed to those parties directly involved. If a complaint is not resolved using these means, a formal complaint can be filed using the procedures of the Middle Georgia State University General Grievance/Complaint Policy ([Hotline Reporting](#)). The reporting system on this web site is confidential and easy to use. Global Compliance, a third-party provider specializing in this type of service, operates this system. Once a complaint is received from Global Compliance, a review is initiated at the institutional level within seven working days of its receipt. Complaints will be resolved in a timely manner and within a reasonable time frame in accordance with the nature of the complaint. Individuals who file complaints are advised when appropriate action has been taken.

5.03 Faculty Workload Policy

The general purposes of a workload policy are to ensure a reasonable and equitable assignment of faculty responsibilities across the institution, to ensure that faculty members contribute comparable levels of effort to the institution's collective work, and to ensure that faculty members are rewarded on the basis of their contributions. The normal workload, not to be confused with the teaching load, for tenured and tenure-track faculty includes teaching, academic advising, service to the institution, scholarship and professional development, and professional service to the community. The proportions of the different workload areas are determined by the individual faculty member and their School Dean or Department Chair through a self-evaluation plan and an official request for redirection of time which must be approved by the immediate supervisor and Dean of the academic unit and the Provost (5.03.07 Reassignment of Workload Responsibilities). The proportion of time and energy that faculty devote to each workload area may vary from one faculty member to another according to different interests, talents, and the needs of the institution. The proportions may also vary over time according to different stages in the faculty member's career.

5.03.01 Teaching Load

School Deans and Department Chairs shall make an effort to assure fair and equitable assignment of teaching loads among their faculty, taking into account such factors as student load, number of preparations, contact hours, and travel time. Day and evening classes shall be part of the standard teaching load of faculty members at Middle Georgia State University.

MGA's teaching load policy is four classes (12 semester hours) per semester for faculty with a terminal degree and five classes (15 semester hours) per semester for faculty without the terminal degree. MGA's teaching load policy is five classes (15 semester hours) per semester for lectures regardless of degree status. For laboratory, clinical, studio, field study, etc., equivalent individual faculty workloads will be determined by the Department subject to approval by the Dean and Provost.

Overloads

The Academic and Student Affairs Handbook of the USG discourages the payment of extra compensation for teaching overloads. Every effort must be made to adjust faculty schedules to accommodate courses as part of their normal load. The BOR strongly recommends minimizing any necessary overloads.

See the following for more information: [4.10 of the USG Academic & Student Affairs Handbook: Faculty Overloads and Instructional Staff Responsibilities](#).

To accommodate large enrollments or special situations, faculty members may teach an overload under the following guidelines:

1. The work is carried in addition to the normal full load;
2. No qualified person is available to carry the work as part of a normal load;
3. There is a written understanding that as soon as possible, and preferably within the academic year, they shall be given compensatory reassigned time or pay at the overload faculty rate of pay for the overload hours.

Monetary compensation for overloads is possible only upon the recommendation of the appropriate Academic Dean or Department Chair and the approval of the Provost and the President.

No faculty member shall be required to teach an overload.

Faculty overloads at Middle Georgia State University must be approved by the Department Chair, School Dean, and Provost. Faculty can only receive overload pay for a maximum of four credit hours per faculty member per semester. Overload pay is not permitted for part-time employees.

Overloads are granted only if they do not affect faculty productivity in scholarship and service. For example, a faculty member on a PRP/PIP may not be eligible for overloads.

5.03.02 Advising

The advising of students on curricular matters is the responsibility of the faculty of Middle Georgia State University. It is the expectation of MGA that faculty are content experts in their field and knowledgeable of programs of study within their Schools, so they are able to advise students accurately. The responsibilities of faculty advisors include the following:

1. Assist students in progression, retention, and graduation;
2. Provide accurate information about institutional policies, procedures, resources, and programs of study;
3. Assist students in consideration of life goals, including how their personal strengths align with possible career options and the demands of the workplace;
4. Assist students in developing decision-making skills;

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5. Make referrals to other institutional or community support services when necessary;
6. Assist students in evaluation or re-evaluation of progress toward establishing goals and educational plans.

5.03.03 Service to Middle Georgia State University

Service to the institution includes but is not limited to the following:

1. Actively participating in system, institutional or School committees;
2. Involvement in institutional, School, or Program accreditation preparation;
3. Organizing service-learning experiences;
4. Advising student organizations;
5. Collaborating in institutional or School initiatives.

Faculty members are expected to cooperate fully with colleagues in accomplishing the total work of Middle Georgia State University, including participating in all scheduled meetings.

To provide more time for course preparation and orientation of new faculty, academic advising and committee work are kept to a minimum during the first year of employment.

5.03.04 Scholarship and Professional Development

Each member of the faculty shall work consistently towards professional growth by participating as appropriate in the following activities: professional organizations; the scholarship of teaching, discovery, application, or integration; writing scholarly articles and books; formal graduate study; attending lectures, workshops, seminars, and institutes; reading and studying material relating to their discipline; and involvement in work experiences relating to that discipline.

New course development, implementing course changes as a result of assessment, and activities relating to pedagogy are also considered professional development and scholarship. Faculty members are expected to participate in assessment and to integrate scholarship into their teaching activities.

5.03.05 Professional Service to the Community

In all respects, Middle Georgia State University is committed to academic excellence and community service. Professional service to the community is a criterion for hiring, promotion, tenure, and merit.

Professional service to the community includes, but is not limited to, the contribution of an individual's professional expertise with regard to leadership and major roles in community, educational, and service groups, and will be provided with no additional compensation.

5.03.06 Other Duties and Expectations

Faculty are expected to attend all officially designated meetings of the faculty including, but not limited to Faculty Orientation/Convocation, Commencement, and Department/School meetings unless excused by the Provost. Requests to be excused must be submitted to the immediate supervisor for submission to the Provost. All faculty members are expected to follow School policies in regard to attendance and participation in the work of the School.

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5.03.07 Reassignment of Workload Responsibilities

Reassigned time may be granted for program development, special projects, research, approved graduate study, and administrative assignments, provided the teaching load could otherwise be handled within existing budgetary and personnel limitations. When the workload of committee assignments or research is uncommonly high, a compensating reduction in teaching load may be granted upon recommendation of the School Dean or Department Chair and the approval of the Provost. Faculty seeking reassigned time shall file an application with the appropriate School Dean or Department Chair. If approved, the request shall be forwarded to the Provost for final action.

In all cases, it is expected that the time and effort for re-assigned workload must be equivalent to the normal faculty workload. Additionally, when a faculty member is granted reassigned time for a project, the expectation is that the project will be completed within the time specified on the original request for a teaching load reduction. Faculty must demonstrate appropriate evidence of productivity in order by documentation of time, effort, and project outcomes.

5.04 Faculty Instructional Policies

The established vision, mission, and programs of Middle Georgia State University require the best teaching and learning experiences for students. The accomplishment of this ideal relies on the effective functioning of the institution's faculty both singularly and in groups.

5.04.01 Office Hours

Faculty availability to students outside the regularly scheduled class hours is an essential element to student success and to faculty performance. Faculty members are required to be available to students through posted office hours as well as through alternate means, such as telephone and campus email, which facilitate student access to faculty members. All course syllabi must identify faculty office hours and contact information. Faculty members are encouraged to use their offices for planning lessons and courses, grading papers, engaging in scholarly activities, and conferring with students.

Office hours shall be filed in the faculty member's academic unit. Faculty members who teach a twelve-hour course load shall hold a minimum of eight on campus office hours per week; those who teach differing course loads shall hold a proportionate number of office hours not to exceed eight hours per week.

5.04.02 Syllabi

Syllabi are required for all courses. Course syllabi are to be distributed to the class at the beginning of each semester or term. A copy of the course syllabus should be given to the Department Chair or Dean who is responsible for maintaining a current file of syllabi used in the academic unit. Faculty should use the "Checklist for Syllabus" to ensure that their syllabi include the required information. The "Checklist for Syllabus" is available on the Academic Affairs website.

5.04.03 Textbook Policy

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Textbooks are selected according to the policy of the specific Department. Currency, appropriateness for the learner, and relevance to the course are important in selecting textbooks. Because textbooks are expensive, faculty should require students to purchase only those texts which are essential to the course. The Department Chair is ultimately responsible for textbook selection.

The practice at Middle Georgia State University is to allow the use of faculty-authored textbooks, provided that the School, Department, or Program provides an appropriate third-party review process for the adoption of these texts. The review process for each School shall be kept on file in the Office of Academic Affairs.

Faculty members are not allowed to resell sample texts or desk copies provided by publishers or to take advantage of any financial incentives offered by publishers in the assignment of specific texts.

More information can be found at the following link: [3.10 of the BOR Policy Manual: Academic Textbooks](#).

5.04.04 Curriculum Development

Curriculum and course development, changes, and evaluation are responsibilities of every teaching faculty member. When possible, curriculum development will be accomplished as part of a faculty member's normal workload. Each Academic Dean and/or Department Chair is responsible for taking the leadership in the scheduling and management of curriculum and course development. Any addition, deletion, or change in any curriculum, course, or program must be approved by the Academic Dean and/or Department Chair, the Curriculum Committee, the Faculty Senate, the President, and in certain cases, the Council on General Education and the Board of Regents.

5.04.05 Attendance Policy

Faculty members shall maintain an attendance record for all face-to-face and distance education courses. In addition, when submitting final grades, faculty must report students' last date of attendance for any grades deemed unsuccessful attempts.

For face-to-face courses, attendance is documented via a record of students' physical presence in the classroom during each class period in the semester.

For distance education, attendance is documented through a record of students' class participation or academic engagement. Documenting that a student has logged into an online course is not sufficient by itself to demonstrate academic attendance by the student. Examples of acceptable evidence of attendance in an online course include:

- student submission of an academic assignment,
- student submission of an exam,
- documented student participation in an interactive tutorial or computer-assisted instruction,
- a posting by the student showing the student's participation in an online study group that is assigned by the institution,
- a posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters,

- an e-mail from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Attendance records for distance education courses must include at least one participation/academic engagement checkpoint in the first two weeks of the course and at least one participation/engagement checkpoint subsequent to midterm.

The Middle Georgia State University Student Catalog states that “students whose number of absences is more than twice the number of class meetings per week may be assigned a failing grade for the course at the discretion of the instructor. Students who have more absences than the number of class meetings per week, but less than twice the number of class meetings per week may be penalized at the discretion of the instructor. Students who have absences which are less than or equal to the number of class meetings per week will not be penalized” (2015-2016).

Faculty must include a statement about attendance policy and procedures in their syllabi.

5.04.06 Faculty Absence from Class

Faculty members are expected to meet punctually all regularly scheduled sessions of their classes. Faculty members who must miss one or more of their class sessions shall arrange with their School Dean or Department Chair to have their classes covered. When it is necessary to miss a class at an off-campus site, faculty members shall notify their immediate supervisor in advance, who shall notify the appropriate person at the site. In emergencies, when it is impossible to contact the immediate supervisor, the faculty member shall contact an appropriate person at the site.

5.04.07 Directions for Admitting a Student to Class

All course rolls are available to faculty via SWORDS. It is recommended that faculty members consult their course rolls on SWORDS frequently to monitor enrollments, which are subject to many changes during the first few days of the course. Any student who is not listed on a course roll shall be sent to the Registrar’s Office to determine the reason for the omission. Any student who has registered after the course has begun, typically during Drop/Add, will be on the SWORDS course roll. Faculty members shall confirm with students at the outset of the course their credit or audit status.

5.04.08 Change of Schedule (Drop and Add Process)

Changes in schedules (Drop or Add) do not become official until the properly executed Change of Schedule forms are filed by the student in the Office of the Registrar. See the *Catalog* of Middle Georgia State University.

5.04.09 No-Show Reporting

To comply with Federal Financial Aid regulations, Middle Georgia State University developed and implemented a “no-show” reporting procedure to be used by all faculty members.

At issue are financial aid recipients who become ineligible for funds the institution has awarded if they do not attend at least one class meeting. Such students are NOT entitled to keep the financial aid award for which they are otherwise eligible. When these students (“no-shows”) are not reported in a timely manner before financial aid refunds are sent to BankMobile to disburse to students, both the institution and the student may incur fiscal liability for the portion of the award that the student is no longer eligible to receive. The “no-show” reporting procedure better positions Middle Georgia State University to adjust financial aid awards before remaining balance funds are issued, thereby eliminating liability for both the institution and the student.

Faculty reporting of “no-shows” usually begins the first day of the course after the drop/add period closes and usually lasts three to four days. “No-show” reporting for shorter session usually lasts two days. After courses begin each semester, an email is sent to all faculty and staff to provide detailed instructions on how to report “no-shows” and includes the dates of the reporting period. Faculty members are reminded that only students who have never attended a single class meeting—or in the case of an online course, have not met the requirements for what constitutes attendance, for example, some academic activity, to include, but not limited to, a quiz, a discussion posting, an online orientation, or a written question to the instructor about an assignment or the syllabus—should be reported as “no-shows.” If a student attends the first class but is no longer attending, faculty members are NOT to report the student as a “no-show.” If a student is attending class but is not on the class roll, faculty should direct the student to the Registrar’s Office as soon as possible but not report the student as a “no-show.” Any corrections to “no-shows” after the reporting deadline will need to be completed through the No Show Correction form.

For the purpose of reporting attendance under No-Show guidelines, a student enrolled in an online course can be marked as attending at least one class meeting if the student has completed a week one assignment, has completed the course orientation, or has otherwise made acceptable contact with the professor before the No-Show reporting deadline.

Faculty members are required to review all of their course rolls (available through SWORDS) during the “no-show” reporting period. After monitoring course attendance during the reporting period, faculty will appropriately annotate the roll and return it electronically using SWORDS. After the roll has been returned, corrections may be made by annotating the roll and resubmitting it through the same process while the reporting period is open.

Middle Georgia State University students whose course or courses are dropped during the No-Show Reporting Period may be considered for course reinstatement pending approval by the professor and administrator, the Financial Aid Office, the Bursar’s Office, and the Registrar’s Office. Students who think that they have been reported as “no-shows” in error will need to submit a No-Show Correction form for their professor(s) to complete. Faculty members should sign the No Show Correction form only if the student has attended at least one class meeting.

5.04.10 Grades

5.04.10.1 Grading Policy

Faculty members are expected to know all regulations and policies related to grades. In addition, all faculty members are expected to provide the students in their courses with an explanation of the

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grading policy to be used in each course. A student has the right to know in advance what factors shall be used (tests, exams, quizzes, projects, discussions, etc.) in evaluating performance in class. Prior to the withdrawal date of the term, students shall receive evaluative feedback so that they may best determine their academic standing in the course. Additionally, students have the right to ascertain their standing in the course.

5.04.10.2 Submission of Grades

Faculty members are expected to submit midterm and final grades to the Registrar's Office. Midterm grades will be submitted by the midterm date and final grades will be submitted within the time period specified by the Registrar each semester. Course rolls, available to faculty members on a real-time basis in SWORDS, are the vehicle for entering grades. If a faculty member experiences difficulty in entering grades or obtaining rolls through SWORDS, the Registrar should be contacted immediately. Information concerning final grades will be disseminated by email before the term ends. In general, final grades are due within two days after the last day for final examinations. Although abbreviated session classes have termination dates earlier than the regular full session term, grades are not due until the end of the semester. It is strongly recommended, however, that grades in abbreviated session courses be entered as soon as the term ends so that the Registrar may commit the grades to the student's academic history. In this manner, the grades will be available to students through their SWORDS accounts.

5.04.10.3 Change of Grades

Faculty members are expected to make every effort to ensure that grades submitted to the Registrar's Office are correct. If an error is made, however, faculty must submit a "Change of Grade Form" for each grade change. The "Change of Grade Form," available online, must be approved by the Department Chair and/or Dean and submitted to the Registrar's Office for processing.

The form can be found at the following link:

https://www.mga.edu/registrar/docs/Change_of_Grade_Form.pdf

5.04.10.4 Incomplete Grade Form

If a student is doing satisfactory work in a course but for non-academic reasons beyond the student's control is unable to meet the full requirements of the course, a grade of Incomplete ("I") may be assigned by the instructor. The instructor of the course and the student are to arrange for completion of the course before midterm of the next semester if the student is enrolled or by the end of one calendar year if the student is not enrolled. If the "I" is not removed in the defined time period, a grade of "F" is assigned to the course by the Registrar. When the student completes course requirements, the instructor should complete a "Change of Grade Form" to be approved by the Department Chair and/or Dean and submitted to the Registrar's Office. The form can be found at the following link: [Change of Grade Form.](#)

5.04.10.5 Grade Records

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Although some Schools or Departments require that portfolios of student assignments be kept for a certain period of time, all faculty members shall retain accurate grade book records of individual assignments for a minimum of three years. These grade records shall include a numerical final course average as well as the final letter grade.

5.04.10.6 Grade Appeals

Assignment of grades is the responsibility of the instructor and presumes fairness and best professional judgment. It should be understood that the student who chooses to appeal a course grade must assume the burden of proof concerning any believed error in the grade assigned and should follow the grade appeal procedures as outlined in the *Middle Georgia State University Academic Catalog*.

5.04.11 Final Exams

All faculty members are encouraged to give a final exam in each of their courses at the scheduled time. Whether the final exam is comprehensive or not is left to the discretion of the faculty member.

5.04.12 Credit by Examination and Advanced Placement

See the *Middle Georgia State University Academic Catalog* for information on CLEP Exams. The procedure for handling Departmental Advanced Standing Credit Examinations is as follows:

1. The test instrument shall be approved by the School Dean and the Provost.
2. After determining that there is a Departmental exam available, the student will pay the fee to the Business Office and receive a receipt and a "Credit Examination Notice" card stamped as paid. The stamped card shall be presented to the School Dean before the student is tested. If the student passes the exam, the card shall be signed by the School Dean and turned into the Registrar's Office. If the student fails the exam, the School Dean shall file the card so that the record will be accessible if the student attempts to take a second exam on the same subject.

5.04.13 Family Educational Rights and Privacy Act (FERPA)

In compliance with the Family Educational Rights and Privacy Act (FERPA), a federal law enacted in 1974, students' scores or grades should not be displayed publicly. Even with names obscured, numeric student identifiers are considered personally identifiable information and must not be used. Grades, transcripts, or degree audits distributed for purposes of advisement should not be placed in plain view in open mailboxes located in public places. Graded papers or tests should not be left unattended on a desk in plain view in a public area, nor should students sort through papers or tests to retrieve their own work. Class rosters and grade sheets should be handled in a confidential manner, and the information contained in them should not be re-disclosed to third parties. Parents, spouses, and others do not have a right to information contained in a student's education record.

Students who choose to have their grades disclosed to parents or other individuals may complete the "FERPA Student Consent Authorization Form to authorize Middle Georgia State University to release final grade reports for specified terms. These forms are processed in the Registrar's Office.

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Faculty may directly communicate course progress (test scores, essay grades, etc.) with an individual student via MGA student email or through MGA D2L; for these purposes, student use of MGA D2L and student email indicates prior consent for this communication.

The form can be accessed at the following link: [FERPA Student Consent Authorization Form](#).

5.04.14 Student Rights

As outlined in the 1974 Family Educational Rights and Privacy Act (FERPA), students have the right to inspect and review their education records, request the amendment of their records (if proven inaccurate or misleading), limit disclosure of personally identifiable information contained in their education record, and file a complaint with the U. S. Department of Education concerning alleged failures of the institution to comply with the law. Middle Georgia State University makes every effort to comply with the law by protecting the privacy of student records and by evaluating requests for release of information from those records. However, FERPA authorizes the release of “Directory Information” without the student’s prior consent under certain conditions which are set forth in the Act. Middle Georgia State University has defined its “Directory Information” in accordance with the law.

Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. At Middle Georgia State University the following is designated as public or “Directory Information”: the student’s name, addresses, telephone number, date of birth, major field of study, degree sought, expected date of completion of degree requirements and graduation, degrees and awards received, dates of attendance at the institution, full- time or part-time enrollment status, the previous educational agency or institution attended, and participation in officially recognized activities and other similar information.

Directory information is information that the institution may disclose, but it is not required to do so. Middle Georgia State University does not disclose social security numbers, personal identification numbers, grades, grade point averages, class schedules, academic actions, or the number of credits the student is taking unless the student has signed a consent form that specifically identifies to whom the information is to be released.

Faculty and staff who have a need to know are permitted access to students’ records in the course of their duties as School officials. As such, the law requires them to act in a legally specified manner with regard to education records. FERPA applies to the education records of persons who are or who have been in attendance, including students in cooperative and correspondence programs. Education records are records that are 1) directly related to a student and 2) maintained by an educational agency or institution or by a party acting for the agency or institution. Access to the Banner Student Information System is not tantamount to authorization to view the data. Faculty members are deemed to be “School officials” and can access data in the Banner Student Information System or SWORDS if they have a “legitimate educational interest.” A legitimate educational interest exists if the faculty member needs to view the education record in order to fulfill professional responsibilities. Neither curiosity nor personal interest can be considered as a legitimate educational “need to know.”

For more information, please visit the following web page: [Family Educational Rights and Privacy Act \(FERPA\)](#).

5.04.15 The Copyright Act of 1976

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The Copyright Act of 1976 provides the following guidelines for copying in not-for-profit educational institutions:

1. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher for scholarly research or for use in teaching or for preparation to teach a course:

- A chapter from a book;
- An article from a periodical or newspaper;
- A short story, short essay, or short poem, whether or not form a collective work;
- A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

2. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher teaching the course for classroom use or discussion, provided that

- The copying meets the test of brevity and spontaneity as defined below,
- Meets the cumulative effect test as defined below,
- Each copy includes a notice of copyright.

3. Definitions:

A. Brevity

- Poetry: brevity is defined as a complete poem if less than 250 words and if printed on not more than two pages or from a longer poem, an excerpt of not more than 250 words. This numerical limit may be expanded to permit the completion of an unfinished line of a poem.
- Prose: brevity is defined either as a complete article, story, or essay of less than 2,500 words or an excerpt from any prose work of not less than 500 or more than 1,000 words or ten percent of the work, whichever is less. This numerical limit may be expanded to permit the completion of an unfinished paragraph.
- Illustration: brevity is defined as one chart, graph, diagram, cartoon, or picture per book or per periodical issue.
- “Special” works: this term refers to certain works in poetry, prose, or “poetic prose,” which often combine language with illustrations and are intended either for children or a more general audience and fall short of 2,500 words in their entirety. Despite the prior definition of brief prose, such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than ten percent of the words found in the text may be reproduced.

B. Spontaneity

- The copying is at the instance and inspiration of the individual teacher.
- The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

4. Cumulative Effect

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- The copying of the material is for only one course in the School in which the copies are made.
- Not more than one short poem, article, story, or essay or two excerpts copied from either the same author; no more than three texts from the same collective work or periodical volume may be copied during one class term. This limitation does not apply to current news periodicals, newspapers, and current news sections of other periodicals.
- There shall not be more than nine instances of such multiple copying for one course during one class term. This limitation does not apply to current news periodicals, newspapers, and current news sections of other periodicals.

5. Prohibitions to sections 1 and 2 Above

Despite the copying guidelines in sections 1 and 2, the following shall be prohibited:

- A. Copying shall not be used to create, replace, or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of or excerpts from various works are accumulated or used separately.
- B. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests, test booklets, answer sheets, etc.
- C. Copying shall not
 - Substitute for the purchase of books, publishers’ reprints, or periodicals;
 - Be directed by a higher authority;
 - Be repeated with respect to the same item by the same teacher from term to term;
 - Be charged to the student beyond the actual cost of photocopying.

For more information, see the following web page: [Copyright Law of the United States](#).

5.04.16 USG’s Copyright Policy Fair Use Exception

According to the University System of Georgia Copyright Policy’s Fair Use Exception, “One may make fair use of a copyrighted work without the copyright holder’s permission. The determination of whether a use of a copyrighted work is within fair use depends upon making a reasoned and balanced application of the four fair use factors set forth in Section 107 of the U. S. Copyright Act. Those factors are

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

All four factors should be evaluated in each case, and no one factor will determine the outcome. While fair use is intended to apply to teaching, research, and other such activities, an educational purpose alone does not make a use fair. The purpose and character of use is only one of four factors that users must analyze in order to conclude whether or not the use is fair, and therefore lawful.

Moreover, each of the factors is subject to interpretation as courts work to apply the law. Working through the four factors is important. Simple rules and solutions may be compelling, but by understanding and applying the factors, users receive the benefits of the law's application to the many new needs and technologies that continue to arise at members institutions within the University System of Georgia."

More information about the Fair Use Exception is available at the following section of the University System of Georgia website: [Introduction to the Fair Use Checklist](#).

More information about applying these standards to electronic course reserves can be found at the following section of the University System of Georgia website: [Additional Guidelines for Electronic Reserves](#).

5.04.17 Technology Use in Online Courses

1. Brightspace by D2L is the official Learning Management System for online courses at Middle Georgia State University.
2. Brightspace/D2L must be used to deliver course content or in the case of an approved publisher, must contain a link, and D2L must be used exclusively for electronic collection and storage of sensitive student data, including assessments in accordance with the Family Educational Rights and Privacy Act (FERPA).
3. These policies represent minimum requirements; Departments and Schools may implement additional policies, provided they do not conflict with the ones listed here.

5.05 Grant Proposals, Research Involving Human Subjects, and Intellectual Property

5.05.01 Guidelines for Research and Grant Proposals

Middle Georgia State University has developed a process required for submission of grant proposals by faculty. Contracts and grants are external funds received through formal written application to federal, state, and local agencies, corporations, foundations, and other agencies. These funds supplement the institution's state-appropriated funding level to assist the institution in meeting its goals. Although contracts and grants may assist Middle Georgia State University in providing a margin of excellence, the institution does not rely on grant funds to replace the regular operating budget. All grants and contracts are awarded to Middle Georgia State University or the Foundation rather than to the Proposal Initiator/Project Director. Middle Georgia State University accepts fiduciary responsibility for all grants and contracts awarded, acting as the fiscal agent. Therefore, the institution is responsible for fulfilling the project's objectives and requirements with the exception of faculty study grants awarded directly to a faculty member. Middle Georgia State University's Contracts and Grants policies and procedures are in compliance with policies established by the University System of Georgia's Board of Regents.

The development of an idea for a grant proposal generally begins with a staff or faculty member's discussion with the immediate administrative supervisor or Academic Dean. The proposed grant must relate directly to and ensure conformity with the stated purpose and mission of the institution. If the proposal is approved by the appropriate administrator/Dean, the initiator of the proposal must identify

funding sources, prepare a proposal synopsis, and submit a completed “Notice of Intent to Apply Form,” available online, to the Contracts and Grants Manager’s Office for review and approval by senior administrators. If the proposal is approved, the initiator may begin formal proposal activities, including developing a detailed budget proposal and providing required certifications and documentation. Finance and Operations is responsible for all financial and contract negotiations and must approve final proposal applications.

The form can be found at the following link: [Notice of Intent to Apply Form](#).

5.05.02 Research Involving Human Subjects

Middle Georgia State University has implemented an Institutional Review Board (IRB) and developed policies related to research involving human subjects. All faculty and students of the Middle Georgia State University community contemplating research involving human subjects are responsible for familiarizing themselves with the requirements of the current Institutional Review Board (IRB) Guidelines of the Office for Human Research Protections (OHRP) located at the following link: [Office for Human Research Protections](#).

In addition, the policies of Middle Georgia State University, as provided below, must also be followed.

All faculty and students of the Middle Georgia State University community contemplating research are responsible for familiarizing themselves with the requirements of the Middle Georgia State University Institutional Review Board (IRB). These requirements, including the procedures for submitting proposals for review by the IRB, are located at the following section of the MGA website: [MGA Institutional Review Board](#).

Research is defined as any process that seeks to secure information from humans or about humans; this process need not be interactive.

Research is any endeavor that

- is funded by Middle Georgia State University or through Middle Georgia State University channels;
- is conducted by faculty, students, or employees of Middle Georgia State University who are acting in connection with their responsibilities or relationships to Middle Georgia State University or who intend to invoke the name of Middle Georgia State University in any report of the activity involving the records of Middle Georgia State University;
- occurs on the grounds of Middle Georgia State University or uses as subjects Middle Georgia State University students, faculty, or staff in their respective roles;
- uses Middle Georgia State University faculty, staff, students, or employees to identify and/or contact clients, patients, or students to serve as subjects and includes the use of MGA equipment for the purpose of research;
- uses experimental drugs, agents, devices, or medical procedures.

Research is not

- simulations of human experimentation;
- activities designed for educational purposes only in which student volunteers or other participants are clearly informed that the activities are an instructional exercise and not actual research;

- data collection which will not be generalized outside of the classroom (reporting of data within the class is acceptable);
- data collection which will not result in an article, master's thesis, doctoral dissertation, poster session, abstract, or any other publication or presentation outside of the classroom.

Exception:

Use of experimental drugs, agents, devices, or medical procedures, even when done by students, always constitutes human subjects research and requires prior Institutional Review Board approval. The purpose for this process is not only to protect the institution, but also to protect those individuals who are participating in this research.

It is essential that the proposal be submitted in sufficient time to allow for proper institutional review prior to initiation of research or submission of proposals to granting organizations. The Board meets on or about the fifteenth day of each month. All applications (exempt, expedited, and full review) are due by the first of each month. Applicants should receive feedback within five business days after the meeting of the Board.

For Faculty Research:

Informed consent is required in ALL research projects requiring full IRB review and in most research projects which qualify for expedited review or are exempt from review. To qualify for a waiver of the informed consent requirement, a research project must meet the following guidelines:

- the research must involve no more than minimal risk to subjects,
- the waiver must not adversely affect the rights and welfare of the subjects,
- the research cannot practicably be carried out without the waiver, and
- where appropriate, the subjects must be provided with additional pertinent information after they have participated in the study.

In research with minors or other vulnerable populations, informed consent is especially necessary and must be obtained from parent(s) or legal guardian(s). An understandable explanation of the research procedures should also be given to the minors or other vulnerable participants (populations such as pregnant women, prisoners, those who lack the capacity to consent, non-English speaking individuals, etc.) for whom consent has been obtained, and they should be given the chance to volunteer to participate in the proposed activity. This is called "assent." Their wishes determine their participation. A Model Informed Consent Form is available online on the Middle Georgia State University website.

For Student Course-Directed Human Subjects Research:

For some classes, students are required to collect data on human subjects to enhance their understanding of research methodology. "Course-Directed Human Subjects Research" refers to any student HSR that is designed to develop or contribute to hands-on learning. Students may not be familiar with the federal government's policies that govern this type of research. For this reason, proposed student HSR must be reviewed and approved by the Institutional Review Board prior to initiation of the course work.

Students Conducting Human Subjects Research Should Follow These Parameters:

- **No Minors or Vulnerable Populations:** The project cannot include minors or other vulnerable populations such as pregnant women, prisoners, those who lack the capacity to consent, non- English-speaking individuals, etc.

- No More Than Minimal Risk: “Minimal risk” is the probability and magnitude of harm that is normally encountered in the daily lives of healthy individuals. This also precludes the study of any illegal activities.
- No Deception: The project cannot include any deception. Individuals must be fully informed and given the opportunity voluntarily to consent to participation.
- No Publication: Data from student projects approved under this review category cannot be used for publication or for thesis/dissertation research.

Responsibility of Instructors Overseeing Student Research:

- Course instructors are responsible for submitting all of the applications for Human Subjects Research. All applications, along with the class roll, should be submitted at the same time.
- Instructors are responsible for instructing students in ethical principles for the protection of human subjects and the relevant institutional policies and procedures.
- Instructors are also responsible for prior review of the applications before they are sent to the Office of Institutional Research.

5.05.03 Intellectual Property

The Board of Regents of the University System of Georgia has developed policies related to Intellectual Property that can be found at the following: [6.3.1 of the BOR Policy Manual: Intellectual Properties Preamble](#).

The following provides definitions of intellectual property and related terms: [6.3.2 of the BOR Policy Manual: Intellectual Properties Definitions](#).

See also the following: [6.3.3 of the BOR Policy Manual: The Determination of Rights and Equities in Intellectual Property](#).

Middle Georgia State University has adopted the following policies in regard to the determination of rights and equities in intellectual property:

1. Sponsor-Supported Efforts

The grant or contract between the sponsor and the institution under which Intellectual Property is produced may contain specific provisions with respect to disposition of rights to these materials. The sponsor may choose to do one of the following:

- specify that the materials be placed in the public domain;
- claim reproduction, license-free use, or other rights;
- assign all rights to the institution. In those cases where royalty income is realized by the institution, 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 agreements.

2. Institution-Assigned Efforts

Ownership of Intellectual Property developed as a result of assigned institutional effort shall reside with the institution; 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 the decision of the institution.

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3. Institution-Assisted Individual Effort

Ownership of Intellectual Property developed by faculty, staff, or students of the institution where the institution provides support of their efforts or use of institution 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 the institution. The nature and extent of inventor or creator participation in royalty income, however, shall be the decision of the institution.

4. Individual Effort

Ownership rights to Intellectual Property developed by faculty, staff, or students of the institution shall reside with the inventor or creator of such Intellectual Property provided that

- there is no use, except in a purely incidental way, of institution resources in the creation of such Intellectual Property (unless such resources are available without charge to the public);
- the Intellectual Property is not prepared in accordance with the terms of an institution contract or grant;
- the Intellectual Property is not developed by faculty, staff, or students as a specific institution 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 institution regulations and shall be determined by the institution.

5. Other Efforts

Ownership rights to Intellectual Property developed under any circumstances other than those listed in Section 5.05.03 A-D of this policy shall be determined on an individual basis and approved by the President of Middle Georgia State University or a designated representative. The nature and extent of inventor or creator participation in royalty income, however, shall be the decision of the institution.

5.06 Faculty Grievance Policies and Procedures

5.06.01 Instructions for a Faculty Member Filing a Grievance

These procedures apply to all employee grievances that arise while employed at Middle Georgia State University. It is the policy of the institution that all employee grievances will be resolved promptly and fairly and that all employees shall receive fair and equitable treatment.

Grievance procedures are designed to promote accessibility, simplicity, speed, and standards of fairness that will encourage employees to select the internal procedure route over an external route in seeking redress of perceived injustices.

There shall be no retaliatory action taken by any employee of Middle Georgia State University against any other employee of the institution as a result of an employee seeking redress under these procedures, cooperating in an investigation, or otherwise participating in any proceeding under these procedures. Such retaliatory action is prohibited and shall be regarded as a separate and distinct grievance under these procedures.

Faculty and staff members may request a grievance review (either informally or formally) in matters concerning terms and conditions of employment and unlawful discrimination. Matters involving alleged discrimination outside the purview of the faculty and staff grievance procedures shall be referred to the Middle Georgia State University's Chief Human Resources Officer, who shall conduct an informal investigation. Questions of promotion, tenure, performance evaluations, hiring decisions, classification appeals, challenges to grades and assessments, challenges to salary decisions, challenges to transfers or reassignments, termination or layoff due to lack of work or elimination of position, normal supervisory counseling, and investigations or decisions reached under the institution's Harassment Policy are not subject to review through an institutional grievance process supervised by the Ad Hoc Conflict Resolution Committee.

Please see the following for more information: [USG Human Resources Administrative Practice Manual: Grievance Policy](#).

The Ad Hoc Conflict Resolution Committee shall be comprised of the following ex-officio members:

- Chair of the Academic Personnel Policies Committee,
- Chair-Elect of the Executive Committee,
- Chief Human Resources Officer,
- Assistant Vice President for Facilities,
- Assistant Vice President for Student Affairs.

These committee members shall receive biennial training in conflict negotiation and resolution, coordinated by the Executive Committee of the Faculty Senate, the Human Resources Department of the institution, and the campus liaisons for conflict resolution. Members will serve as rotating chairs of faculty staff panels (Board of Review, as defined by *USG Human Resources Administrative Practice Manual: Employee Relations*) populated to hear employee grievances. The Ad Hoc Conflict Resolution Committee annually will select a chair and recorder, prior to hearing grievances in that academic year. The faculty contact designee for a formal grievance may call the first meeting of the year. The faculty contact is the Chair-Elect of the Executive Committee. If and when the President assigns ombudsmen (ombuds), these individuals shall serve to direct other employees to this process and shall advise the President (in consultation with the campus liaisons for conflict resolution) as to what types of complaints are being heard and what kinds of training shall be maintained to reduce institutional conflicts; to avoid potential harm to individuals; and to reduce the chance of legal exposure to the institution and to the USG.

The procedures for both informal and formal grievances are outlined as follows:

Informal Grievance

1. The employee should first address the grievance with the immediate supervisor.
2. If the grievance remains unresolved following the above or is in reference to the immediate supervisor, the employee may address it with the next level of authority.
3. If circumstances of the grievance prevent the use of step 1 and/or 2, or if the problem is not solved within five (5) working days of the action that caused the problem or grievance, or if the employee wishes support or has grievance policy questions, they may contact the Ad Hoc Conflict Resolution Committee to mediate the conflict or provide procedural options.

Formal Grievance

1. If no satisfactory solution to a problem is forthcoming from the informal procedures or should an informal decision not be satisfactory to the employee, an employee faculty member shall notify the Chair-Elect of the Executive Committee to begin the formal grievance process.
2. Notifications must be made within 10 days of (1) the alleged grievance incident, (2) the last documented informal meeting, or (3) the date of the informal grievance decision. Notifications are to be submitted using Employee Grievance Form.
3. This notification shall be made to the appropriate employee classification designee by way of email and certified mail, and the Chief Human Resources Officer shall be copied in that and any other subsequently related emails and certified letters. The written communication shall state (1) the nature of the complaint and (2) any supporting preliminary evidence to verify Committee jurisdiction. The communication must (3) outline what preliminary actions have failed to provide a solution. The communication shall also (4) contain the names of persons who are involved in the complaint itself and have already heard the complaint at a preliminary level.

5.06.02 Instructions for Chair of the Ad Hoc Conflict Resolution Committee

Within seven (7) working days after the Chair-Elect of the Executive Committee or the Vice President for Facilities receives the written notification, the Chair of the Ad Hoc Conflict Resolution Committee shall with the advice of the Ad Hoc Conflict Resolution Committee:

Formal Grievance

1. Review the preliminary actions already undertaken.
2. Determine whether the Committee and subsequent panel has jurisdiction under this document.
3. If jurisdiction is established, the Chair shall:
 - A. Notify all parties named in the grievance in writing that a formal grievance has been filed;
 - B. Select a committee member, on rotation, to act as Chair of the formal grievance process for the grievance presented and supervise the employee panel hearing the grievance;
 - C. Select an employee panel as necessary.

5.06.03 Employee Panels

An employee faculty panel has the authority to review grievances in matters concerning terms and conditions of employment, unlawful discrimination, or suspension, or in matters referred to such a panel by the President or the Board of Regents. Questions of salary, promotion, tenure, or nonrenewal of contract and all other referenced in 5.06.01 above shall be appealed directly to the Board of Regents following preliminary appeals. If an employee written notification involves a complaint in a prohibited area, the employee shall be so informed in writing within seven (7) working days, and the grievance will be recorded as dismissed.

Employee panels are constituted and populated as follows:

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1. Grievances involving faculty exclusively: The Ad Hoc Conflict Resolution Committee shall create a list of names of all members of the Corps of Instruction. These members represent full-time faculty at the institution. The Chair of the Ad Hoc Conflict Resolution Committee shall strike from the list the name of any person named in the written notification from the faculty member or otherwise known to have been previously involved in the grievance. Each remaining name shall be written on a slip of paper, and the Recorder of the Ad Hoc Conflict Resolution Committee shall select names blindly and at random, numbering them sequentially as selected. Once seven people have been selected and agree to serve on the employee panel, two additional names shall be selected as alternates. If any of the original seven selected for the panel must withdraw, the next available alternate shall replace that member. The assigned staff member of the Ad Hoc Conflict Resolution Committee will serve as chair of the employee panel and shall be responsible for announcing the time and place of the review and for ensuring that the procedures for the review are followed precisely.
2. Grievances involving faculty and staff: The Ad Hoc Conflict Resolution Committee shall create a list of names comprised of all eligible faculty and staff. The Chair of the Ad Hoc Conflict Resolution Committee shall strike from the list the name of any person named in the written notification from the faculty or staff member or otherwise known to have been previously involved in the grievance. Each remaining name shall be written on a slip of paper, and the Recorder of the Ad Hoc Conflict Resolution Committee shall select names blindly and at random, numbering them sequentially as selected. Once seven people have been selected and agree to serve on the employee panel, two additional names shall be selected as alternates. If any of the original seven selected for the panel must withdraw, the next available alternate shall replace that member. The assigned member (either staff or faculty) of the Ad Hoc Conflict Resolution Committee will serve as chair of the employee panel and shall be responsible for announcing the time and place of the review and for ensuring that the procedures for the review are followed precisely.

Regarding the timeline for faculty–faculty or faculty–staff complaints, should the Chair-Elect of the Executive Committee or the Assistant Vice President for Facilities be notified of a complaint within the last fifteen class days of a semester, the counting of days shall begin at the start of the next semester, whether it be Fall, Spring, or Summer. Because the Ad Hoc Conflict Resolution Committee is a twelve-month appointment, it is incumbent upon the Chair of the Ad Hoc Conflict Resolution Committee to make certain that any grievance is addressed when classes are in session; therefore, any grievance must be carried to the beginning of a new semester, with day one (1) of that semester being day one (1) of the seven (7) working days referred to under 5.06.02 above.

5.06.04 Instructions for Chair of the Employee Panel

The selected Chair of the Employee Panel has seven responsibilities, which are as follows:

1. To make arrangements for the review;
2. To meet with the panel, the grievant, and the person named in the grievance to discuss the conditions under which the review shall be conducted;
3. To preside over the review;
4. To inform the panel as to institutional process and conflict resolution practice;
5. To ensure that the procedures for the review are followed precisely;

Reviewed and updated: June 25, 2015; September 15, 2016; May 24, 2018; April 2019; copy edited, August 2019; February 2020; updated with Faculty Credentialing Guidelines added as Appendix I, March 2021; copy edited, March 2022; updated and copy edited, January 2023; August 2024; updated January 2025; see Appendix 2 for specific changes and their dates.

6. To write the report of the faculty panel's findings;
7. To deliver the finished report.

The Chair of the Employee panel acts as a supervisory agent and repository of institutional process and conflict resolution practice. They are assigned to chair the panel on rotation for cases outside their employee classification and act as a non-voting member of the Committee.

5.06.05 Making Arrangements for the Review

The Chair of the Employee Panel shall secure a room and schedule the review for the earliest suitable date. The location shall be at the discretion of the Panel Chair, taking into consideration campus affiliation of the parties involved. Each participant in the review shall have ten (10) working days' notice of the date and time. Each panel member, participant, or witness shall be notified of the review via registered U. S. mail with receipt. A room shall be reserved for several days.

5.06.06 Establishing Conditions

An audio recording, transcript, or summary of the proceedings shall be kept and made available to the parties concerned in the event an appeal is filed. The Human Resources office will be responsible for providing someone to audio record or take notes on the proceedings.

5.06.07 Presiding at the Review

The Chair of the Employee Panel shall determine the acceptability and availability of witnesses, pertinent written documents, and any additional pertinent information. The Chair of the Employee Panel shall establish the length and method of presentation.

The Panel Chair shall ensure that the review is conducted in an orderly and impartial manner and insist that procedural determinations of the panel be followed precisely.

5.06.08 Review Procedures

The Employee Panel shall hold all reviews in private. The guiding principle at the review is that any involved party shall have a fair opportunity to be heard. The parties concerned shall be permitted to obtain and present witnesses and documentation or other evidence as approved by the Chair of the Employee Panel. Each party involved in the review is also entitled to an adviser. An adviser may not be an attorney by degree or active member of the Bar. The role of the adviser is to advise participants about the process and their grievance presentation. The adviser may not take an active role in the review, except that that individual may request a brief recess if there is a question of process that must be addressed.

In the first segment of the review, the grievant shall present their information. In the second segment of the review, the person named in the grievance shall present their information. The remainder of the session shall be used by the Employee Panel to question the participants. Those present at the review shall be cautioned to avoid discussing the information outside the review process. If the review involves an allegation of discrimination, the institution's Chief Human Resources Officer shall attend.

Both parties shall be given adequate time to present their case, although all effort should be made to expedite the procedure in the interest of time and clarity of purpose. Both parties will be asked not to exceed one hour. The Ad Hoc Conflict Resolution shall not be bound by strict rules of legal evidence. The committee chair may allow any evidence or statement deemed to have probative value to adjudicate the grievance.

At the conclusion of the grievance review, the Employee Panel will deliberate and draft conclusions and recommendations related to the grievance. If additional deliberation time is needed, two (2) additional working days will be allotted from the start of the grievance review for the Employee Panel to reconvene and reach a decision. All conclusions and recommendations shall be determined by majority vote of the Employee Panel and shall be based entirely on information presented at the review.

5.06.09 Report and Delivery of the Employee Panel

After fairly considering the statements of all interested individuals and taking other submitted findings into account, the Chair of the Employee Panel shall deliver the Panel's written report to the President, the participants, and each member of the Panel within ten (10) working days of the Panel's decision.

In making the decision, the President shall not be bound by recommendations of the Ad Hoc Conflict Resolution Committee. The President shall, within ten (10) working days after the receipt of the Committee's official recommendation, advise the employee, the Employee Panel, the Ad Hoc Conflict Resolution Committee, and other parties concerned by certified mail with return receipt of the decision.

5.06.10 Appeals

The President or a designee shall also notify the employee by certified mail of the employee's right to appeal to the Board of Regents for review of the President's final decision in accordance with the provisions of Article IX of the bylaws of the Board of Regents. Such communication shall be delivered to the addressee only, with a return receipt.

See the following for more information on application for appeal:

[6.26 of the BOR Policy Manual: Application for Discretionary Review](#)

[8.2.21 of the BOR Policy Manual: Employment Appeals.](#)

5.07 University Safety/Emergency Procedures

Middle Georgia State University Plant Operations Department is responsible for university safety and emergency procedures, although the Campus Safety Committee recommends policy. These safety and emergency procedures may be located at the Plant Operations website.

5.08 Travel

Travel funds are available through the Schools, Departments, the Faculty Development Committee, and the International Study and Travel Committee. These funds provide for travel by faculty members for the following purposes:

1. To attend professional functions and meetings as a means of professional growth and development;
2. To represent Middle Georgia State University outside of Central Georgia as requested by the Dean or Department Chair, the Provost, or the President.

All travel for which reimbursement is desired must be approved in advance by the Department Chair and/or Dean, or the Vice President for Finance, Business, and Operations.

When funds are not available to honor all travel requests, the Dean or Department Chair will prioritize funding criteria in determining which trips to approve.

When several faculty members attend the same meeting, travel expense shall be minimized as much as possible. Faculty members are encouraged to share rooms and to travel in a cost-effective manner. All faculty members must adhere to Middle Georgia State University travel regulations and guidelines and submission of approval forms. All professional travel during the academic year must receive approval prior to travel whether reimbursed or not. Statewide Travel Regulations and Guidelines are available in the Middle Georgia State University Office of Finance and Operations Policies and Procedures Manual located at the following: 7.6 of the [MGA Policy Manual: Travel](#).

5.09 General Support Information

5.09.01 Administrative Assistance

Each School and Department is assigned an appropriate level of administrative assistance. Student workers, employed by the institution through its financial aid and assistantship programs, are also made available when possible.

5.09.02 Announcement of Events

Should the faculty wish to notify the entire student body of an upcoming event, approval must be secured from the Director of Student Life to have the announcement publicized through appropriate channels: [Student Life](#).

5.09.03 Bookstore

The Academic Dean or Department Chair will coordinate the ordering of texts and other student materials through the bookstore. All faculty members receive a 10% discount on purchases made through the bookstore.

5.09.04 Business Office

Inquiries regarding payroll deductions, retirement benefits, and health and life insurance may be directed to the Chief Human Resources Officer. Personal checks not exceeding \$50.00 may be cashed at the Business Office.

5.09.05 Cafeteria

Food services are available on each campus. Refer to the institution website for location and operational hours.

5.09.06 Campus Mail Service

Mail is delivered daily to the campus mailroom and distributed along with campus mail to the various departments. There is no charge for any outgoing mail of an official nature. Campus mail should be placed in the special envelopes provided for internal communication. Mail service is for official Middle Georgia State University business only.

5.09.07 Campus News

Inside MGA is published monthly via the web and carries items of interest for the faculty and staff. Faculty who would like to have items published should notify the Director of Communications.

The Statement, the University student newspaper, provides news to Middle Georgia State students and the University community. MGA-TV provides the student body with timely and pertinent information about campus events via a closed-circuit television network.

5.09.08 Computers and Computer Terminals

Each full-time faculty member is supplied with a computer in their office. The computer is linked to email and the Internet. In addition, the institution has several types of computers located in the Library, various classrooms, and the Academic Resource Center, as well as terminals communicating with the Georgia Educational Network Computer in Athens. Faculty members and students interested in using this equipment should contact their Academic Dean or Department Chair.

5.09.09 Copying Equipment

Copying and duplicating machines are distributed throughout the campuses. The institution's print shop is equipped to handle most institutional jobs. Faculty members shall determine the degree of quality necessary and use the most economical method to achieve it. Copyright laws shall be observed.

5.09.10 Exercise and Recreational Facilities

The University has a variety of exercise and recreational facilities, operated under the auspices of the Student Life Health and Wellness Program. Both Cochran and Macon campuses have a Wellness Center, and the Warner Robins campus has a Fitness Center as part of its recreational facilities.

Exercise and fitness equipment is available at a nominal cost to faculty. Outdoor tennis courts are available when not in use by classes.

5.09.11 Grading Machines

Faculty members interested in using the institution's grading machines can obtain special test forms from the Academic Unit. Certain machines are coupled to computers for an analysis of tests answered on the above forms. The current location of these machines can be obtained from the Academic Dean or Department Chair.

5.09.12 Health Clinic

Macon Campus Wellness Center – 478-471-2092

The Health Services program at Middle Georgia State University is designed to promote wellness and to treat minor and episodic illness. The Health Clinic is staffed by nurse practitioners. In addition to wellness promotion on campus, referrals to community health and wellness services are provided. There are nominal fees for some services while others are free. A valid Middle Georgia State University ID card is required to receive health services.

Cochran and Eastman Campuses

Campuses have contracted with local physicians to provide routine health services to students residing in the residence halls in Cochran and in Eastman. This service and policy cover basic, routine office visits ONLY for temporary care for acute medical conditions. The University is not responsible for repetitive care and doctors' visits for routine or sports physicals, chronic or on-going conditions, and/or diseases. Examples of repetitive care for which the University is not responsible include, but are not limited to, diabetes, pregnancy, allergies, or post-surgical treatments.

5.09.13 Intramurals

Faculty members are invited to participate in the Middle Georgia State University intramural program, and faculty teams are invited to enter all events.

5.09.14 Keys

The distribution of keys to offices and campus buildings is controlled by the Director of Plant Operations. Each key is assigned to an individual and must be returned by that individual upon termination of employment. The request for keys is made through the Academic Dean or Department Chair.

5.09.15 Maintenance

The University has a well-trained maintenance staff. Problems should be called to the attention of the School's administrative assistant for submission to Plant Operations.

5.09.16 Office Supplies

Each School has a procedure for obtaining office supplies. Contact the administrative assistant for procurement.

5.09.17 Public Relations

Faculty members are encouraged to participate in the institution's community affairs program and to cooperate with the Vice President for University Advancement in developing materials for release through the local news media. All public appearances and statements to the news media representing the institution shall be cleared through the Office of Marketing and Communications.

Section 6: General Personnel Policies

6.01 Personnel Categories

6.01.01 Faculty Members

The faculty shall consist of the corps of instruction and the administrative officers as defined in Section 3.2 of the Policy Manual of the Board of Regents of the University System of Georgia ([3.2: Faculties](#)) and in Section 4.01.01 of this Handbook.

6.01.02 Classified Personnel

Classified employees shall consist of professional and administrative personnel and staff as defined in [the Board of Regents' Human Resources Administrative Practice Manual](#).

6.02 Employment

6.02.01 Equal Employment Opportunity

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, status as a disabled veteran or veteran of the Vietnam era, or handicap be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal from the University System. (BOR Minutes, 1969-70, p. 154; 1979-80, p. 15; October 2008).

6.02.02 Age Criteria

The employment of all persons under the age of eighteen (18) years shall be in compliance with the regulations of the U. S. Department of Labor and with applicable State law (BR Minutes, April 2002).

6.02.03 Employment of Relatives

Please see the following: [8.2.3 of the BOR Policy Manual: Employment of Relatives](#).

6.02.04 Employment of Foreign Nationals

The employment and/or payment of nonresident foreign nationals shall be in compliance with all applicable federal laws and shall comply with all relevant visa restrictions (BR Minutes, April 2002).

6.02.05 Employee Orientation

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Each new employee is required to participate in an employee orientation prior to employment. They shall also be responsible for reading and familiarizing themselves with the contents of the appropriate policy and/or procedures manuals at MGA. Each new employee shall be specifically responsible for obtaining information regarding the following work-related issues:

1. Personnel policies and procedures;
2. Leave benefits, as applicable;
3. Insurance benefits, as applicable;
4. Retirement benefits; and
5. An explanation of the duties and responsibilities of the position, the conditions of employment, the amount of compensation, and other work-related matters as deemed appropriate by the employee's Department Chair or immediate supervisor.

Copies of the appropriate policy and/or procedures manuals shall be made available in the Departmental office of each new employee's Department Chair or immediate supervisor (BR Minutes, April 2002).

6.02.06 Joining Employee Groups

Personnel have the right to join or to refrain from joining any of the numerous professional and other types of associations of employees. Participation in strikes, walkouts, or similar activities is illegal, and participants are subject to disciplinary action.

6.02.07 Voluntary Disclosure of Drug Use

See the following for a discussion of the process by which employees voluntarily disclosing drug use before arrest may retain their employment: [8.2.17 of the BOR Policy Manual: Voluntary Disclosure of Drug Use](#).

6.02.08 Drug-Free Campus Policy

Middle Georgia State University recognizes and supports present local, state, and federal laws and policies of the Board of Regents with respect to the sale, use, distribution, and possession of alcoholic beverages and illegal drugs as well as the Drug-Free Postsecondary Education Act of 1990 with respect to the manufacture, distribution, sale, possession, or use of marijuana, controlled substances, or dangerous drugs on university campuses and elsewhere. See the following for more information about the Drug Free Campus policy: [MGA Drug Free Campus Policy](#).

6.02.09 Tobacco-Free Campus

In alignment with USG policy 6.10 as of October 1, 2014, Middle Georgia State University prohibits the use of tobacco products on any property owned, leased, or controlled by MGA. All faculty, staff, students, visitors, vendors, contractors, and all others are prohibited from using any tobacco products—i.e., cigarettes, cigars, smokeless tobacco, snuff, pipes, electronic cigarettes, hookahs, or other similar products—while on MGA property.

The implementation of this policy is a shared responsibility, which means all students, faculty, and staff share in the responsibility to help keep the campus tobacco-free. Violation of this policy may result in corrective action under the Student Code of Conduct or campus human resource policies. Persons refusing to comply may be asked to leave campus.

See the following for more information: [6.10 of the BOR Policy Manual: Tobacco and Smoke-Free Campuses](#).

6.02.10 Amorous Relationships

See the following for more information concerning USG policy on amorous relationships between faculty and students and between USG employees: [8.2.18.6 of the BOR Policy Manual: Amorous Relationships and 8.2.18.7: Violations](#).

6.03 Holidays

See the following for a discussion of paid holidays: [8.2.6 of the BOR Policy Manual: Holidays](#).

Note: Holidays for faculty members are normally verified by the President at the beginning of each calendar year.

6.04 Leave

6.04.01 Vacation/Annual Leave

See the following for a discussion of vacation/annual leave for faculty, administrative officers, and temporary employees: [8.2.7 of the BOR Policy Manual: Leave](#).

6.04.02 Reporting Sick Leave

In accordance with 4.9.1 of the USG Academic & Student Affairs Handbook, faculty members shall report sick leave based on the number of whole hours sick as defined by the [BOR Policy 8.2.7](#), with a full day being eight (8) hours, a half day being four (4) hours, and less than a half day based on whole hours missed, with a full week being the equivalent of a forty-hour work week. If a faculty member misses a class because of health-related reasons, the faculty member is obligated to inform their immediate academic supervisor (the Dean or, if there is a Department Chair, the Chair). Having someone else cover a class does not replace reporting leave.

Faculty members shall record these hours as accurately as possible on the monthly sick leave report (via OneUSG Connect) and should check the Time Report as to the accuracy of accrued sick leave. Although it is the faculty member's responsibility to report leave, it is the academic supervisor's duty to address questions of accuracy.

If sick leave extends beyond a week (40 hours), the faculty member shall report in writing to the Office of Finance and Operations, to the School Dean, and to the Department Chair, if there is a Chair; this report shall document with a physician's letter the need for extended leave. In the case where a faculty

member is unable to communicate because of illness, the University shall exercise reasonable flexibility with the faculty member's family or designee in ascertaining their status.

6.04.03 Sick Leave with Pay

See the following for a discussion of sick leave with pay: [8.2.7.2 of the BOR Policy Manual: Sick Leave with Pay](#).

The accumulation and use of sick leave is an important employee benefit of the University System of Georgia. Accumulated unused sick leave is summarized monthly on an eligible member's paycheck. Sick leave for employees shall be cumulative with no limit on the amount that can be accumulated. The use of Accumulated Sick Leave (ASL) allows a member to be paid without interruption when a member is unable to perform professional responsibilities. Once ASL has been exhausted, the individual may apply for Sick Leave Without Pay.

ASL provides a bridge between the onset of long-term disability or illness and the delay in the start-up of long-term disability insurance benefits (an option for each member). Also, if a faculty member has chosen to participate in the Georgia Teacher Retirement System, Georgia statutory law provides that upon retirement unused ASL shall be added to the years of service and can be used in determining eligibility for retirement benefits. However, faculty members who have opted to use optional retirement plans are not eligible for such benefits.

6.04.04 Sick Leave Without Pay

See the following for a discussion of sick leave without pay: [8.2.7.3 of the BOR Policy Manual: Sick Leave without Pay](#).

6.04.05 Educational and Professional Leave

See the following for a discussion of educational and professional leaves of absence: [8.2.7.4 of the BOR Policy Manual: Educational and Professional Leave](#).

6.04.06 Military Leave with Pay

See the following for a discussion of the different types of military leave and their paid status: [8.2.7.5 of the BOR Policy Manual: Military Leave with Pay](#).

6.04.07 Family and Medical Leave

See the following for a discussion of family and medical leave: [8.2.7.6 of the BOR Policy Manual: Family and Medical Leave](#).

6.04.08 Maternity Leave

Disability due to pregnancy shall be considered as any other disability, and appropriate sick leave provisions shall apply.

6.04.09 Miscellaneous Leave

See the following for a discussion of other types of leave including court duty, voting, emergency leave, military physical examination, personal leave, organ and marrow donation, and other types of leave: [8.2.7.7 of the BOR Policy Manual: Miscellaneous Leave](#).

6.04.10 Acceptance of Leave from a State of Georgia Agency by the University System of Georgia

See the following: [8.7.2.8 of the BOR Policy Manual: Acceptance of Leave from a State of Georgia Agency by the USG](#).

6.05 Retirement

6.05.01 Retirement Systems

It is the policy of the Board of Regents to provide for the retirement of all eligible employees either through the Teachers Retirement System of Georgia or the Regents' Retirement Plan.

See following for more information: [Section 8.2.28 of the BOR Policy Manual: Retirement and Post Retirement](#).

6.05.02 Definition of a University System of Georgia Retiree/Eligibility for Retirement

See the following for criteria for eligibility for retirement: [8.2.8.2 of the BOR Policy Manual: Definition of a USG Retiree and Eligibility for Health Benefits upon Retirement](#).

6.05.03 Employment Beyond Retirement

See the following for the conditions under which a retiree may be reemployed by the USG: [8.2.8.3 of the BOR Policy Manual: Employment beyond Retirement](#).

6.05.04 Career Employee Retirement

A University System of Georgia employee who was employed prior to November 1, 2002, and who has had a break in service shall be eligible to retire as a career employee provided that on the date of his or her separation from employment:

- the employee has attained age 60 and has a minimum of 10 years of benefitted service established with a State of Georgia sponsored retirement plan. The last two years of employment with the University System of Georgia must have been served consecutively;
or

- the employee has a total of 25 years of benefitted service established with a State of Georgia sponsored retirement plan, regardless of age. The last two years of employment with the University System of Georgia must have been served consecutively.

A State of Georgia employee who became an employee of the University System of Georgia prior to November 1, 2002, and who remains as a current University System employee, shall be eligible to retire as a career employee provided that on the date of their separation from employment:

- the employee has attained age 60 and has a minimum of 10 years of continuous benefitted service established with a State of Georgia sponsored retirement plan. The last two years of employment with the University System of Georgia must have been served consecutively; or
- the employee has a total of 25 years of benefitted service established with a State of Georgia sponsored retirement plan, regardless of age. The last two years of employment with the University System of Georgia must have been served consecutively.

A state employee who is employed by the University System of Georgia, a previous University System of Georgia employee who is rehired by the System, or a new hire of the University System of Georgia after October 31, 2002, shall not be entitled to career employee status and must otherwise meet the definition of a retiree as set forth in Section 802.08.02 to be eligible for benefits continuation into retirement.

An individual who has retired from another State of Georgia sponsored retirement plan may not count such retirement service toward meeting the criteria for being a career employee (BOR Minutes, October 2002).

6.06 Insurance

See the following for a discussion of group health insurance, group life insurance, and other insurance: [8.2.9 of the BOR Policy Manual: Insurance](#).

6.06.01 Benefits Continuation into Retirement

See the following: [8.2.9.4 of the BOR Policy Manual: Benefits Continuation into Retirement](#).

6.06.02 Disabled Employees Insurance

See the following for a discussion of the insurance options for permanently and totally disabled employees: [8.2.9.5 of the BOR Policy Manual: Disabled Employees Insurance](#).

6.06.03 Dependents of Deceased Employees, Disabled Employees, or Retirees

See the following for a discussion of the provisions by which the dependents of deceased, disabled, or retired employees may remain in the group health and life insurance programs of the USG: [8.2.9.6 of the BOR Policy Manual: Dependents of Deceased Employees, Disabled Employees, or Retirees](#).

6.07 Worker's Compensation Benefits

All employees of the University System shall be covered under the provisions of the Worker's Compensation Act.

6.08 Social Security

See the following for a discussion of Social Security: [8.2.11 of the BOR Policy Manual: Social Security](#).

6.09 Annuity Programs/Deferred Compensation Programs

See the following for a discussion: [8.2.12 of the BOR Policy Manual: Annuity Programs/Deferred Compensation Programs](#).

6.09.01 Georgia Higher Education Savings Plan

Institutions of the University System of Georgia are authorized to provide for employee deductions for the Georgia Higher Education Savings Plan under the provisions of Internal Revenue Code Section 529.

6.10 Campus Identification Cards

All faculty members are expected to carry an official University Identification Card. This card serves to identify faculty to security personnel.

6.11 Personnel Records

The Human Resources office maintains current employee records and must be informed of any changes in name, address, marital status, number of children or other dependents in the immediate family and/or tax withholding status. This information affects the amount of an employee's payroll deduction for federal withholding tax, insurance premiums and benefits.

An employee's personnel record is kept confidential to the maximum extent protected by law. Outside parties or agencies are not provided with information in employee personnel file unless specifically authorized by an employee in writing, or as required by law.

6.12 Changes of Name, Address, Phone Number, and Tax Information

Faculty members are expected to keep their Academic Dean, Department Chair, and the Office of the Provost informed of current addresses and telephone numbers.

The Human Resources office maintains current employee records and must be informed of any changes in name, address and/or tax withholding status. Tax exemption certificates should be kept up to date as employees gain or lose exemptions.

6.13 Parking

Reviewed and updated: June 25, 2015; September 15, 2016; May 24, 2018; April 2019; copy edited, August 2019; February 2020; updated with Faculty Credentialing Guidelines added as Appendix I, March 2021; copy edited, March 2022; updated and copy edited, January 2023; August 2024; updated January 2025; see Appendix 2 for specific changes and their dates.

Specific areas on campus have been designated for faculty parking. All faculty members are expected to comply with parking rules and regulations as outlined by the university policy and procedure.

6.14 Emergencies

In the event of serious illness or injury, call 911 immediately and then notify the switchboard or security.

6.15 Gratuities

See the following for a discussion of prohibited gifts: [8.2.18.4 of the BOR Policy Manual: Gratuities](#). A violation of this policy may subject an employee to disciplinary action, including termination of employment.

6.16 Conflicts of Interest

See the following policies which are incorporate herein by reference:

1. Board of Regents Policy Manual Section 8.2.18.2.1 Conflicts of Interest and Apparent Conflicts of Interest and
2. MGA Policy Manual Section 8.1.5.1 Conflicts of Interest and Apparent Conflicts of Interest.

6.17 Garnishment and Withholding of Pay

6.17.01 Garnishment of Pay

Each institution shall establish procedures to counsel with employees who fail to meet their personal financial obligations. Repeated instances of default in payment by employees of the University System shall be considered sufficient grounds to terminate for cause. (BR Minutes, February 2007)

6.17.02 Withholding of Pay

University System institutions are authorized to withhold paychecks or deduct from paychecks amounts owed by employees of the institution for any fine, fee, penalty, or other financial obligation(s) to the institution of employment.

6.18 Guidelines for Faculty Outside Work, Outside Consulting, and Political Activity

6.18.01 Faculty Outside Work and Outside Consulting

Definitions

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

“Conflict of Commitment” is created when a faculty member’s Outside Work (1) could interfere with the faculty member’s ability to fully and timely discharge all Primary and Secondary Responsibilities, (2) falls within the scope of the faculty member’s University employment and would normally and otherwise be performed in the faculty member’s role as an employee of Middle Georgia State University (i.e., through a sponsored project agreement or a service agreement), or (3) could interfere with intellectual property interests of the University. Outside Work may create financial conflict of interest with sponsored research projects that must be disclosed and managed.

“Conflict of Interest” means any situation 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. MGA employees are referred to State Conflict of Interest Statutes O.C.G.A. § 45-10-20 through § 45-10-70 and USG policies governing professional and outside activities.

“Honoraria” are defined as any payments given for professional or voluntary services that are rendered nominally without charge, and any payments in recognition of these services typically forbids a price to be set. See Board of Regents Policy Manual Section 8.2.18.4 Gratuities for guidance on accepting expense reimbursement from outside parties.

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

“Faculty Secondary Responsibilities” or “Secondary Responsibilities” are defined as professional activities or affiliations traditionally undertaken by faculty outside of the immediate institution employment context but where the faculty member legally or professionally represents the institution and their affiliation to it. These secondary responsibilities or activities, which demonstrate active participation in a profession, are encouraged provided they do not conflict or interfere with the timely and effective performance of the faculty member’s Primary Responsibilities or MGA or University System of Georgia policies. Secondary responsibilities may or may not entail the receipt of honoraria, remuneration, or the reimbursement of expenses. Secondary Responsibilities will often be listed in a faculty member’s annual faculty performance planning documents, and/or a faculty member’s annual review. Secondary Responsibilities are typically performed for another academic or professional organization, and they do not include paid consulting for an individual or a for-profit entity. A list of common Secondary Responsibilities or activities includes, but is not limited to, the following:

- Membership in and service to professional associations and learned societies,
- Membership on professional or scientific review or advisory panels,
- Presentation of lectures, papers, concerts, or exhibits,
- Participation in seminars and conferences,
- Reviewing or editing scholarly publications and books,
- Providing for credit or non-credit distance learning courses and continuing education programs pre-approved by the institution,

- Service to national or international associations, foundations, or on governing boards closely aligned with or related to faculty work,
- Work or service required to maintain credentials or board certifications related to the institution faculty position,
- Participation in review of grants and policies for governmental or professional organizations,
- Participation as a director or trustee of an Affiliate Organization (i.e., The MGA Foundation or the MGA Real Estate Foundation),
- Secondary Responsibilities are not considered Outside Work, and faculty members engaging in these common Secondary Responsibilities do not have to complete the Outside Occupational Activities Report Form as described below.

“Outside Consulting” or “Outside Work” is defined as any activity for Compensation other than Primary Responsibilities or Secondary Responsibilities that a faculty member may engage in that (1) is based upon professional knowledge, experience, and abilities of the faculty member that relate to the faculty member’s expertise or responsibilities as an MGA faculty member; and (2) is performed for any business, self-employment, or public or private entity other than the faculty member’s institution.

“Faculty” is defined in accordance with Board of Regents Policy Manual [Section 3.2 Faculties](#), which is incorporated herein by reference.

Faculty Engaging in Secondary Responsibilities

All faculty are given authorization to engage in outside activities that fall within their Secondary Responsibilities, provided that all of the following are true:

- The outside activity does not create a conflict of interest. If a conflict may be created, then that conflict must be disclosed and managed, and the outside activity will require approval;
- The outside activity will not interfere with their MGA duties;
- The outside activity will not use any MGA resources, including MGA intellectual property;
- The compensation, if any, received for the outside activity does not exceed reasonable reimbursement of travel and other actual expenses, or a reasonable honorarium. The reasonableness of expense reimbursement should be benchmarked against MGA’s expense reimbursement policies. The reasonableness of an honorarium should be benchmarked against equivalent honoraria for a non-profit or governmental organization for a similar activity;
- The outside activity does not otherwise violate MGA or University System of Georgia policies.

Outside Consulting and Outside Work Activities

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

In order to effectively address all potential Conflicts of Commitment and Conflicts of Interest, all fulltime faculty must disclose all proposed Outside Work throughout the entire fiscal year. However, as described in this Policy, the maximum time allowed for approved Outside Work is not limited during non-contract times (i.e., summer months for faculty with academic year contracts).

Time; Institutional Resources; Prior Approval; and Defining and Managing Conflicts of Commitment

A faculty member may engage in Outside Consulting, provided that

1. All full-time faculty at MGA must disclose all proposed Outside Work at least two weeks in advance throughout the entire fiscal year by completing the Outside Occupational Activities Report Form.
2. A faculty member cannot engage in any Outside Work prior to reporting and receiving approval in advance. Failure to receive prior approval will be considered a violation of this Policy.
3. During periods where the faculty member is under contract with MGA, Outside Work must not exceed four (4) days per month or 32 hours per month. Eight hours of consulting time is considered one day. Any portion of the four days or 32 hours (or shorter period per an applicable School/unit policy) not used within the month will be forfeited and not rolled over to the next month. This pertains only to those members of the faculty who do not earn annual or vacation leave.
4. Unless express permission is granted by the MGA President, whose approval authority may not be delegated, twelve-month faculty who earn annual or vacation leave must take leave consistent with USG and MGA institutional procedures governing the use of leave when engaged in consulting during faculty member's work hours and any time when said faculty member has a specific commitment to an MGA activity (e.g., a class, a meeting, or an event).
5. During periods where the faculty member is not under contract with MGA (i.e., summer months), there is no limit to the number of days per month the faculty member can engage in Outside Work, as long as that Outside Work receives prior approval through this Policy.
6. Each School/unit may adopt an individual policy for a maximum number of allowable days that is less than four days (or 32 hours) per month, in which case the faculty member must follow such School/unit policy. If the faculty member has a joint academic appointment, then the faculty member will be bound by the policy of the unit that provides for the greater number of allowable days.
7. Outside Work must not create a Conflict of Commitment or a Conflict of Interest or, if it does create a Conflict of Commitment or a Conflict of Interest, that Conflict of Commitment or Conflict of Interest must be disclosed on the appropriate form and a management plan established and followed before the faculty member performs the Outside Work. The form can be found on the MGA website.
8. In competing for outside work, MGA Employees are not to take advantage of their access to University facilities. State law precludes University Employees from using State facilities or property for personal gain or benefit.

A faculty member may not use University personnel, equipment, facilities, or materials in performing Outside Work, except in a purely incidental way, absent prior University approval obtained through approval of the Outside Occupational Activities Report Form. Consistent with Board of Regents Policy 8.2.18.2.4, the faculty member must have prior approval for use of the University's personnel, facilities, equipment and/or materials and an agreed plan for fully reimbursing MGA for such use at rates equivalent to those charged to outside groups or persons before approval may be obtained. Said approval must be in the form of a written contract that provides that MGA will be paid for the use of any personnel, equipment, facilities, or materials at a rate that is at least what MGA charges to outside

entities. Approval of such contract must be obtained pursuant to MGA's contracting policies, and is in addition to the approval to engage in outside activity.

Required Actions

Step 1. Faculty Responsibilities

A faculty member who intends to engage in new Outside Work (or ongoing Outside Work that was not previously approved in the current fiscal year) is required to complete an Outside Occupational Activities Report Form and submit it at least two weeks before engaging in the activity. This form is available on the MGA Human Resources webpage.

Outside Work can be either Non-recurring Outside Work or Recurring Outside Work, and the following provisions apply to the two categories:

1. Non-recurring Outside Work is a single activity with a defined start and end date. Example: A faculty member proposes to consult with a company for two consecutive days. An Outside Occupational Activities Report Form is made a single time and at least two weeks in advance of the proposed Outside Work.
2. Recurring Outside Work is a recurring activity over the course of weeks or months or even years. Examples: (1) A faculty member is retained by a law firm as an expert witness, and the duration of the activity is less defined and over an extended period of time, or (2) a faculty member is engaged in the operations of a start-up company. Often the extent of such activities (number of engagements, types of activities, and/or overall time) for Recurring Outside Work is not initially known but can be estimated. Therefore, at the time of the initial Outside Occupational Activities Report Form, the faculty member must submit a best estimate of the time to be committed to the activity for the duration of the existing fiscal year ending June 30. Then, on or before July 1, the faculty member must submit a new Outside Occupational Activities Report Form if the proposed Outside Work will extend into a new fiscal year. The purpose of the new form is to update the original time estimate, identify any changes in Outside Work activities, and allow the University to consider approval of those revised activities.

Step 2. Approver Responsibilities

The Provost serves as the President's designee and is responsible for reviewing requests to engage in Outside Work and has the responsibility to thoroughly review the Outside Occupational Activities Report Form and approve or reject the proposed Outside Work. Specifically, consideration must be given to whether the proposed Outside Work creates a Conflict of Commitment or Conflict of Interest. The Provost may approve the proposed Outside Work as submitted, reject pending additional information or clarification, or reject outright if in the discretion of the Provost any Conflict of Commitment or the Conflict of Interest cannot be appropriately managed. All Schools/units must retain a signed copy of the approved Form and any management plan (per Board of Regents records retention guidelines) and make each Outside Occupational Activities Report Form available upon request.

Required Terms

Any agreement for Outside Work executed between the faculty member and the outside entity must include the following two statements:

Statement 1.

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“The consultant has certain obligations to Middle Georgia State University as a faculty member as described in the Intellectual Property policy of Middle Georgia State University (IP Policy). In the event that there is any conflict between the consultant’s obligations to the IP Policy and their obligations to the entity for whom they consult, the obligations to the IP Policy shall control.”

Statement 2.

In addition, the faculty member must include the following disclaimer in any presentations or reports written, signed, or prepared by the faculty member for an outside entity for which the faculty member performs Outside Work:

“This content represents the opinions of the consultant. It carries no endorsement of Middle Georgia State University.”

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

A faculty member cannot engage in any Outside Work prior to reporting and receiving approval in advance as set out in this Policy. Failure to receive prior approval will be considered a direct violation of this Policy. Lack of adherence to this Policy by a faculty member, including failure to accurately and timely disclose all Outside Work, may be grounds for disciplinary action under Middle Georgia State University Faculty Handbook Section 4.09 Discipline and Removal of Faculty Members, including the possibility of suspension and dismissal.

6.18.02 Political

See the following for a discussion of permissible and prohibited political activities: [Human Resources Administrative Practice Manual: Conflict of Interest](#).

[8.2.18.3 of the BOR Policy Manual: Political Activities](#).

6.19 Harassment

6.19.01 Board of Regents’ Statement about Sexual Harassment

See the following: [8.2.18.5 of the BOR Policy Manual: Sexual Harassment](#).

6.19.02 Middle Georgia State University Sexual Harassment Policy and Procedures

1. General Statement

Middle Georgia State University is committed to maintaining an academic environment in which its members can freely work together, both in and out of the classroom, to further education, service, and research. Every member of the Middle Georgia State University community must recognize that sexual harassment compromises the integrity of the institution, its tradition of intellectual freedom, and the trust placed in its members. It is the intention of Middle Georgia State University to prevent sexual harassment as well as to correct and, where indicated, discipline those engaged in sexual harassment. Because of the special nature of a university community, Middle Georgia State University reiterates its commitment

to academic freedom and asserts that these procedures shall not be detrimental to the principles of academic freedom.

2. Definition of Sexual Harassment

See 8.2.18.5 of the BOR Policy Manual linked above for a definition of sexual harassment.

3. Responsibility as to the Sexual Harassment Policy

- B. All members of the Middle Georgia State University community must ensure that their personal behavior does not constitute sexual harassment. This responsibility extends to all who do business with Middle Georgia State University and to all who visit any Middle Georgia State University facility or attend any Middle Georgia State University-sponsored activity.
- C. Faculty, administrators, and supervisors have the responsibility to prevent and to eliminate sexual harassment in their respective areas. A complaint alleging sexual harassment made to a faculty member, administrator, or supervisor requires immediate steps to address the matter under the procedures outlined in this policy.

4. Procedures for Filing a Sexual Harassment Complaint

- A. Students with concerns about sexual harassment may find it helpful to discuss the matter with the Vice President of Student Affairs. All persons feeling aggrieved under the policy against sexual harassment are encouraged to seek informal resolution first.
- B. Students with a sexual harassment inquiry or complaint should contact:
 - a. Either the Vice President of Student Affairs, Student Life Center, Office of Student Affairs; or
 - b. The Coordinator for Section 504/Title II, Title IX, and the Age Act; or
 - c. Any member of the faculty of Middle Georgia State University. Upon contact, the faculty member shall then be expected to:
 - i. Inform the student as to the Middle Georgia State University Sexual Harassment Policy and the procedures for filing a complaint.
 - ii. Encourage the student to seek informal resolution of the complaint by contacting one of the University officers listed above. If asked, the faculty member may accompany the student to the first meeting with these officers. For purposes of confidentiality, the initial meeting(s) with either of these two administrators may, by appointment, be held at a location other than the administrator's office.
- C. A faculty member, any other employee, or any third party who has a sexual harassment inquiry or complaint should contact the Coordinator for Section 504/Title II, Title IX, and the Age Act.
- D. The administrator(s) of the institution responsible for receiving these complaints shall:
 - a. Receive the sexual harassment complainant, provide information about sexual harassment, and discuss the options for addressing it.
 - b. If needed, refer the complainant for counseling.
 - c. Within five (5) working days, inform the complainant regarding applicable Middle Georgia State University policies and procedures and outline the options, both informal and formal, for resolving the complaint.
 - d. Wherever possible, assist the parties toward informal resolution of the complaint.
 - e. If there can be no informal resolution and an investigation and hearing of the complaint are appropriate, assist the complainant in filing a formal complaint.

- E. A formal complaint must be filed within one hundred eighty (180) days from the date of the incident and must be filed with the Coordinator for Section 504/Title II, Title IX, and the Age Act. The Coordinator for Section 504/Title II, Title IX, and the Age Act shall:
 - a. Within ten (10) working days from the date of receipt of the complaint, interview the complainant, the respondent, and other persons believed to have pertinent knowledge.
 - b. Afford both the complainant and the respondent a full opportunity to respond to the allegations and evidence received.
 - c. Promptly prepare a written summary of the investigation with recommendations based thereon which shall be forwarded to the President of Middle Georgia State University and each party. A copy shall be filed with and retained in the offices of the Provost/Associate Provost and the Federal Liaison-Coordinator for Section 504/Title II, Title IX, and the Age Act.
- F. Within ten (10) working days from the receipt of the summary and the recommendations of the Provost /Associate Provost or the Federal Liaison-Coordinator for Section 504/Title II, Title IX, and the Age Act, either party may request a hearing of the complaint by a panel of inquiry under the further provisions of this policy. This request should be forwarded to the President of Middle Georgia State University.
- G. If no such request is made for a hearing, the President of the University shall act on the recommendations contained in the summary of the investigation. If a hearing is indicated and either party is a member of the faculty, the President of Middle Georgia State University shall refer said complaint to the Chair of the Executive Committee for hearing pursuant to the Procedures for Faculty Grievance Hearings (see Article IV, Section F on statutes) and for a recommendation based on that hearing.
- H. If neither party to the complaint is a member of the Middle Georgia State University faculty, the President of Middle Georgia State University shall, within ten (10) working days from the date of receipt, appoint an impartial panel of inquiry composed of a Chair and four members, two males and two females. The Chair shall be non-voting but when necessary will cast the tie-breaking vote.
 - a. Panel membership will be dependent upon the status of the parties involved in the complaint as follows:
 - i. When both parties in an alleged incident are students, the panel will be made up of two students, two faculty members, and one member of the staff.
 - ii. When both parties are members of staff, the panel will be made up of members of staff.
 - iii. When the parties are from different constituencies and neither party is a faculty member, the panel will have a faculty member plus two members from each of the two constituencies.
 - iv. With respect to complaints brought by third parties, it is not the status of the third party but rather the status of the subject(s) of the complaint that shall determine the composition of the panel.
 - b. The purpose of the panel of inquiry is to determine to the best of its ability the facts regarding the alleged sexual harassment, to ascertain whether there has been a violation of the policy of Middle Georgia State University prohibiting sexual

- harassment, and to recommend appropriate discipline for those found to have violated the sexual harassment policy.
- c. Prior to the hearing, the panel shall meet to determine procedures for conducting the hearing and shall consult with the principals involved prior to making such determination. At the University level, attorneys normally are not present. However, a complainant or alleged victim may at any stage of the procedure have present an advisor of their own choosing, who shall provide advice but shall not be an active participant in the proceedings.
 - d. Within ten (10) working days from the date the panel is formed, the panel will hear the complainant, the respondent, and witnesses identified by each party and shall examine all evidence it deems relevant and necessary. The rights of both parties will be observed, and privacy and confidentiality shall be protected to the extent practicable.
 - e. Within ten (10) working days after the conclusion of its gathering of evidence, the panel shall issue a written report to the President of Middle Georgia State University. The panel's report shall detail the allegations and evidence received in the matter; evaluate the persuasiveness of the evidence, the consistency of the testimony, and the credibility of the witnesses; state its determination as to whether there has been a violation of the policy of Middle Georgia State University sexual harassment; and make recommendations for disciplining those found to have violated the sexual harassment policy.
 - I. Within ten (10) working days after receipt, the President of Middle Georgia State University shall review the report findings of the panel of inquiry and will make final determination as to what action, disciplinary or otherwise, should result. A copy of the report evidencing the final action taken by the President of Middle Georgia State University in the matter shall be forwarded to the complainant and the respondent.
 - J. In accordance with the provisions of Article IX of the By-laws of the Board of Regents, either Party may file an application for review in writing with the Board of Regents of the University System of Georgia within twenty (20) calendar days following the written decision of the President of Middle Georgia State University.
 - K. For good cause, time restraints set forth in this policy may be extended for a reasonable period of time. The parties and the panel hearing the complaint may also enter an agreement for the extension of time for good cause, and the agreement shall be entered in the record.
 - L. Retaliation, in any form, against those reporting incidents of sexual harassment, those presenting evidence by testimony or otherwise, those participating on a hearing panel, or participating in any manner as to matters which are set forth in this policy shall not be tolerated, and shall subject the person attempting retaliation to disciplinary action which may include suspension or dismissal.

6.19.03 Campus Sexual Assault Policy

All sexual offenses, whether forcible or non-forcible, on the Middle Georgia State University campuses are forbidden and will be the subject of disciplinary action. The report of a sexual assault made to the University, being a report of an alleged crime, will be reported to the proper law enforcement agency having jurisdiction for investigation and prosecution, if warranted.

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Procedures

1. If a sex offense occurs, the victim should promptly preserve all evidence as may be necessary to prove a criminal assault or other sex offense.
2. In the event of an emergency, or if the arrest of the perpetrator is needed for the safety of the victim or others, a report should be made by the victim directly to one of the following local law enforcement agencies:
 - Macon Campus: Campus Police: 478-471-2414
 - Cochran Campus: 478-934-3002
 - Warner Robins Campus: 478-731-9901
 - Dublin Campus: 478-274-7751
 - Eastman Campus: 478-374-6403
 - Emergency at ALL locations: Dial 911
3. Make a written report of the offense and promptly file it with Middle Georgia State University at one of the following locations:

Students:

- Macon Campus – Office of Student Affairs, SLC-112, 478-757-7383
- Cochran Campus – Office of Student Affairs, Sanford Hall, 478-934-3352
- Dublin Campus – Office of the Campus Director, 478-275-6769
- Eastman Campus – Office of the Campus Director, 478-374-6402
- Warner Robins Campus – Office of the Campus Director, 478-929-6700

Faculty, Staff, Continuing Education Participants, and Visitors:

- Macon Campus – Human Resources, Suite 214; Campus Support Services, SLC-112, 478-471-2010
- Cochran Campus – Human Resources, Jackson Hall 107, 478-934-3066
- Dublin Campus – Office of the Campus Director, 478-275-6769
- Eastman Campus – Office of the Campus Director, 478-374-6402
- Warner Robins Campus – Office of the Campus Director, 478-929-6700

Counseling/Medical Services

1. The Middle Georgia State University Counseling Center is available to students during office hours at 478-471-2985 or 478-934-3092 or MGA Public Safety dispatch at 478-934-3002.
2. Crisis Line of Macon & Bibb County Rape Crisis Team 24-hour emergency number is 478-7459292. Crisis Line for Bleckley, Dodge, and Laurens County WINGS Rape Crisis Team 24-hour emergency number is 478-272-8000.
3. In the event a medical examination is required to preserve the evidence of rape or sexual assault, such examination would be necessary immediately after the crime and prior to any change in the body of the victim by washing or elimination of fluids. There are no facilities for medical examination on the campus of Middle Georgia State University. It would be necessary for such examination to be arranged off campus, with the cooperation of the victim.

Notwithstanding the provisions made for on-campus disciplinary proceedings as indicated below, the victim has the option to notify proper law enforcement authorities and the option to be assisted by campus authorities in notifying such authorities.

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On-Campus Disciplinary Actions

Procedures for on-campus disciplinary action in cases of alleged sexual offenses shall include a hearing as described in the Student Handbook, "Disciplinary Procedures."

At the hearing of an accusation of sexual assault,

1. The accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding; and
2. Both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding. Both may appeal the findings of a campus disciplinary proceeding as described in "Disciplinary Procedures."

Middle Georgia State University Campus Sexual Assault Victims' Bill of Rights

1. The right to have any and all sexual assaults against them treated with seriousness, the right as victims to be treated with dignity, and the right for campus organizations that assist such victims to be accorded recognition.
2. The right to have sexual assaults committed against them investigated and adjudicated by the duly constituted criminal and civil authorities of the governmental entity in which the crimes occurred and the right to the full and prompt cooperation and assistance of campus personnel in notifying the proper authorities. The foregoing shall be in addition to any campus disciplinary proceedings.
3. The right to be free from any kind of pressure from campus personnel that victims not report crimes committed against them to civil and criminal authorities or to campus law enforcement and disciplinary officials; or report crimes as lesser offenses than the victims perceive them to be.
4. The right to be free from any kind of suggestion that campus sexual assault victims not report or under-report crimes because victims are somehow responsible for the commission of crimes against them;
 - victims were contributorily negligent or assumed the risk of being assaulted, or
 - by reporting crimes, they would incur unwanted personal publicity.
5. The same right to legal assistance or ability to have others present in any campus disciplinary proceeding that the institution permits to the accused and the right to be notified of the outcome of such proceeding.
6. The right to full and prompt cooperation from campus personnel in obtaining, securing, and maintaining evidence as may be necessary to the proof of criminal sexual assault in subsequent legal proceedings.
7. The right to be made aware of and assisted in exercising any options as provided by State and Federal laws or regulations with regard to mandatory testing of sexual assault suspects for communicable diseases and with regard to notification to victims of the results of such testing.
8. The right to counseling from any mental health services previously established by the institution, by other victim-service entities, or by victims themselves.

Programs

Campus seminars and printed material aimed at the prevention of sex offenses will be available to students each year. These programs are instituted to educate and promote awareness of rape, acquaintance rape, or other sex offenses that are proscribed by law.

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6.19.04 Middle Georgia State University Harassment Policy

It is the policy of Middle Georgia State University that all employees shall have the opportunity to work in an atmosphere and environment free from any form of harassment or retaliation based on race, color, religion, gender, sex, national origin, age, whistle blower status, or disability. Such forms of harassment or retaliation constitute discrimination under various state and federal laws and will not be tolerated by the University.

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, age, whistle blower status, or disability, or that of relatives, friends, or associates, and that:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working environment; or
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.

Examples of harassing conduct include but are not limited to the following:

1. Epithets, slurs, negative stereotyping, intimidating, or threatening, intimidating, or hostile acts that relate to race, color, religion, gender, sex, national origin, age, whistle blower status, or disability; and
2. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, gender, sex, national origin, age, whistle blower status, or disability that is placed on walls, bulletin boards, or elsewhere on university premises, or circulated on the campus.

Similarly, sexual harassment involves

1. Making, as a condition of employment, 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; or
3. Creating an intimidating, offensive, or hostile work environment by such conduct.

The following are examples of sexual harassment:

1. Verbal – sexual innuendo, suggestive comments, insults, threats, jokes about gender-specific traits, or sexual propositions;
2. Nonverbal – making suggestive or insulting noises, leering, whistling, or making obscene gestures;
3. Physical – touching, pinching, brushing the body, coercing sexual intercourse, or assault. See also 6.19.02 for Middle Georgia State University Sexual Harassment Policy and Procedures. Any employee who feels that they have suffered any form of harassment or retaliation should immediately report the alleged conduct to the employee's supervisor so that a confidential investigation of the complaint can be undertaken. If the employee has reason to be uncomfortable reporting to the supervisor, the employee should report the offensive behavior to any administrator with whom the employee feels comfortable. The administrator then has the responsibility of helping the employee with the procedure.

Although verbal reports are anticipated, an employee reporting these types of behavior will be asked to make a written report providing as much detail as possible concerning who has engaged in the behavior, when, where, and exactly what was done or said.

Any employee who observes conduct by another employee that they believe 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.

Any individual found by the University to have harassed another employee will be subject to appropriate disciplinary action ranging from a written warning in their file up to and including termination. Retaliation or discrimination against an employee for reporting or complaining about harassment is prohibited and will result in disciplinary action up to and including termination.

Faculty members and all campus employees should act in a responsible and professional manner to establish a pleasant working environment free of discrimination and harassment.

6.20 Office Gift-Giving

Gifts for colleagues (such as friendly tokens acknowledging life events, remembrances, flower funds, hospitality funds, or celebratory tributes) must be completely voluntary. Any gifts or contributions should be of nominal value and in keeping with the spirit of the event.

6.21 Use of State Property

Employees should not, directly or indirectly, use or allow the use of state property of any kind for activities other than official activities.

6.22 Appropriate Use Policy for Information Technology Resources and Social Media

6.22.01 Appropriate Use Policy for Information Technology Resources

It is the policy of Middle Georgia State University to provide an environment that encourages the free exchange of ideas and sharing of information. Access to this environment and Middle Georgia State University's information technology (IT) resources is a privilege and must be treated with the highest standard of ethics.

Middle Georgia State University expects all users to use IT resources in a responsible manner, respecting the public trust through which these resources have been provided, the rights and privacy of others, the integrity of facilities and controls, state and Federal laws, and Middle Georgia State University policies and standards.

IT resources include, but are not limited to, equipment, software, networks, data, and telephones, whether owned, leased, or otherwise provided by Middle Georgia State University. This policy applies to all users of Middle Georgia State University IT resources, including faculty, staff, students, guests, external organizations, and individuals accessing network services, such as the Internet via Middle Georgia State University resources. Use of Middle Georgia State University IT resources is granted based on acceptance of the following specific responsibilities.

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Appropriate Use Policy, Responsibilities, and Guidelines:

1. Use only those computing and IT resources for which you have authorization.

For example, it is a violation

- To use resources you have not been specifically authorized to use;
- To use someone else's account and password or share your account and password with someone else;
- To access files, data, or processes without authorization;
- To purposely look for or exploit security flaws to gain system or data access.

2. Protect the access and integrity of computing and IT resources.

For example, it is a violation

- To use excessive bandwidth;
- To release a virus or a worm that damages or harms a system or Network;
- To prevent others from accessing an authorized service;
- To send email that may cause problems and disrupt service for other users;
- To attempt to deliberately degrade performance or deny service;
- To corrupt or misuse information;
- To alter or destroy information without authorization.

3. Abide by applicable local, state, federal laws, university policies and respect the copyrights and intellectual property rights of others, including the legal use of copyrighted material.

For example, it is a violation

- To download, use or distribute copyrighted materials, including pirated software or music or videos or games (aka: illegal peer-to-peer file sharing);
- To make more copies of licensed software than the license allows;
- To operate and participate in pyramid schemes;
- To upload, download, distribute, or possess pornography;
- To upload, download, distribute, or possess child pornography.

4. Use IT resources only for their intended purpose.

For example, it is a violation

- To use computing or network resources for advertising or other commercial purposes;
- To distribute copyrighted materials without express permission of the copyright holder;
- To send forged email;
- To misuse Internet Relay Chat (IRC) software to allow users to hide their identity, or to interfere with other systems or users;
- To send terrorist threats or "hoax messages";
- To send chain letters;
- To intercept or monitor any network communications not intended for you;
- To attempt to circumvent security mechanisms;
- To use privileged access for other than official duties;

- To use former privileges after graduation, transfer or termination, except as stipulated by Middle Georgia State University.
5. Respect the privacy and personal rights of others.

For example, it is a violation

- To use electronic resources for harassment or stalking other individuals;
- To tap a phone line or run a network sniffer or vulnerability scanner without authorization;
- To access or attempt to access other individual's password or data without explicit authorization;
- To access or copy another user's electronic mail, data, programs, or other files without permission;
- To disclose information about students in violation of Middle Georgia State University guidelines.

6. Do no harm.

System and Network Administrator Responsibilities

System Administrators and providers of Middle Georgia State University computing and IT resources have the additional responsibility of ensuring the confidentiality, integrity, and availability of the resources they are managing. Persons in these positions are granted significant trust to use their privileges appropriately for their intended purpose and only when required to maintain the system. Any private information seen in carrying out these duties must be treated in the strictest confidence unless it relates to a violation or the security of the system.

Security Caveat

Be aware that although computing and IT providers throughout Middle Georgia State University are charged with preserving the integrity and security of resources, security sometimes can be breached through actions beyond their control.

Users are therefore urged to take appropriate precautions, such as:

- Safeguarding their account and password;
- Taking full advantage of file security mechanisms;
- Backing up critical data on a regular basis;
- Promptly reporting any misuse or violations of the policy;
- Using virus scanning software with current updates;
- Using personal firewall protection on personal computers;
- Installing security patches in a timely manner.

Violations

Every user of Middle Georgia State University resources has an obligation to report suspected violations of the Appropriate Use Policy for Computing and IT Resources. Reports should be directed to the institution, unit, center, office, department, school, or administrative area responsible for the particular system involved.

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Enforcement

Failure to comply with the appropriate use of these resources threatens the atmosphere for the sharing of information, the free exchange of ideas, and the secure environment for creating and maintaining information property and subjects one to discipline. Any user of any Middle Georgia State University system found using IT resources for unethical and/or inappropriate practices has violated this policy and is subject to disciplinary proceedings including suspension of system privileges, suspension/expulsion from the institution, termination of employment, and/or legal action as may be appropriate.

Although all members of the university system have an expectation of privacy, if a user is suspected of violating this policy, their right to privacy may be superseded by Middle Georgia State University's requirement to protect the integrity of IT resources, the rights of all users, and the property of the Middle Georgia State University. Middle Georgia State University thus reserves the right to examine material stored on or transmitted through its resources if there is cause to believe that the standards for appropriate use are being violated by a user or a trespasser onto its systems or networks.

6.22.02 Social Media Policy

Given the nature of social media and that university professors hold a “special position in the community [that] imposes special obligations” (AAUP 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments, modified 1989 and 1990), members of the corps of instruction should exercise an abundance of caution in how they interact with students, former students, members of the community, and other professionals through such media and should bear in mind how their comments might be construed in legal and professional contexts.

In the case of a social media site that is created solely by the teacher for a class, an organization, or a club, the instructor bears reasonable responsibility for monitoring the appropriateness of content just as that person would for any other electronic platform directly related to University activities in or outside of the classroom.

In further instances where technology allows instantaneous commentary, faculty members should be extremely careful, as such technology lends itself to off-hand remarks that could later be read in terms of professional reputation, accuracy, and liability. The University strongly recommends that all of its professionals exercise their best professional judgment in the use of all social media.

6.23 University System of Georgia Ethics Policy

See the following for a statement of core values and an articulation of the code of conduct:

8.2.18.1 of the BOR Policy Manual: Ethics Policy and [USG Ethics & Compliance Program](#).

Section 7: Financial Exigency

See the following for an introduction to the topic: [8.5 of the BOR Policy Manual: Financial Exigency](#).

7.01 Definition of Financial Exigency

See the following for a definition of financial exigency: [8.5.1 of the BOR Policy Manual: Definition of Financial Exigency](#).

7.02 Layoffs or Terminations

See the following for a discussion of layoffs or terminations due to financial exigency: [8.5.2 of the BOR Policy Manual: Layoffs or Terminations](#).

7.03 Program Modification or Discontinuance in the Event of Financial Exigency

See the following: [8.5.3 of the BOR Policy Manual: Program Modification or Discontinuance in the Event of Financial Exigency](#).

Section 8: Adoption of Amendments, Interpretation, and Distribution of the Handbook

8.01 Review of the Handbook

As a matter of practice, the Faculty Affairs Committee in cooperation with the Office of Academic Affairs Committee shall maintain the Handbook.

8.02 Amendments to the Handbook

Amendments to the Handbook may be initiated by any member of the Corps of Instruction, Officers of the University, the Senate, a Standing Committee, or a Recognized Senate Affiliate. All proposed amendments shall be submitted in writing to the Faculty Affairs Committee for consideration; such proposals will then be assigned, if necessary, to the appropriate Standing Committee or Recognized Senate Affiliate. In all cases, changes to the Faculty Handbook must be referred back to the Faculty Affairs Committee that has jurisdiction over the handbook.

The Faculty Affairs Committee shall forward recommendations for amendment to the Faculty Senate for the formal review process, as outlined in the Bylaws of the Faculty Senate, Article V Section A3; Article VII Section L2 and Article VII Section L5. The Bylaws are located on the Faculty Governance page of the MGA website.

8.03 Adoption of Amendments to the Handbook

Upon recommendation of the Faculty Affairs Committee, amendments to the Faculty Handbook must be approved by a simple majority of the Faculty Senate, utilizing the process as described in 8.02.

After approval of the President, such amendments shall be updated in the Faculty Handbook. However, in such cases that amendments pertain to USG policy and do not fall under the purview of the Senate, these amendments shall be approved by a simple majority of the Officers of the University as long as the Institutional Policy and Campus Affairs Committee and the Faculty Affairs Committee are notified and provided with exact language and the precise section of the Faculty Handbook that is subject to amendment.

The Provost is responsible for directing any amendments from the Officers of the University to the Faculty Affairs Committee.

8.04 Interpretation of the Handbook

The Faculty Affairs Committee is charged with the responsibility of interpreting the Handbook, including all questions of committee jurisdiction after consultation with the Executive Committee.

8.05 Distribution of the Handbook

The Handbook shall be made available electronically on the University website. It is the responsibility of the Governance Historian to verify that the Handbook is on the MGA website.

Appendix 1

Faculty Credentialing Guidelines [Added Spring 2021]

Middle Georgia State University Faculty Credentials Guidelines

Table of Contents

- A. Revision History
- B. Introduction
- C. Faculty Credentials
- D. Process for Evaluating Faculty Credentials at the Time of Hire
- E. Determining Instructional Assignments
- F. Guidelines for Determining Graduate Faculty Status
- G. Credentialing Form
- H. Notice on Credentials and PTPTR

A. Revision History

- Approved Faculty Senate, Fall 2018
- Reviewed Updated Academic Affairs Workgroup, Fall 2020
- Reviewed and Approved, Institutional Policy and Campus Affairs Committee, 02/24/2021
- Reviewed, Faculty Affairs Committee, 02/26/2021
- Reviewed and Approved Faculty Senate, 04/01/2022

B. Introduction: Faculty Credentialing and Qualifications Guidelines

Middle Georgia State University (MGA) offers undergraduate and graduate degrees, certificates, and minors in the traditional disciplines, as well as applied and professional fields. To ensure the academic success of students and to preserve the integrity of each academic program, the institution is committed to hiring faculty with diverse academic preparation and professional experiences. This practice is in keeping with the University System of Georgia's definition of Corps of Instruction:

Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty (3.2.1.1

<http://www.usg.edu/policymanual/section3/C337>).

The institution is mindful that teaching is the primary responsibility of the members of the Corps of Instruction. All faculty, whether full time or part time, are held to high academic standards for the teaching disciplines. It is the expectation of the Office of the Provost that all members of the Corp of Instruction are credentialed to advance the mission of the institution within their respective disciplines and contractual **obligations**. SACSCOC speaks directly to these principles:

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. Effective faculty members are essential to carry out the mission of the institution

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and to ensure the quality and integrity of its academic programs. **The emphasis is on overall qualifications of a faculty member, rather than simply academic credentials.** While academic credentials in most cases may well be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. Examples could include appropriately related work experiences in the field, professional licensure and certifications related to the teaching assignment, honors and awards, continuing professional development, relevant peer-reviewed publications, and/or continuous documented excellence in teaching. These types of qualifications are especially important in professional, technical, and technology-dependent fields.

It is the institution's obligation to justify and document the qualifications of its faculty. Determining the acceptability of faculty qualifications requires judicious use of professional judgment, especially when persons do not hold degrees in the teaching discipline or are qualified based on criteria other than their academic credentials. Similarly, persons holding a degree at the same or lower level than the level at which the course is taught require additional qualifications and the application of professional judgment. Additional justification is needed for these cases as compared to cases where the academic credentials are a "perfect match" for the teaching assignments. Appropriate qualifications may also differ depending on whether a course is generally transferable to other institutions; qualifications for teaching non-transferable technical courses depend heavily on professional experience and appropriate certifications or work experience.

[6.2.a SACSCOC Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, pp. 44–45, effective January 2018]

Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic programs. The emphasis is on overall qualifications of a faculty member, rather than simply academic credentials. Although academic credentials in most cases may well be the standard qualification for faculty members, other types of qualifications may prove to be appropriate. Examples could include appropriately related work experiences in the field, professional licensure and certifications related to the teaching assignment, honors and awards, continuing professional development, relevant peer-reviewed publications, and/or continuous documented excellence in teaching. These types of qualifications are especially important in professional, technical, and technology-dependent fields.

[6.2.a SACSCOC Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement, p. 44, effective January 2018]

It shall be noted that **CR 6.1** (Full-time faculty), **Standard 6.2.b** (Program faculty), **Standard 6.2.c** (Program coordination), and **Standard 6.3** (Faculty appointment and evaluation) are interrelated Commission statements on faculty matters. These MGA Faculty Credentialing Guidelines provide the institution framework by which these above-noted Commission statements are integrated into the University's internal assessment and accreditation compliance.

The MGA Faculty Credentialing Guidelines are designed to assist faculty and academic administrative officers in assessing the credentials of the members of the Corps of Instruction. It is not inclusive of every staffing scenario but provides support in the decision-making process on determining appropriate credentials for the faculty in each academic unit.

C. Faculty Credentials

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Middle Georgia State University (MGA) has adopted faculty credentials consistent with the Southern Association of Colleges and Schools institutional standards and in accordance with the University System of Georgia's (USG) policy on minimum qualifications for employment for all academic ranks. The USG policy has set the minimum standards for employment as:

1. Evidence of ability as a teacher;
2. Evidence of ability and activity as a scholar in all other aspects of duties assigned;
3. Successful experience (this must necessarily be waived in the case of those just entering the academic profession who meet all other requirements); and
4. Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations.

[USG BOR Policy 8.3.1.2 <http://www.usg.edu/policymanual/section8/C245/#n8312>; MGA Faculty Handbook Section 4.02.01].

Included herein, faculty qualifications and terminal degrees have been determined based on a comparison of regional USG and non-USG institutions' credentialing guidelines, MGA degree course content and students learning outcomes, and IPEDS Classification of Instructional Programs (CIP) codes for sub-disciplines appropriate for the MGA curriculum; these determinations are further supported by periodic review by University administrators in consultation with the faculty. For most of the academic disciplines in the **Arts and Sciences**, the terminal degree is considered the doctorate in the discipline; for the Fine Arts, the highest terminal degree is usually an MFA. Education, Nursing, Respiratory Therapy, Occupational Therapy, and Information Technology are accredited by their national organizations. Each national organization speaks to and evaluates faculty credentials. For the School of Health and Natural Sciences, the Departments with nursing, respiratory therapy, and rehabilitation sciences align their designation of terminal degrees with their national accrediting bodies (Accreditation Commission for Education in Nursing, Commission on Accreditation for Respiratory Care, and Accreditation Council for Occupational Therapy Education). For the School of Business, the guidelines established by Association to Advance Collegiate Schools of Business are used in determining the highest credential, which is a doctorate in the disciplines in business. For the School of Aviation, credentialing guidelines for programs nationwide were included in the review. Although a doctorate in discipline is ideal, the highest degree, depending on course level of instruction (B.S., A.S., A.A.S), is typically the master's degree with appropriate Federal Aviation Administration (FAA) certifications and aerospace experiences; a bachelor's degree with appropriate FAA certifications and aerospace experiences; or, in some circumstances, an associate's degree with FAA certifications and aerospace experiences.

D. Process for Evaluating Faculty Credentials at Time of Hire

Academic transcripts and curriculum vitae are required as part of the application process. The process manual for all new hires is available on the HR website. Questions about HR processes should be directed to that office (http://www.mga.edu/human-resources/docs/processes/Hiring_Process_14-15.pdf).

Preference for new hires will be the candidate with an appropriate terminal degree that supports the mission of the institution. For review of applicant files, an unofficial copy of the academic transcript showing the awarding of the highest degree earned and any post-secondary degree coursework is acceptable to determine appropriateness of credentials for the academic unit. **Official transcripts will**

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be required to be on file in the Office of the Provost as a condition of employment. Faculty with international transcripts must provide a translated version from a certified translation firm; transcription service providers must be approved by the lead administrative assistant in the Office of the Provost, unless the already-approved firm of Joseph Silny is retained (<http://www.jsilny.org/>).

The Office of the Provost can expedite the credentialing process if credentialing documents are sent to the Office of the Provost for a review prior to an invitation to an interview. Normally, the SACSCOC Institutional Liaison reviews credentials in consultation with School Deans and Department Chairs, who have reviewed Department paperwork created by faculty and/or administrative staff; during times of critical hiring, an additional Associate Provost or, in some cases, an academic Dean may provide a second Dean's signature on the credentialing form if, for example, a holiday, work assignment, or unexpected absence prevents the SACSCOC Institutional Liaison from having immediate access to an applicant's credentialing paperwork.

Credentialing documents include the applicant's **academic transcript, CV, statement of teaching philosophy, letter of application, and any other documentation** used for determining if the individual will satisfy the USG criteria for employment; this same evidence is used to review SACSCOC's expectation that the instructor of record will be competent, effective, and have the capacity to engage a diverse student body in the teaching and learning process. **Documents with reviewer comments and/or signatures shall be confirmed by the Office of the Provost prior to scheduling the campus interview.** See Appendix C for the Certification of Faculty Credentials Form.

E. Determining Instructional Assignments

Each academic unit has the responsibility to define and approve appropriate degrees and/or credentials for its faculty and its programs. These are to be reviewed periodically in consultation with the Provost, or designee, and amended as necessary to ensure that the faculty has the capacity to provide a quality education to a diverse student body. As a member of the University System of Georgia, MGA must adhere to system policies and directives. USG BOR policy 3.3.1 Core IMPACTS and the Academic and Student Affairs Handbook 2.4 Core IMPACTS must be considered in the design of any faculty credentialing policy. Specifically, all courses in the General Education curriculum (Core IMPACTS) must be taught at the collegiate level and be broadly focused. They must clearly address the general education learning outcomes of the institution. They must be consistent with the USG's mission and strategic plan.

For instructional assignments in the professional and applied fields, degree credentials may be insufficient evidence of the candidate's teaching competence, effectiveness, and capacity. Certificates, licenses, badges, professional experiences—e.g., previous experience in teaching relevant courses and publications in the content area—would be evidence of non-credit-bearing competencies. Both academic and non-academic evidence for proving faculty credentials must be included on the Certification of Faculty Credentials Form.

Guided by USG BOR policies, SACSCOC standards, and best practice for each academic discipline, instructional assignments should be determined as follows:

Faculty Who Hold a Terminal Degree in Teaching Discipline

- A terminal degree in the teaching discipline qualifies a person to teach throughout the broad scope of the teaching discipline(s) in Core IMPACTS areas of the General Education Curriculum (1000–2000).
- For Field of Study Domain courses and upper division courses in the major (3000–4000), criteria for judging qualifications are content expertise and professional experiences. The terminal degree may or may not be the sole evidence of the faculty’s credentials for the instructional assignments.

Faculty Who Hold a Terminal Degree in Related Discipline with Area of Specialty Specific to Major

- Faculty who hold a terminal degree in an area of specialty specific to the major and aligned with the learning outcomes for the instructional assignment(s) qualifies faculty to teach throughout the *broad scope of that specialty* in upper division courses in the major (3000–4000). **Area of specialization is defined by 18 semester hours of academic credit OR a combination of course work and other teaching credentials.**
- Faculty who hold a terminal degree unrelated to the discipline *may be* qualified for the instructional assignment. **Consideration is on a case-by-case basis.** Other teaching credentials include, but are not limited to scholarship, teaching experience, professional experiences, licensures and certificates, honors, and awards.

Faculty with an appropriate terminal degree in the teaching discipline may not always be available nor the best qualified for the instructional assignment(s). Credentialing guidelines for faculty without a terminal degree are as follows:

Faculty Who Do Not Hold a Terminal Degree

- Faculty with a **master’s degree** in teaching discipline
 Faculty with a master’s degree and (ideally but not essential*) 18 hours in the teaching discipline may be qualified to teach (1) throughout the broad scope of the teaching discipline(s) in Core IMPACTS areas of the General Education Curriculum at the baccalaureate level, (2) Field of Study and upper division courses in the major (3000–4000), (3) associate degree courses designed for transfer, and (4) associate degree courses not designed for transfer.
 *Please note, throughout these Guidelines and its appendices, that 18 hours in the teaching discipline is ideal but not essential; and as in other credentialing decisions, evidence and justification must be provided on the credentialing form and, when needed, the SACSCOC Faculty Roster.
- Faculty with a master’s degree in a related discipline and 18 hours in an area of specialization.
 Faculty with a master’s degree and 18 hours in an area of specialization within the teaching discipline may be qualified to teach (1) throughout the broad scope of the specialty in Core IMPACTS areas of the General Education Curriculum at the baccalaureate level, (2) Field of Study and upper division courses in the major (3000–4000), (3) associate degree courses designed for transfer, and (4) associate degree courses not designed for transfer.
- Faculty with a *baccalaureate degree* in the teaching discipline

Faculty with a baccalaureate degree in the teaching discipline may teach associate degree courses that are non-transferable or transferable if additional evidence is provided on the SACSCOC roster to include a supplemental memo from the IAL.

- Faculty with an *associate's degree* in the teaching discipline

Faculty with an associate's degree in the teaching discipline may teach associate degree courses that are non-transferable or transferable if additional evidence is provided on the SACSCOC roster to include a supplemental memo from the IAL.

- Faculty *without a baccalaureate or an associate's degree* in the teaching discipline

Faculty who cannot be credentialed by degree alone, may be qualified for the instructional assignment. Consideration is on a case-by-case basis. Supporting documentation is required on the SACSCOC roster to include a supplemental memo from the IAL.

Faculty Who Cannot be Credentialed by Academic Degree Alone

Faculty who cannot be credentialed by academic degree alone may be credentialed on the basis of professional experiences or continued professional development, but only on a course-by-course basis. The list below is not inclusive but does encompass most evidential categories to support the argument that the instructional assignment is appropriate. Documentation is required. The categories are:

1. Undergraduate or graduate-level courses applicable to the instructional assignment: Use these courses where degree relationship may be questionable. List by name and course hours for each course (or highlight the transcript).
2. Work experience prior to employment at Middle Georgia State University.
3. *Verifiable* experience required includes years of service, employer, and duties (e.g., letter of experience, responsibilities, and details from supervising executive, board chair, etc.). This should include a detailed CV in the application packet.
4. Teaching Experience: A record of having successfully taught the course before. Provide instances of where and when the course has been taught previously.
5. Licensures and Certifications: Attach copies of appropriate licensures and certifications. Note whether the license/certificate is current or expired and if valid in Georgia.
6. Publications, Presented Papers, and Visual and Performing Arts Activities: A record of peer-reviewed, refereed or invited presentations, presented papers, exhibitions, performances or juried creative activities at the state, national or international level appropriate for a tenure and/or promotion portfolio.
7. Honors and Awards: Attach copies of honors or awards recognizing proficiency, distinguishment, achievement, etc. in professional or academic area.
8. Post-degree Facilitated Learning Experience: Examples include a continuing education course, badging, a practice-based professional learning experience, or POST law enforcement training. Criteria for determining the importance in the credentialing process should include level of intensity of the experience and whether there was an evaluative component to the learning experience.

NOTE: One-time Provisional Teaching Assignment, MGA may credential an instructor in a one-time or provisional capacity by supplementing the standard credentialing form with a memo of provisional teaching assignment, which may, for example, outline the requirement of additional supervision by a

program chair or coordinator to include, e.g., classroom observation and course outcome/syllabus review beyond the normal Department oversight.

Credentialing Exceptions for Select Professional and Applied Programs

For the **associate's and baccalaureate degree nursing programs**, MGA adheres to the Georgia Board of Nursing *Rules and Regulations of the State of Georgia Rule 410-8-.05 Faculty* which reads: "Faculty members shall have the graduate nursing education, expertise, and professional development necessary to enable the goals/outcomes of the curriculum."

For the **associate's and the baccalaureate degree in respiratory therapy**, MGA adheres to the commonly accepted highest degree earned for the Respiratory Care profession, which is a master's degree in a field related to Respiratory Care including therapy, education, management and leadership, research, administration, or a specialty area of science. Faculty without the master's degree may be hired to teach baccalaureate-level clinical courses if they hold a baccalaureate degree with specific clinical expertise or hold national professional credentials in respiratory care (RRT, RRT-NPS, RRT-SDS, RPFT, RRT-ACCS) that meet external guidelines according to the Commission on Accreditation for Respiratory Care and with the appropriate justification as required by SACSCOC guidelines.

F. Guidelines for Determining Graduate Faculty Status

SACSCOC requires that institutions establish and follow their own guidelines for faculty credentialing, and that they are in compliance with Commission standards, including the assignment of faculty to graduate courses (**6.2.a: The institution justifies and documents the qualifications of its faculty members**).

The MGA Faculty Credentialing Guidelines 2020-2021 have been updated to outline graduate credentialing policies for Middle Georgia State University. The fall 2018 memo to Deans and the Office of the Provost addresses the responsibility of Deans in assigning and documenting faculty as having either **Graduate Faculty Status** or **Provisional Graduate Faculty Status**.

Graduate Faculty Status (all bullet points apply):

1. Holds rank of Assistant Professor (and **has** successfully completed third-year review), Associate Professor, or Professor;
2. Holds terminal degree in teaching discipline;
3. Has significant experience as a college or university teacher; and
4. Has evidence of scholarship in line with institutional practices of the Boyer model [updated April 2021].

Provisional Graduate Faculty Status (some but not all bullet points apply):

- Holds the rank of Assistant Professor (but **has not** successfully completed third-year review) Senior Lecturer, Lecturer, or part-time instructor;
- Holds a master's degree in area and/or a terminal degree outside of teaching discipline;
- Has graduate classes that map to particular graduate class descriptions and outcomes;
- Has training, job experience, certification, awards, publications, or other evidence providing qualifications that map to particular graduate class descriptions and outcomes;
- Has experience as a college or university teacher; and/or

- Has potential for or evidence of scholarship in line with institutional practices of the Boyer model [updated April 2021].

For each full-time or part-time faculty member teaching a graduate course, there must be a memo on file that identifies the status of any faculty member who has 1) taught or is teaching a graduate class or 2) who will be teaching a graduate class. This memo is written by the respective Dean of the School and is addressed to the Provost and the Dean of Graduate Studies, who maintains a roster of graduate faculty.

If the memo assigns a faculty member to **Graduate Faculty Status**, the memo shall speak to the requirements of each bullet point, providing adequate detail to include current rank; names and dates of degrees; a summary of teaching experience; and, especially, the “potential for or evidence of scholarship.” **This memo must be updated with a new memo when there is a change in rank and/or when a faculty member is evaluated through post-tenure review.** All copies shall be maintained in the personnel file of the Provost’s Office, the academic unit, and the Office of Graduate Studies.

If the memo assigns a faculty member to **Provisional Graduate Faculty Status**, the memo shall speak to the requirements of each bullet point, providing adequate detail to include current rank; names, dates, and suitability of degrees; any additional graduate classes; any training, job experience, certification, awards, publications, or other evidence providing qualifications; a summary of teaching experience; and, especially, the “potential for or evidence of scholarship.” **This memo must be reviewed and initialed each year or updated with a new memo if there is a change in rank.** All copies shall be maintained in the personnel file of the Provost’s Office, the academic unit, and the Office of Graduate Studies.

For instances of Provisional Graduate Faculty Status, graduate Deans should be especially careful in making these appointments and in applying their best professional judgment as guided by SACSCOC policy and the MGA Faculty Credentialing Guidelines. **SACSCOC additionally addresses the standard of a “sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review” (6.2.b).** Hence, 6.2.b should guide the judgment of the Dean in managing the number of Provisionals over time.

In making the above determinations and in following these policies, a record of this consultation should be in the form of minutes from a Department or School meeting. For the purposes of hiring, this memo does not need to be completed at the time of the campus interview but must be completed at the time of hire and attached to the offer letter. Additionally, this memo is an addendum to the credentialing form.

Finally, at the time of annual faculty evaluation, Deans shall detail in their summaries that graduate faculty are meeting high standards in the classroom and are otherwise meeting the standards of their faculty status. If a faculty member is not meeting the standards of teaching or scholarship, the Dean’s annual evaluation shall note this for the record and provide a path and timetable for remediation. If a faculty member is removed from any level of graduate faculty status, a letter shall be sent to the faculty member and placed in their personnel file.

G. Credentialing Form

Please verify before completing the credentialing form that it is the most updated version. Call Jennifer Jones at 478-471-2730 for questions. **Note:** When completing the form, use an asterisk (*) in a field to

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indicate a supplemental memo or supporting document, for example: See *Supplemental Memo Dated 12/01/2018.

H. Notice on Credentials and PTPTR

Please note that MGA credentialing guidelines discuss terminal degrees for instructional assignments only; such mention does not imply governing principles for tenure or promotion nor offer further conditions outside of USG guidelines and the MGA Faculty Handbook on matters of promotion and tenure. What is sufficient or necessary for promotion or tenure is ultimately a recommendation from the Provost to the President within the practices of the state university sector for a Level V institution.

Appendix 2

Register of Changes to the Faculty Handbook

Beginning Fall 2013

Date

11/2014

- Eliminated 2014 due date and replaced with generic language, e.g., annually; amended MGA referent College to “institution.”

01/2015

- Changed references to School as the academic unit to Academic Unit to differentiate in the handbook between MGA as a college and the College of Arts and Sciences;
- Changed references of Administrative Council to President’s Cabinet;
- Expanded job descriptions of President and his cabinet to reflect BOR and Carl Vinson job descriptions;
- Changed position titles as appropriate, e.g., Vice President of Fiscal Affairs to Executive Vice President and VPAA to Provost;
- Edited Section 2.08 to reflect 2014–2015 administrative structure and responsibilities within the Academic Units;
- Section 3: Faculty Governance – All references to “College” to mean MGA changed to MGA to avoid confusion with the College of Arts and Sciences.

6/2015

- Section 2.01 – History: Added a statement to reflect granting of university status;
- Section 2.03.01 – Mission: Replaced the State College mission with State University mission;
- Section 5.04.10.2: Submission of grades – revised the policy to reflect mid-term grades;
- Section 2.09.04: GAMES – revised to reflect name change.

4/2019

- Deleted 3.02.02 Academic Assembly (all subsections).
- Deleted 3.02.04 Bylaws of the Faculty Senate (all subsections).
- Deleted Appendix 1 Senate Rules of Process.
- Deleted from 4.02.02 1D and F references to the Human Resources Search Manual because it no longer exists.
- Deleted from 4.06.01 #4 the bullet points about research universities and two-year colleges.
- Deleted from 4.07.01 the two paragraphs about research universities and two-year colleges.
- Deleted references to staff from 5.06 entire section (except in places where the Grievance Policy references faculty/staff grievances).

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- Deleted from 5.08.12 the list of procedures and physicians because it is no longer on the website.
- Deleted reference to 6.19.05 in 6.19.02 #2 because that section does not exist in the handbook.
- Deleted from 8.01 and 8.02 the requirement to annually review the Handbook so it can be done as needed.
- Corrections to Table of Contents as needed.
- Added to 2.06.02: link to Americans with Disabilities Act.
- Added to 2.07 at end of first paragraph (sentence to introduce links to BOR manual): The following sections elaborate on the duties and rights of the Administrative officers.
- Added to 2.08.10 Responsibilities of the Corps of Instruction (under 4th bullet point): Amended definition of scholarship from 4.06.01
- Section 3.01 and 3.02: Changed to reflect name change of Academic Assembly and other policies changed by the new Senate bylaws.
- Added to 4.06.01 Board of Regent's Policy in Promotion and Tenure Section under #3: Original language from PTPTR Committee: MGA professionals value a wide range of research methods that align with the Boyer model, which encompasses these areas of scholarship: the scholarship of discovery (traditional definition of scholarship), the scholarship of integration (interdisciplinary scholarship), the scholarship of application, and the scholarship of teaching. Each department defines how its activities in scholarship apply to the Boyer model.
- Amended language from Executive Committee: MGA professionals value a wide range of research methods that align with the Boyer model (Boyer, Ernest L. 1990. *Scholarship Reconsidered*. New York: The Carnegie Foundation for the Advancement of Teaching). The Boyer model encompasses these areas of scholarship: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Each department defines how its activities in scholarship apply to the Boyer model.
- Added to 4.06.02 Procedures and Calendar for Applying for Promotion for Faculty Section 3C: Candidates may not choose a designee who is in their direct line of reporting.
- Change to 4.06.02 Procedures and Calendar for Applying for Promotion for Faculty, Section 5: "By the 3rd Friday of October, a letter of support or non-support shall be uploaded to the portfolio by the Chair (if there is a Chair) and the Dean. The candidate may request a letter be submitted by the Assistant Chair. This letter" (The remainder of #5 would stay the same.) Removes Assistant Chairs from the PTPTR process except by request of candidate.
- Change to 4.06.02 Procedures and Calendar...Non-Tenure Track Faculty Section 3: "By the 3rd Friday of October, a letter of support or non-support shall be uploaded to the portfolio by the Chair (if there is a Chair) and the Dean. The candidate may request a letter be submitted by the Assistant Chair." Removes Assistant Chairs from the PTPTR process except by request of candidate.
- Tuition Assistance Program: Replaced with BOR policy; our policy reads 8 semester hours which makes no sense; BOR policy reads 9 semester hours; assumed it was a typo.
- Added to 5.03.01 Teaching Load: MGA's teaching load policy is 5 classes (15 semester hours) per semester for lecturers regardless of degree status.
- Change to 5.04.10.4: No longer use Incomplete Grade Form; change reflects current policy.
- Added to 5.04.14: link to FERPA.
- Added to 5.04.15: link to Copyright Act of 1976.

- Changes to 5.04.17: This section was merged with section 5.04.03 to put all textbook policies in the same section.
- 5.06.01: Changed 15 days to 10 days to align with BOR policy.
- 6.04.02: Reporting Sick Leave: Language changed to reflect the BOR Policy in the Academic & Student Affairs Handbook.
- 6.04.09: All the miscellaneous leave listed in the BOR policy now grouped under one category.
- 6.06: All the types of insurance listed in the BOR policy now grouped under one category.
- 8.01-8.05: Changed to reflect new committee names and the new Senate Bylaws/processes.
- 8.05: Changed to reflect that we will maintain the Handbook digitally rather than in paper copy and that the newly created Governance Historian will be responsible for making sure the Handbook is available online.

11/2019

- Following academic reorganization effective July 1, 2019, the entire document was edited to remove references to the former College of Arts and Sciences and to remove references to College as an organizational unit.

01/2020

- 2.05: Accreditation statement for MGA revised according to guidance from Associate Provost Cantwell.
- 4.02.02 Section 1A: Revised according to guidance from Associate Provost Cantwell. Added statement to indicate that authorization from the Provost will be given in accordance with the faculty credentialing guidelines.
- 5.04.09: Revised according to guidance from Associate Provost Matthews. Edited to make the *No-Show Reinstatement Policy* comparable to the one for “late add” requests, which includes both the Bursar’s Office and the Financial Aid Office.
- 6.16: Revised language according to guidance from University Counsel Waters. Removed circular policy links to USG.
- 6.18: Updated title of section according to guidance from University Counsel Waters.
- 6.18.01: Updated section with text from University Counsel Waters. Eliminated separate section for consulting guidelines.
- 6.18.02: Updated section numbering due to removal of separate section for consulting policy.

02/2020

- 4.02.02 Section 1E, F: Revised according to guidance from Associate Provost Cantwell. Added statements to indicate that credentialing forms must be completed and approved before on campus interview (E), and that credentialing forms and transcripts must be included in internal forms (F).
- 6.13: Removed reference to parking decals/hang tags.

03/2021

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- 3.02.02: Removed all mention of the term “Assembly” from the Table of Contents and the main text as that voting body no longer exists.
- 2.05: Updated Accreditation paragraph to reflect doctoral degrees and program accreditation by professional accrediting bodies.
- 2.09.01: Updated Continuing Education passage to reflect more accurate description and phone number.
- Removed mention of the Robins Resident Center as the term is no longer applicable nor the location identified as a teaching site.
- 4.02.02: Revised sentence in hiring section that points to credentialing and updated Credentialing Guidelines, including those for graduate faculty credentialing.
- Appendix 1: Added Faculty Credentialing Guidelines as Appendix I to MGA Faculty Handbook.
- 6.13: Updated information on Parking rules and procedures.

04/2021

- Updated language in Faculty Credentialing Guidelines to reflect the Boyer model in both mentions of scholarship for Graduate Faculty Status and Provisional Graduate Faculty Status.

11/2021

- 2.05: Updated language for nursing accreditation.
- Appendix 1E: Updated language for “Credentialing Exceptions for Select Professional and Applied Programs” to align with current nursing program guidelines.

02/2022

- 5.03.01: Added sentence to clarify faculty workload calculations for laboratory, clinical, studio, etc. classes.

03/2022

- Minor grammatical edits made throughout the document.
- 2.01: Added sentence to describe the history of the institution as of November 2019.
- 2.07: Added a link to the MGA Statutes and descriptions of “Officers of the University” removed from this document.
- 4.01.01: Amended the “Definition of Faculty.”
- 4.06.02: Added steps 7 through 12 to the “Procedures for Applying for Promotion of Administrators.”
- 4.07: Added the description of scholarship using the Boyer Model to the appropriate sections.
- 5.04.01: Added the stipulation that faculty office hours are not to exceed eight hours per week.

01/2023:

- Edited with new PTPTR guidelines

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08/2024:

- Revised headings to comply with accessibility guidelines.
- Revised errant typographic, clarity, and formatting errors.
- Updated OCIS and Campus Addresses.
- Updated accreditation program status.
- Updated points of contacts.
- Updated weblinks.
- Updated BOR Policy References.
- Revised Mission Statement to match institutional change.
- Correction to criteria for Promotion (4.06.02) to match the language of BOR policy 8.3.6.1.
- Changed position titles as appropriate, e.g., Director of Human Resources to the Chief Human Resources Officer; Executive Vice President of Fiscal Affairs to Vice President of Finance, Business, and Operations; Fiscal Affairs to the Office of Finance and Operations.
- Updated examples and process headers.
- Updated Committee and Senate approved items.
- Replaced references to Areas A through F of the Core Curriculum with Core IMPACTS areas.

01/2025

- 4:02.02: Added USG BOR required paragraph at the top of section.
- 5.01: Added compliance statement at the top of section as per USG BOR requirement.