



COLUMBUS STATE

UNIVERSITY

FACULTY HANDBOOK

2025-2026

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1. Introduction

1.1 Preface

1.1.1 Purpose

This *Handbook* provides faculty pertinent information regarding the university's philosophies, policies, procedures, and facilities. It adopts a two-tiered approach in doing so: the *Handbook* delivers an overview of the topics within its purview; its second tier provides information on those topics in greater detail. The purpose of this approach is to facilitate access to information at the level most useful for a given situation.

1.1.2 Amending the Handbook

The university is committed to keeping the Handbook up to date, but its policies are superseded by those of the University System of Georgia's Board of Regents (BOR), which are fluid. The faculty should consult BOR policy anytime a possible conflict is suspected. Recommendations, proposals, and queries about [amending the Handbook](#) should be presented to the Faculty Handbook Advisory Committee. Policies tied directly to University System policies will be updated administratively as changes are adopted and communicated by the Board of Regents. Although such updates are infrequent, all modifications made in this manner will be promptly communicated to the Faculty Senate to ensure transparency and maintain shared governance.

1.1.3 CSU Policies Against Harassment and Discrimination

No person shall be excluded from employment or participation in, denied the benefits of, or subjected to discrimination, harassment, or retaliation under any program or activity conducted by the Board of Regents of the University System of Georgia (USG) or any USG institution based on any characteristic protected by law. Incidents of discrimination, unlawful harassment, and retaliation will be met with appropriate disciplinary action, up to and including dismissal from the USG.

Further information can be found in the Human Resources Administrative Practice Manual at https://www.usg.edu/hr/assets/hr/hrap_manual/HRAP_Prohibit_Discrimination_Harassment_Employee_Relations.pdf

1.2 History

Columbus College started humbly in the fall of 1958 as a two-year institution of higher education occupying the old Shannon Hosiery Mill. Still, the achievement represented the culmination of over a decade of community effort to bring post-secondary education to Columbus. That commitment on the part of city leaders and the general population is indicative of the position the institution holds in the city's consciousness—as a symbol of its aspirations, a catalyst for productive change, and a tool with which to achieve its educational, cultural, and economic goals. The school now enjoys a reputation extending well

beyond the boundaries of the immediate community, having acquired university status in the University System of Georgia and developed highly regarded programs in a number of academic and extracurricular areas.

Initially, the college comprised fourteen faculty members, five administrative staffers, the president appointed by the Board of Regents, Dr. Thomas Y. Whitley—who served in that position until 1979—and fewer than 300 students. The college would remain in its original location until January of 1963 when it moved to its present site, but even during those first four years in the Hosiery Mill it experienced substantial growth—to 768 students, for instance, by fall 1962. After five years at its new location, enrollment had risen to 1,800 students and the school was offering its first upper-division courses, having been approved by the Board of Regents to become a four-year institution in 1965. By 1970, over 3,200 students attended Columbus College and the school awarded its first bachelor's degrees. The year 1974 saw the establishment of The Elizabeth Bradley Turner Center for Continuing Education and the college's first master's degree programs. Columbus College celebrated its 25th anniversary in 1983, and in the following year embarked upon a fundraising initiative to establish a student scholarship endowment, endowments for faculty in business and nursing, library acquisitions, instructional equipment, and improvements and renovations for campus buildings.

Also in 1983, Dr. John Townsend, the first African American student at Columbus College—having matriculated in 1963 and in so doing integrated the campus—returned to deliver the inaugural address of the Black Applause Banquet, an annual event that originally invited a noted African American speaker to campus and that has now evolved into the Legacy Celebration, which celebrates cultural diversity and inclusion for all minority demographics represented at CSU.

There can be no denying, however, that the 1980s were a difficult time for Columbus College, as they were for many other institutions of higher education throughout the country who faced declining state budgets and other financial woes. Enrollment at the school actually decreased for a time, and retrenchment in a number of areas was necessary. Low morale among faculty brought about a vote of no confidence that resulted in the resignation of the school's second president, Francis Brooke, in 1987. In 1988, Dr. Frank Brown was appointed the new president of the college. At a campus retreat in the summer of that year, Brown—who first came to the college in 1981 as the vice president of business and finance—outlined a plan for moving the college forward. Among his proposals was the building of a clock tower in the center of campus using bricks from the razed Shannon Hosiery Mill to “serve as a reminder of our beginnings as well as a beacon for the future.” The tower has since come to represent the institution's architectural identity. Likewise, other proposals Brown laid out at the time have come to fruition and now represent part of the school's institutional identity—its commitments, for instance, to “international education and international awareness” and to becoming “a center for excellence in the arts and in the humanities.”

Another of Dr. Brown's initial goals was to attain university status for the institution, and in 1996 Columbus College became Columbus State University. Further initiatives involved the development of new learning centers, several of which entail collaborative efforts with the local community. Oxbow Meadows Environmental Learning Center, which opened in 1995, combines the efforts of the university, the municipal government, and Columbus Water Works. The Coca-Cola Space Science Center opened in 1996. In 2002, following the gift of world-renowned writer Carson McCullers' childhood home by local resident and former Columbus College English professor Thornton Jordan, CSU founded The Carson McCullers Center for Writers and Musicians.

In 2001, the RiverCenter for the Performing Arts opened in downtown Columbus. Building on the reputation of its regionally recognized music department and partnering with the local community, CSU raised more than a hundred million dollars to establish what has become the core of its RiverPark Campus, which now includes not only the RiverCenter, home of the Schwob School of Music and Music Library, but also the Rankin Arts Center, the RiverPark Theatre Complex and the Corn Center for the Visual Arts. Other milestones of the 2000s include the retirement of President Frank Brown and the assumption of duties by the CSU President Tim Mescon in 2008, the development of 16 fully online degree programs, and the awarding of the school's first doctoral degree—an Ed.D, to Justin Finney—in 2011. CSU's fifth president, Dr. Chris Markwood, assumed the office in 2016, after Tim Mescon's retirement in December 2015.

Clearly, Columbus State University, née Columbus College, began as an institution whose mission was to help train and educate the area's local population. By the early 2000s, over 60% of Columbusites holding university degrees were graduates of their hometown school. As Columbus business leader Jimmy Yancey, a Columbus College alum, has remarked on the evolution of the city and school over the past fifty years, what CSU has accomplished is to help create a middle class in Columbus, a town in which, in the late 19th century, over 90% of its workers were employed in cotton mills, over 60% of them in the same one—the Eagle and Phenix. Fitting and symbolic, then, that what has become Columbus State University should have risen out of the ashes of that mill economy. That the university's appeal now extends to an ever-widening group of potential students means that its population grows continuously more diverse. Currently, in addition to the large percentage of CSU students who come from the local area, students from every county in the state also attend the university, as well as students from elsewhere in the country and a growing body of international students. The institution's aspirations continue to expand, even as its core mission to train and educate remains the same.

1.3 Mission

1.3.1 Mission

Columbus State University empowers its community, drives innovation, and creates opportunities. To accomplish this, we will focus on: Student Success, Responsible Stewardship, Community Impact, and Economic Competitiveness.

1.3.2 Values

- **Excellence** – Actively engaging outstanding methods in teaching, academic discovery, creative pursuits, student success, cultural enrichment and the overall campus community.
- **Engagement** – Dynamic civic involvement and participation of students, faculty, staff and alumni in the university experience.
- **Creativity** – Pursuing distinction through inquiry and innovation, challenging convention and focusing on solutions
- **Servant Leadership** – Leading through ethical empowerment and service.
- **Inclusion** – Cultivating and championing a campus environment that welcomes diverse backgrounds, ideas, perspectives and practices

- **Sustainability** – Advancing fiscal responsibility, well-being, innovation, lifelong learning and environmental stewardship.

1.4 Accreditation

Columbus State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and educational specialist degrees, as well as a doctoral degree. Columbus State University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Columbus 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 \(www.sacscoc.org\)](http://www.sacscoc.org).

CSU completed the SACSCOC reaffirmation process in 2016 and the next reaffirmation visit will take place in 2026. Institutional accreditation activities are facilitated by the Provost’s designee.

Specific Columbus State University programs—including business, nursing, teacher education, music education, and others—are accredited by governing bodies within their respective disciplines:

- The baccalaureate degree program in nursing is approved by the [Georgia Board of Nursing](#) and accredited by the [Commission on Collegiate Nursing Education](#).
- The [Georgia Professional Standards Commission](#) approves all Columbus State University educator preparation programs that lead to certification in teaching, school library media, counseling and educational leadership.
- The Master of Education in school counseling and the Master of Science in community counseling degree programs are accredited by the [Council for the Accreditation of Counseling and Related Educational Programs](#) (CACREP).
- The Department of Art is an accredited institutional member of the [National Association of Schools of Art and Design](#) (NASAD).
- The Department of Theatre is an accredited institutional member of the [National Association of Schools of Theatre](#) (NAST).
- The Schwob School of Music is an accredited institutional member of the [National Association of Schools of Music](#) (NASM).
- Columbus State University is accredited by [AACSB International - The Association to Advance Collegiate Schools of Business](#) to award bachelor’s and master’s degrees in business through the D. Abbott Turner College of Business & Technology.
- The B.S. in Chemistry, ACS Certified Track is approved by the [American Chemical Society](#) (ACS). Students completing this program of study will receive an ACS-certified degree.
- The [Georgia State Department of Veterans Service](#) (State Approving Agency) has approved Columbus State University for the training of veterans and eligible dependents.
- Columbus State University’s Continuing Education has been accredited as an Authorized Provider by the [International Association for Continuing Education and Training](#) (IACET).

2. University Governance and Organizational Structure

2.1 The Board of Regents

The Georgia Constitution grants to the [Board of Regents](#) the exclusive right to govern, control, and manage the University System of Georgia, an educational system comprised of over 30 institutions of higher learning, a marine research institute, and a central University System Office. The Board exercises and fulfills its constitutional obligations, in part, by promulgating rules and policies for the governance of the University System and its constituent units. The governor appoints members to the Board, who each serve seven years. Currently, the Board of Regents is composed of 18 members, five of whom are appointed from the state-at-large, and one from each of the 13 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System.

2.2 The Administration

Through the bylaws and by decision of the Board of Regents, much of the operation of the university has been delegated to the president, and through the president to others, including the provost and executive vice president and the faculty. The president is appointed by the BOR, acting on the recommendations of a search committee that, by custom, includes representatives of the faculty, staff, students, and the university's Board of Trustees. The provost and executive vice president, all vice presidents, chief of staff, general counsel, and the athletic director report directly to the president. All college deans and associate provosts for academic affairs report to the provost and executive vice president to include: College of Arts, College of Education and Health Professions, College of Letters and Sciences, Turner College of Business & Technology, Simon Schwob Memorial Library, Graduate School and Research, and Honors College. The department chairs report to the deans of their academic schools. Faculty members normally discuss their appointments, duties, and performance with their department chair.

2.3 USGFC Representative

The Faculty Senate, empowered by the full-time faculty, elects one representative to serve on the USGFC for a 3-year term. During the fourth year the representative attends the USGFC meetings in an ex-officio role to help support the newly elected USGFC representative. The voting representative reports to the Faculty Senate regarding the USGFC meetings that occur in the fall and spring terms.

In addition, one alternate representative is elected to serve in the event the USGFC representative cannot attend. Below are the eligibility criteria for the USGFC Representative:

- Tenured, full-time faculty member.
- Previous/current experience as a Faculty Senator.
- Must not be in an administrative role where combined teaching and research duties have been reduced >50% to serve in an administrative role and/or serving as president, vice president, provost, assistant/associate provost, or chair/director of a department/school.
- Not serving in an administrative role (i.e., dean, assistant/associate dean, chair/director of a department/school).

*Elected USGFC representatives relinquish their position upon accepting an administrative role (see examples above). The Faculty Senate may then elect a new USGFC representative or move the alternate representative into the role and elect a new alternate representative.

2.4 The Foundations

The Foundations comprise five cooperative entities: CSU Foundation, CSU Foundation Properties, Inc., CSU Alumni Association, Inc., the Athletic Fund, Inc., and the CSU Research and Service Foundation, Inc. Although legally separate and managed by their own boards, these organizations operate exclusively to provide the university with supplemental resources and support. The Foundations are governed by the CSU Foundation Board of Trustees.

- [CSU Foundation](#) serves as the primary link between the university and the community it serves. This entity provides a vehicle for securing funds for scholarships, special needs and enrichment programs and has authority to solicit and accept contributions on behalf of the university from individuals, businesses and other organizations.
- CSU Foundation Properties is a not-for-profit organization incorporated for the exclusive purpose of holding title to property and collecting the income there from for the benefit of CSU. Foundation Properties, Inc. also acts as a third party for the purpose of acquiring and/or building student residences that are leased to CSU.
- [CSU Alumni Association](#) serves to support, foster and promote the aims and objectives of Columbus State University and to establish mutually beneficial relationships between the University and its alumni. Our goal is to keep alumni connected, informed and involved with Columbus State University.
- The Athletic Fund, Inc. is a not-for-profit organization created for the purpose of promoting the educational and athletic programs of the university. This purpose is met by providing assistance and funds for encouraging participation by selected students in intercollegiate games and contests.
- [CSU Research and Service Foundation \(CSURSF\)](#) is the entity formed for the purpose of evaluating, administering, owning and licensing IP created by CSU faculty, staff and/or students. CSURSF is a non-profit organization whose sole purpose is to support CSU.

2.5 Staff Council

In its representation of all staff employees, the Columbus State University Staff Council functions to promote better understanding, increased cooperation, and open communication among all constituent groups on our campus. Further the council acts as a liaison between the CSU Staff (Staff handbook can be found in MyCSU under Human Resources) and the president of the university in all relevant matters, promotes an atmosphere of cooperation within the university community, and provides a forum for discussion of matters affecting the staff of CSU.

2.6 The Faculty

Faculty members enjoy a great measure of professional autonomy. Collectively, they have a primary role in deciding who will teach, what will be taught, and what students will be expected to learn; and they play an important role in institutional governance. Individually, they have considerable freedom in pursuing their scholarly and educational work. Faculty members also have a number of rights and privileges, including the right to academic freedom and the privilege of tenure for those who have earned it. But faculty autonomy, rights, and privileges are combined with professional responsibilities; and this combination of rights and responsibilities shapes the roles of faculty members.

Columbus State University makes decisions concerning the appointments and promotions of faculty members, the assignment of teaching and other academic duties, the support and sponsorship of scholarly research, and the granting or withholding of benefits and the imposition of burdens without regard to political, social, or other views not directly related to academic responsibilities.

The Columbus State University faculty has delegated its legislative and regulative functions to the Faculty Senate and its committees. Although the faculty has empowered the Faculty Senate to act on its behalf, it meets at least twice a year (once in each in the Fall and Spring semesters) and can conduct business at those meetings if it so chooses. Any changes to the bylaws of the university require the approval of the faculty.

2.7 Faculty Senate

The Columbus State University Faculty Senate serves as a representative voice for CSU faculty in the operations of the university. The Faculty Senate provides a forum for the discussion of issues of interest to the faculty. The Faculty Senate also serves as a conduit for communications between the faculty and the administrative officers of the university and assures the forceful and articulate representation of faculty interests in accordance with recognized principles of university governance including transparency, cooperation, and collegiality.

2.8 University Councils

2.8.1 Academic Council

The Academic Council is comprised of the deans of the four colleges (College of the Arts, College of Letters and Sciences, College of Education and Health Professions, Turner College of Business & Technology), the libraries and the Honors College, the associate provosts, the Chair of Chairs Assembly, the Executive Officer of the Faculty Senate, the Chief Information Officer and the Provost. The Council meets monthly to discuss issues that impact the academic enterprise of the university.

2.8.2 Graduate Council

The [Graduate Council](#) is a representative body assembled to assist the Graduate School Director in administering the School. The Council promotes academic excellence in graduate education by supporting communication between existing graduate programs, fostering creation of new graduate offerings, and upholding high standards of performance by graduate faculty and graduate students.

2.9 Standing Committees

A number of standing committees serve to administer and oversee the ongoing operations of the university. Committee makeup varies, but faculty members predominate in the vast majority of them. Three groups of committees exist at CSU: (1) Elected Committees (2) Senate Committees and (3) Institutional Committees.

Other committees may be established by approval of the provost, and other administrative officers of the university may appoint committees as needed to seek advice or assistance on policy or procedural matters. In such cases, the faculty or its representative—i.e., the Faculty Senate—holds the right and the responsibility to select the bulk of the faculty representatives to serve on the committees.

The Faculty Senate recommends that the membership of faculty committees be elected either by the faculty or representatives of the faculty (i.e., the Faculty Senate) and supports the following guidelines for committee assignments:

- To allow time for course preparation and to begin the research process, new faculty should normally be excluded from committee assignments during their first year of service.
- Faculty should serve on no more than three Senate and/or Institutional committees depending on the balance of other service commitments.
- To the extent possible, committees should reflect the ethnic, racial, and gender balance of the university.
- Faculty or staff members should be appointed chair only after consultation. All committee size recommendations should be considered approximate.

2.9.1 Elected Committees

[Elected Committees](#) are standing committees that oversee university-wide issues of major import: curriculum, academic standards, and comprehensive program review. Elected committees are comprised of faculty, staff, and administrators and make recommendations directly to the Provost and/or President. The Provost and/or President approves or denies the recommendations. The four elected committees are:

- Academic Standards
- Faculty Senate
- Staff Council
- University Curriculum

2.9.1.1. Academic Standards Committee

The University Academic Standards Committee considers and makes recommendations to the provost on student petitions for exceptions to general university requirements including the following:

- total hours required
- grade changes over one year old
- WF grades
- minimum grade point average
- residency requirement
- the legislative requirements
- the information literacy requirement
- awarding transfer credit for courses taken at non-regionally accredited institutions.

The following guidelines apply to the Academic Standards Committee's operations:

- Substitution of specific courses in IMPACTS areas require the recommendation of the department chair of the course for which substitution is requested and the approval of the dean of the college to which that department belongs.
- Courses outside of IMPACTS areas or other course substitutions should be referred to the chair of the Academic Standards Committee.
- The committee also considers and makes recommendations on other matters pertaining to academic standards submitted through the chair by individual faculty members, department and/or college faculties, academic administrators, or others.

The Academic Standards Committee should be composed of the following:

1. an elected representative from each college
2. the dean of each college or the dean's designee

Faculty members should be elected at the end of the spring semester and serve for a period of three years with the option of re-election. Since one of the purposes of the multiple-year terms is to promote continuity, if it becomes necessary to replace a faculty member, the newly elected faculty member should serve a term of three years unless such service would cause four faculty members to be elected within the same year, in which case the newly elected faculty member should serve two years.

At the last meeting of each spring term a faculty member should be elected by the committee to serve as the chair for the forthcoming year, commencing with the summer term. The chair is a voting member of the Committee. Petitions are forwarded to the chair, who is responsible for forwarding these to the appropriate dean for preliminary consideration. The chair is also responsible for calling meetings and forwarding the recommendations of the committee to the provost.

The provost makes the final decision on petitions and forwards copies to the appropriate parties. The provost or the provost's designee is responsible for maintaining a record of all petitions.

2.9.1.2. Faculty Senate

See Faculty Handbook section [2.7 Faculty Senate](#).

2.9.1.3. Staff Council

See Faculty Handbook section [2.5 Staff Council](#).

2.9.1.4. Curriculum Committees

Curriculum committees at the college and university levels address all matters dealing with major and minor requirements, new courses, new degree and certificate programs, the core curriculum, and program development. Departments may also form curriculum committees charged with submitting recommendations to their respective college committees. All proposals for new degree programs must be consistent with the Columbus State University mission and must follow the procedures described by the [University System Office of Academic programs](#).

2.9.1.4.1. College Curriculum Committees

Each college's curriculum committee holds primary responsibility for submitting recommendations to the dean with respect to actions on new courses in the discipline, major and minor program requirements, and new degree programs. The college curriculum committee forwards its recommendations on proposed revisions to the University Curriculum Committee.

Each college's curriculum committee should be composed of the following:

- at least one elected representative from each department, or from each major program without a departmental structure
- additional faculty members, as needed, to be elected by the faculty or appointed by the dean, to provide suitable representation of the courses and educational programs housed within the college. The manner of selection is determined by the individual college committee.

- a committee chair—either the dean or the dean’s designee. The chair is a non-voting member of the committee. The dean, in consultation with the college faculty, determines the terms of office for the college committee.

2.9.1.4.2. University Curriculum Committee

The University Curriculum Committee’s responsibilities are the following:

1. review and make recommendations to the provost on all requests to create new undergraduate and graduate courses, modify existing courses, delete courses, and reactivate courses
2. review and recommend policies governing general university requirements
3. review and make recommendations on all new undergraduate and graduate degree, certificate, and minor program proposals
4. notify the university’s SACS liaison if any curricular initiative requires a report to SACS because it constitutes what SACS considers a [substantive change](#).

The University Curriculum Committee should be composed of the following:

1. the dean (or the dean’s designee) of each college and of the library
2. an additional faculty representative of each college elected by the faculty of the college
3. one faculty member elected from Interdisciplinary Program Council

The process for making curricular change is the following:

2. Departments—or in some cases, members of upper administration—originate requests for revision, including new course proposals, online using the appropriate [curriculum database](#) after first determining if the request impacts other programs or courses and contacting the chair overseeing them.
3. College curriculum committees review department requests and forward their recommendations to the dean.
4. The dean, giving full consideration to department and college curriculum committee recommendations and to the possible resource requirements of curriculum modifications, approves or denies requests and sends approved requests to the University Curriculum Committee.
5. The University Curriculum Committee, giving full consideration to department and college curriculum committee recommendations advanced by the dean, sends its recommendations for approval to the provost. Proposals not recommended for approval by the UCC will not be routinely forwarded to the provost, but these cases may be appealed by the dean to the provost.
6. The provost, As the chief academic officer of the university, the provost will normally exercise the final decision on course proposals and most program change proposals. Program proposals that require additional resources, or notifications, or approvals to the USG, BOR, or SACSCOC will also require the president’s approval; these include substantive changes, as defined in the SACSCOC Substantive Change Policy, and new program proposals.

The UCC's bylaws provide more detail on the curricular change process.

2.9.2 Senate Committees

[Senate Committees](#) are standing committees that address those concerns which more directly relate to faculty activities and supplementing instruction. Senate committees are comprised of faculty members, but can also include students, staff, and administrators. These committees make recommendations to the Faculty Senate, which then votes and makes recommendations to the Provost. The Provost then approves/denies the recommendations. The 21 senate committees are:

- Academic Advising
- Administrator Evaluations
- Admissions Policy
- Budget Advisory
- Committee on Committees
- Distance Learning
- Faculty Affairs
- Faculty Development
- Faculty Handbook Advisory
- General Education
- Honors Education
- Information Technology Advisory
- International Education
- Library
- National Scholarship Committee
- Retention, Progression, and Graduation
- Senate Elections
- Student Course Evaluations
- Student Research and Creative Endeavors
- Teaching and Learning Enhancement
- Women's Advisory

A complete description of the senate standing committees can be found on the [Academic Affairs website](#).

2.9.3 Institutional Committees

[Institutional Committees](#) address those concerns more pertinent to the efficient and appropriate operation of the university. Institutional committees are comprised of faculty, staff, administrators, and when appropriate, students. These committees make recommendations directly to the Provost. The Provost then approves/denies the recommendations. The 13 Institutional committees include the following:

- Activities
- Animal Care and Use
- Academic Leadership Team
- Facilities and Safety
- Faculty Awards
- Honorary Degrees

- Institutional Review Board
- Intellectual Property Policy
- Intercollegiate Athletics Council
- Provost International Coordinating
- Scholastic Honors
- Technology Fee Advisory
- University Traditions

The description of the institutional committees can be found on the [Academic Affairs website](#).

2.10 Centers, Institutes, and Auxiliary Programs Organizational Flow Chart

Columbus State University operates a multitude of curricular, extracurricular, continuing education, and community-based programs that fall under the auspices of various administrative offices and academic departments. For the full list of these programs and associated academic offices and departments, visit the [Colleges and Departments webpage](#).

2.10.1.1. Centers and Special Programs Reporting to the President

- [Cunningham Conference Center](#)
- [The Leadership Institute at Cunningham Center](#)

2.10.1.2. Centers, Institutes, and Auxiliary Programs Reporting to the Provost

- [Accreditation and Compliance](#)
- [Center for Global Engagement](#)
- [Continuing & Professional Education](#)
 - [Elizabeth Bradley Turner Center](#)
 - [English Language Institute](#)
 - [Rankin Gardens & Atrium](#)
 - [Youth Dance Conservatory](#)
- [Faculty Development Grants](#)
- [Graduate School](#)
- [Honors College](#)
- [Department of Military Science](#)
- [Servant Leadership Program](#)

2.10.1.3. Units Reporting to the Senior Associate Provost & Associate Vice President of Academic Affairs

- [Office of Institutional Research and Effectiveness](#)

2.10.1.4. Units Reporting to the Associate Provost/AVP for Faculty Affairs & Academic Innovation

- Faculty Center for the Enhancement of Teaching and Learning
 - Center of Online Learning
- Judicial Affairs
- Office of Sponsored Programs

2.10.1.5. Units Reporting to the Assistant Vice President of Student Success

- Center for Career Design
- CSU Advise
- Quality Enhancement Plan (QEP) Advisory Board

2.10.1.6. Centers, Institutes, and Auxiliary Programs Reporting to the Dean of the College of Education and Health Professions (COEHP)

- Center for Health Disparities and Community Based Research
- Center for Quality Teaching and Learning
- Coca-Cola Space Science Center
- Columbus Regional Mathematics Collaborative
- Oxbow Meadows Environmental Learning Center
- Partner School Network
- The Reading Instruction, Support, and Education Center (RISE)

2.10.1.7. Centers, Institutes, and Auxiliary Programs Reporting to the Dean of the College of Letters and Sciences (COLS)

- The Carson McCullers Center for Writers and Musicians
- Georgia
- S.T.E.M. Initiative
- UTeach Columbus is a sub-center of the S.T.E.M. Initiative

2.10.1.8. Centers, Institutes, and Auxiliary Programs Reporting to the Dean of the College of the Arts (COA)

- Georgia Film Academy
- Nonprofit and Civic Engagement Center (NPACE)
- Schwob School of Music Preparatory Division
- The Bo Bartlett Center

2.10.1.9. Centers, Institutes, and Auxiliary Programs Reporting to the Dean of the Turner College of Business & Technology (TCBT)

- The Butler Center for Business and Economic Research
- TSYS Center for Cybersecurity

2.10.1.10. Centers, Institutes, and Auxiliary Programs Reporting to the Vice President for Student Affairs

- [Center for Accommodation and Access Services](#)
- [Counseling Center](#)
- [University Police](#)

2.10.1.11. Centers, Institutes, and Auxiliary Programs Reporting to the Assistant Dean of Students for Student Engagement

- [Student Life and Development](#)
- Davidson Student Center
- [Diversity Programs and Services](#)
- [Student Recreation Center](#)

3. Faculty Appointments

In compliance with Georgia Board of Regents (BOR) policies, three general types of appointment obtain at CSU: tenured or tenure-track (Faculty in Named Positions), non-tenure-track, and emeritus/emerita.

3.1 Hiring Statement

A university's employees are its most important asset, the crucial link ensuring that the institution's mission, ideals, and values are realized. Thus, Columbus State University strives to recruit and retain the best and brightest individuals, to draw its workforce from a wide range of backgrounds and communities, and to foster a culture that supports tolerance, diversity, and collegiality. Achieving such a workforce requires the commitment of everyone in the institution, and every employee has a role to play in supporting diversity within its culture.

No person shall, in accordance with CSU's Statement on Discrimination, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted at Columbus State University. CSU's process for hiring faculty adheres to the [BOR's policy](#) regarding equal opportunity employment. CSU complies with the [Americans with Disabilities Act \(ADA\)](#) and the [Americans with Disabilities Act Amendments Act of 2008 \(ADAAA\)](#).

The process for hiring and appointing faculty entails submitting a formal request for a position, placing advertisements in appropriate professional journals and websites, forming a search committee, screening applicants, conducting interviews, and making a contract offer. For more specific and detailed guidelines about the hiring process for full-time, tenure-track, part-time, and non-tenure-track positions, see [section 3.5 Faculty Hiring Process](#).

The university renews contracts for non-tenured faculty on an annual basis. However, even in the absence of written notification from the university that an annual contract is to be renewed, a presumption of renewal obtains for all non-tenured faculty who have been awarded academic rank and who served full-time for the entire previous year. Conversely, the university must, in a timely manner, notify non-tenured faculty of its decision not to renew a contract. For more details on renewal and non-renewal of contracts, including specific timelines, see below.

3.2 Appointments for Tenured and/or Tenure-Track Faculty

3.2.1 Assistant Professor

An appointment to the rank of assistant professor normally requires the prerequisite of a doctoral degree or its equivalent in creative or scholarly achievement. CSU provides pre-tenure reviews for assistant professors in the third year of their first appointment unless faculty have been awarded probationary credit towards tenure.

The use of probationary credit in determining an individual's eligibility for tenure is not required. If the candidate is awarded 3 years of probationary credit and chooses to use the credit, pre-tenure review will occur in the first round of reviews. If the candidate is awarded 2 years of probationary credit and chooses to use the credit, pre-tenure review will occur at the end of the first year of employment. If the candidate is awarded 1 year of probationary credit and chooses to use the credit, pre-tenure review will occur at the end of the second year of employment. If their performance is satisfactory, CSU may offer them annual appointments until tenure is granted.

Although review for promotion and tenure can take place at any point after completion of the fourth year (unless probationary credit is awarded), review for an untenured assistant professor cannot occur later than the seventh year. This rule ensures that a candidate denied tenure will have one additional year in which to seek an alternative appointment. The only circumstances that can delay tenure review to a point beyond the seventh year involve leave(s) of absence. For example, a maternity leave can delay review by one year; however, a candidate may delay reviews no more than twice due to maternity leave.

For candidates hired ABD, a timeline for completion should be included in the annual review process.

3.2.2 Associate Professor

Promotion to the rank of associate professor may or may not include the award of tenure. Further, individuals may enter CSU on an initial appointment as an untenured associate professor. Such a faculty member must serve a minimum of four years before applying for tenure and must achieve tenure within seven years. Exceptions may be granted per BOR policy. The award of tenure at the associate rank at a state university requires a terminal degree or equivalent per BOR Policy

Individuals must demonstrate professional growth and contribution to their field. Associate professor is a high academic rank and should carry no presumption of future promotion. Promotion to associate professor without a terminal degree will only be considered in exceptional cases such as the candidate's having gained high distinction as a publishing scholar or creative artist. If a faculty member is promoted to associate professor without having the terminal degree, then they will not be eligible for promotion to full professor unless the degree or its equivalent is completed.

3.2.3 Professor

As the highest academic rank, the title of professor implies recognition of the individual by peers and associates as an outstanding teacher and an accomplished, productive, and respected scholar or creative artist, both within and outside the university, since attaining the rank of associate professor. A terminal degree or equivalent is required to be appointed or promoted to the rank of full professor at a state university. Candidates must also have demonstrated, through scholarly publications, applied research, and/or artistic work, the ability to communicate to professional peers the knowledge and insights gained from the exploration of their area of specialization. Further, successful candidates for

promotion to professor will have made important contributions in teaching; research or creative activity; university, public or professional service; and/or administrative service to professional societies. Peer review is critical, but the mode of the scholarly or creative production will be determined by the nature of the candidate's discipline.

3.2.4 Joint Appointments

Joint Appointments within the professorial ranks are rare and usually involve collaborative appointments at other institutions. Columbus State University follows the BOR Policy on Inter-Institutional Faculty Appointments and the section on Dual Appointments in the USG Human Resources Administrative Practices Manual (HRAP).

3.2.5 Endowed Chairs

The university creates or modifies tenured and tenure-track faculty positions when donors provide a significant gift resulting in perpetual interest income (endowed income) for the specific purpose of establishing an endowed chair. The president, in consultation with the University Foundation, determines the income level and structure for applying the funds per BOR policies. These endowed chairs in turn attract faculty widely respected in their fields, provide funds for continued research, and help generate further giving from alumni and community supporters.

An existing professorship may be turned into an endowed professorship, or a new endowed professorship may be created where no previous line existed. In either case, the endowed position may only result from the wishes of the donor, the Foundation, and the president in consultation with the deans and chair of each department.

No endowed chair, professorship, fellowship, or administrative position will be established or announced without prior approval of the Board of Regents, and no initial appointment will be made to a chair, professorship, fellowship, or administrative position without prior approval by the Board. Recommendations to the Board concerning specially designated positions will be made through the Chancellor to the Board. Before the final action of the Board, such recommendations will be referred to the Finance and Business Operations Committee and the Committee on Academic Affairs.

3.3 Appointments for Non-Tenure-Track Faculty

3.3.1 Part-Time Appointments

Academic units obtain part-time non-tenure-track lines on an as-needed basis as a result of academic need and with support from the administration. If, subsequently, part-time faculty gain tenure-track appointments, their prior part-time service will not be included in the time limits counted towards probationary credit towards tenure associated with the tenure-track position.

3.3.2 Full-Time Appointments

Academic units obtain full-time non-tenure-track lines as a result of academic need and with support from the administration. If, subsequently, full-time non-tenure-track faculty gain tenure-track appointments, their prior non-tenure-track service will not be included in the time limits counted towards probationary credit towards tenure associated with the tenure-track position. The exception to the above is for Lecturers or Senior Lecturers. Service in these two lecturer ranks can be used towards probationary credit towards tenure should they be hired into a tenure-track line.

3.3.3 Administrative Appointments

CSU frequently appoints faculty members to administrative positions within the university such as department chair, director, vice-president, dean, or other similar positions. Although faculty members appointed to administrative posts retain the tenure rights associated with their university ranks, administrative appointments themselves are untenured.

3.3.4 Lecturer

Lecturers are non-tenure-track full-time faculty members whose positions are annual appointments. Lecturers who have served at [a] USG institution for at least six years may be considered for promotion to senior lecturer or principal lecturer at the discretion of the institution if the relevant title has been adopted by the institution and the institution has clearly-stated promotion criteria. Promotion to senior lecturer and principal lecturer requires approval by the President per BOR Policy Manual not more than 20 percent of an institution's full-time equivalent corps of primarily undergraduate instruction may be lecturers or senior lecturers (per BOR Policy).

3.3.5 Senior Lecturer

Senior Lecturers are non-tenure-track full-time faculty members whose positions are annual appointments and who have been awarded this title due to their preeminent professional standing or experience. Reappointment procedures for senior lecturers and principal lecturers follow the same reappointment procedures as those for lecturers. Senior lecturers and principal lecturers are not eligible for the award of tenure. Not more than 20 percent of an institution's full-time equivalent corps of primarily undergraduate instruction may be lecturers or senior lecturers (per BOR Policy).

3.3.6 Instructor

Instructors are full-time faculty members whose positions constitute annual appointments. Except for the approved suspension of the probationary period due to a leave of absence, the maximum period of time faculty may serve at the rank of full-time instructor is seven years. The maximum time faculty may serve in combination of full-time instructional appointments (instructor or professorial ranks) without the award of tenure is ten years, provided, however, that a terminal contract for the eleventh year may be proffered if a recommendation for tenure is not approved by the president.

3.3.7 Special Appointments

CSU sometimes makes appointments with distinctive titles indicative of specialized functions. Such appointments include artist in residence, composer in residence, critic, or clinical faculty. These appointments typically carry the same conditions as lecturer but without voting rights at faculty meetings.

3.3.8 Visiting Appointments

CSU sometimes extends visiting appointments to faculty members from other institutions. The individual's status at the home institution determines the rank of the visiting appointment. The terms and conditions of these contracts are individually defined but typically must provide for the resumption of employment at the home institution upon termination of the appointment at CSU. The university also sometimes extends visiting appointments to individuals unaffiliated with other institutions.

3.3.9 Assistant, Associate Professor, Professor—Non-tenure track

Faculty possessing requisite degrees and/or professional standing and experience typical of tenure-track professors of similar rank fill these positions.

3.4 Emeritus/Emerita Status and Supplemental Appointments

Upon the recommendation of the president, the university sometimes confers the title of “emeritus” on retired tenured professors, associate professors, or assistant professors, Board-approved non-tenure-track faculty of equivalent rank, or Board-approved, retired administrative officers, who, at the time of retirement, had ten years or more of honorable and distinguished service in the University System.

Faculty wishing to recommend retired and tenured colleagues for emeritus status may do so by drafting a statement indicating the accomplishments of the retired faculty member and forwarding that document to the department chair, the dean, and the VPAA for review. The VPAA then submits a recommendation for the president’s consideration.

This is an honorary appointment meant to recognize distinguished service to CSU and the scholarly community at large. It does not entitle the person to support such as clerical help, office space, or lab space. Sometimes the university may rehire an emeritus/emera faculty member on a part-time, term appointment to teach a course, carry on research, or fill an administrative position. Without such a supplemental appointment, an emerita/emera faculty member is not an employee of the university and may not be entitled to hold federal grants and contracts. Rehired faculty members retain their emeritus/emera status during supplemental appointments.

3.5 Faculty Hiring Process

3.5.1 Process for Hiring Full-Time Faculty

3.5.1.1. Requesting Full-Time Faculty Positions:

The department chair discusses a position request with the dean, who evaluates the request and the available funding. The dean forwards the supported request to the Provost along with a written justification directly tying the position to the CSU Strategic Plan at the departmental, college, and university levels, and including the following information:

- type of position (e.g. full-time temporary faculty, tenure-track assistant professor)
- whether the request is the result of a specific resignation, non-renewal, retirement or termination, an increase in enrollments, or a new program development data on student
- enrollments, Student Credit Hours (SCH) generated, and SCH generated by faculty in the department/discipline on average in the last five years (unless the request is a part of a new program development request)
- projected salary range and available budget to support the position or a plan for funding of the position
- any projected start-up costs, space issues, etc.
- a completed Employment Requisition form along with a copy of the advertisement and suggestions for advertising placement

If the request is approved, the Provost's Office will notify the dean of approval and salary range. A budget review by the Business and Finance Office to confirm that funding is available will constitute part of the approval.

3.5.1.2. Advertising the Full-Time Faculty Position

The Provost's Office will contribute funds up to a set amount to cover actual expenditures, including advertising, for a tenured/tenure-track faculty or library faculty search. Additional funds may be secured from endowed chair budgets to pay for larger ads in appropriate media (e.g., The Chronicle of Higher Education). The Provost's Office confirms the position, the budgeted amount, the places to advertise, and posts the advertisements.

3.5.1.3. Formation, Composition, and Responsibilities of the Search Committee for Full-Time Faculty Positions

The dean and department chair discuss the composition of the search committee to assure appropriate representation in terms of discipline and diversity. The department chair appoints a faculty member to chair the committee. The committee meets with the Human Resources director to discuss search procedures.

The department chair and dean determine the search-committee responsibilities appropriate to a particular search. Those responsibilities typically include the following:

- Seeking applications and nominations of outstanding candidates
- When seeking candidates, taking into consideration the university's [discrimination policy](#)
- Reviewing applications
- Recommending individual applicants to be interviewed
- Interviewing candidates
- Recommending candidates for appointment (when possible, the committee should recommend more than one candidate for appointment, since the person chosen may decline the position)
- Recommending the appropriate rank for the person chosen

3.5.1.4. Additional Screening Process for Full-Time Faculty Positions

1. The search committee schedules a meeting with the dean for every applicant brought to CSU for an on-campus interview. For each applicant for a tenure-track, tenured, or library faculty position, the committee also schedules a meeting with the Office of the Provost.
2. The dean contacts the Provost's Office to request approval to offer the position to a selected candidate. Any salary offer outside the specified range must be approved by the Provost prior to extending the offer.
3. The dean provides the candidate's credentials to the Southern Association of Colleges and Schools (SACS) Officer to ensure the candidate meets SACS qualifications. The dean contacts HR to request a background check.
4. In accordance with **Board of Regents Policy 8.3.3.1 (Intrasystem Recruitment)**, if the selected candidate is currently employed as a full-time faculty member or principal administrator at another University System of Georgia (USG) institution, the President of CSU will notify the President of the

candidate's current institution prior to extending an offer. The formal offer letter will also acknowledge that the candidate is expected to fulfill any critical obligations at their current institution within a reasonable and mutually agreed-upon timeframe.

3.5.1.5. Contract Offer for Full-Time Faculty Positions

When a University System of Georgia (USG) institution President wishes to consider a full-time principal administrator or faculty member of another USG institution for employment, he or she shall notify the President of the employing institution before an offer is made to the principal administrator or faculty member.

1. The dean prepares a letter of offer and sends it to the Provost's Office for approval and signature.
2. The Provost's Office reviews the content of the letter with respect to salary, rank, title, supplements, and tenure, and ensures that all the appropriate forms to be completed and returned are included in the packet.
3. The provost signs and sends the letter of offer to the candidate.
4. The candidate returns the signed letter of offer to the Provost's Office.
5. The dean or department office prepares an appointment package, including a completed appointment checklist and submits it to the Provost's Office.
6. The Provost's Office completes the process upon reception of all the necessary forms and documents.

3.5.1.6. Cases of Immediate Need for Full-time Faculty Positions

On occasion, such as when it is necessary to replace a faculty member quickly, the dean and department chair may decide to fill a position with a temporary faculty member and to proceed with the search without the assistance of a search committee. However, the faculty in the department seeking the temporary faculty member must be offered the opportunity to interview the candidates and to comment on their qualifications.

3.5.1.7. Initial Appointment at the Rank of Associate Professor or Professor

Candidates may be offered initial appointments above the rank of assistant professor provided they meet the requirements (other than years of service) for promotion to the desired rank and it is approved by the department, dean, provost and president. Initial appointments to the rank of full professor at a state university require the terminal degree or equivalent.

3.5.2 Process for Hiring Part-Time Faculty

The department chair discusses a position request with the dean. The dean evaluates the request for a position and the available funding and curricular mandates. If the dean supports the request, a search for the part-time position may proceed.

3.5.2.1. Advertising the Part-Time Faculty Position

Any department may advertise for a part-time position if appropriate but must rely on its own internal budget to pay for the advertising unless the dean chooses to use the college's discretionary funds in support.

3.5.2.2. Responsibilities of the Search and Screening Committee for Part-time Faculty Positions

The charge of responsibilities of the Search and Screening Committee is determined by the department chair conducting the search. The committee may be responsible for the following, as is appropriate for that particular search:

- Seeking applications and nominations of outstanding candidates
- When seeking candidates, taking into consideration the university's [discrimination policy](#)
- Reviewing applications
- Recommending individual applicants to be interviewed
- Interviewing candidates
- Recommending candidates for appointment (when possible, the committee should recommend more than one candidate for appointment, since the person chosen may decline the position)
- Recommending the appropriate salary for the person chosen

3.5.2.3. Employment Offer for Part-Time Faculty Positions

1. The department ensures that all the appropriate forms are to be completed and submitted to the provost's office, including a completed appointment checklist.
2. The Provost's Office completes the review process upon reception of all necessary forms and documents.
3. Once approved for hire, the department chair completes the Part-time Faculty Agreement Form (PAR) which outlines the agreement regarding the courses scheduled to teach and the rate of pay.

3.5.2.4. Cases of Immediate Need for Part-Time Faculty

Upon occasion, such as when it is necessary to replace a faculty member quickly, the dean and department chair may decide to fill a position with a temporary faculty member and to proceed with the search without the assistance of a search committee.

3.5.3 Timeline for appointment/renewal of non-tenured faculty

According to current [Georgia Board of Regents policy](#), universities in the system are no longer required to notify non-tenured faculty who have been awarded academic rank and who are employed under written contract that an employment contract for the succeeding academic year will be offered to them. Rather, faculty with the rank of instructor, assistant professor, associate professor, or professor, who are employed under written contract, and who served full-time for the entire previous year, have the presumption of renewal for the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew. (BOR Policy 8.3.4.2 Renewal of Non-Tenured Faculty with Academic Ranks of Instructor, Assistant Professor, Associate Professor, and Professor)

4. Faculty Rights, Privileges, and Responsibilities

4.1 Rights and Privileges

4.1.1 Academic Freedom and Tenure

The university exists to serve the public interest through the acquisition and dissemination of knowledge. To that end, the university must be governed in such a way as to ensure that individual teacher/researchers are free to exercise their professional judgment without fear of reprisal. Academic freedom is essential to the university as a place where new ideas can be developed, evaluated, and expressed, to see if they provide opportunities for societal progress.

Academic freedom is the freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the university.

Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when teacher/researchers speak on matters of public interest, they are not speaking for the institution. In general, Columbus State University subscribes to the “1940 Statement of Principles on Academic Freedom and Tenure” issued by the American Association of University Professors:

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends, specifically:

1. freedom of teaching and research and of extramural activities, and
2. a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Tenure provides the protection for the individual faculty from intimidation from other interests that may try to end an idea prematurely as well as the changing fads of the moment. Teacher/researchers must be free to follow investigation wherever it leads. They should be free to pursue the projects that they think are the most promising. The pursuit of truth requires that ideas and their expression be evaluated on their own merit. Academic freedom provides teacher/researcher/artists with the right to exercise their best judgment about what to explore, while tenure protects teacher/researcher/artists in the exercise of that right.

Academic tenure protects faculty members from being dismissed for teaching, researching, or inquiring into areas that might be politically or commercially controversial. The process of exploring and expanding

the frontiers of knowledge often challenges the established order. Tenure is valuable not merely as a protection for individual faculty members but also as an assurance to society that the pursuit of truth and knowledge commands the faculty's first priority.

The privileges of tenure include:

1. continued employment as an assistant professor, associate professor, or professor until voluntary retirement or resignation, with the possible exception of dismissal for cause or termination due to the discontinuation or reduction of a program,
2. equitable compensation and benefits,
3. continued institutional support for teaching and scholarship, and
4. continued involvement in the academic mission of the university. The Promotion and Tenure section of this Handbook provides more information about tenure at CSU.

Because tenure is a privilege with the purpose of protecting academic freedom, it is offered after extremely careful deliberation and only to those faculty members who have demonstrated an unusual capacity for a lifetime of scholarship, teaching, and service. Tenure does not protect demonstrated incompetence in teaching and research, substantial and manifest neglect of duty, or serious misconduct. A tenured faculty member who faces such charges may be dismissed for cause through proceedings carefully crafted to assure academic due process, as described in [Section 4.2 Separation from Service](#).

A tenured faculty member may also be dismissed because the university has in good faith decided to discontinue or reduce a program, department, or other segment of the university. The decision to discontinue or reduce a program will be implemented only after consideration of the educational, economic, and other aspects of the decision, and review by the Board of Regents. An effort will be made to ease any dislocation experienced by the faculty members involved.

Tenure does not mean not having to be reviewed. The university reviews all faculty members annually to consider salary adjustments. In addition, department chairs hold periodic performance reviews with all departmental faculty members to evaluate and encourage their professional growth according to a schedule and a procedure described in the Annual Review Policy. These routine professional reviews are distinct and separate from individualized disciplinary procedures that might lead to dismissal for cause.

Whenever the words "**President**" or "**Administration**" are used in these procedures, they shall be construed to include the designated representative of the President.

4.1.2 Policy Statement on Academic Freedom

BOR Policy Manual 6.5.1 Academic Freedom (added for compliance July 2024)

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

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

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

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

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

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

4.1.3 Separation from Service

4.1.3.1. Dismissal.

The president may at any time remove any faculty member for cause, which includes willful or intentional violation of the policies of the Board of Regents or Columbus State University’s own approved statutes. Both the [Board of Regents’ tenure regulations](#) and CSU’s statutes set forth further [Grounds for Dismissal](#), as well as both [Preliminary](#) and [Final](#) Procedures for Dismissal. Dismissal of Temporary, Limited Term, or Part-Time Instructional Personnel. Temporary or part-time personnel serving without a written contract hold their employment at the pleasure of the president, chief academic officer, or their immediate supervisor, any of whom may discontinue the employment of such employees without cause or advance notice.

4.1.3.1.1 Grounds for Dismissal

Tenured or non-tenured faculty members may be dismissed before the end of their contract term for any of the following reasons, provided that the institution has complied with procedural due process requirements:

1. conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment—or prior thereto if the conviction or admission of guilt was willfully concealed
2. professional incompetency, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship
3. unlawful manufacture, distribution, sale, use, or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member’s performance of duty or responsibilities to the institution or to the profession

4. conviction or admission of guilt in a court proceeding of any criminal drug offense
5. physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by the Faculty Hearing Committee if challenged
6. false swearing with respect to official documents filed with the institution
7. disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity
8. Violation of, among other policies, Board Policy 8.2.1 (non-discrimination), Board Policy 8.2.16 (sexual harassment), or Board Policy 8.2.23 (amorous relationships).
9. such other grounds for dismissal as may be specified in the statutes of Columbus State University

4.1.3.1.2 Procedures for Dismissal

These procedures apply only to the dismissal of faculty members with tenure or non-tenured faculty members before the end of the term specified in their contract. As stated above, the president may at any time remove any faculty member for cause.

4.1.3.1.3 Preliminary Procedures

The dismissal of tenured faculty members or non-tenured faculty members during their contract term should be preceded by:

1. a discussion between the faculty member and appropriate administrative officers looking toward a mutual settlement
2. an informal inquiry by the Executive Council of the Faculty Senate and the Provost which may, upon failing to effect an adjustment, advise the president whether dismissal proceedings should be undertaken (Its advisory opinion shall not be binding upon the president.)
3. a letter forewarning the faculty member of his or her imminent dismissal for cause and informing the faculty member that a statement of charges will be forwarded (Faculty members may also request a formal hearing on the charges before the faculty hearing committee described below. Failure to request a hearing within a reasonable time shall constitute a waiver of the right to a hearing.)
4. submitting to the faculty member a statement of charges, framed with reasonable particularity by the president, along with the names of witnesses whose testimony will be presented to establish cause for dismissal and information regarding the nature of their expected testimony.

4.1.3.1.4 Provision for Hearing Committee

A dismissal as defined above will be preceded by a statement of charges or causes (grounds for dismissal) if so requested, including a statement that the faculty member concerned has the right to be heard by a faculty hearing committee. The faculty member must request a hearing.

4.1.3.1.5 The Faculty Hearing Committee

1. To form a faculty hearing committee the Senate's Executive Council will pick five individuals from a pool consisting of members of the entire faculty of the institution. Traditionally, this has included a department chair.
2. Those five committee members will select the chair of the Faculty Hearing Committee.

Members should remove themselves from any case, either at the request of a party or on their own initiative, if they deem themselves disqualified for bias or interest. This includes department chairs in the unit of the faculty member under consideration.

4.1.3.1.6 Faculty Hearing Committee Member Disqualification

1. Each party will have a maximum of two challenges without stated cause provided that all challenges, with or without cause, are made in writing and filed with the chair of the faculty hearing committee at least five business days in advance of the date set for the hearing.
2. The chair has the authority to decide whether a member of the committee is disqualified for cause. If the chair determines that a member is so disqualified or if a committee member removes himself or herself from a case, the replacement will be selected in the same manner as the original committee was formed.
3. The committee chair may be disqualified by a majority vote of the other committee members. If the chair is thus removed, the committee will elect a new chair after committee replacements have been appointed.
4. A minimum of five is required to make any decisions.

4.1.3.1.7 Final Dismissal Procedures

The following procedures will apply:

1. **Suspension or Reassignment of Duties:**
Pending a final decision by the hearing committee, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if continued performance of regular duties threatens immediate harm to the faculty member or others. Before suspending a faculty member, pending an ultimate determination of the faculty member's status through the institution's hearing procedures, the Office of the Associate Provost for Faculty Affairs will convene a committee of three former faculty senators to consider the propriety, the length, and the other conditions of the suspension. A suspension intended to be final is a dismissal and will be treated as such. Salary will continue during the period of the suspension.
2. **Pre-Hearing Procedures:**
At least 20 business days prior to the hearing, the Faculty Hearing Committee must serve the faculty member notice in writing and include the specific reasons or charges as well as the names of the members of the Committee. The faculty member may waive a hearing or respond to the charges in writing at least five business days in advance of the date set for the hearing. If a faculty member waives a hearing but denies the charges or asserts that the charges do not support a finding of adequate cause, the Hearing Committee will evaluate all available evidence and rest its recommendation upon the evidence in the record.
3. The Faculty Hearing Committee may, with the consent of the parties concerned, hold joint prehearing meetings with the parties in order to (i) simplify the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, and (iv) achieve such other appropriate prehearing objectives as will make the hearing fair, effective, and expeditious.

4. The Faculty Hearing Committee, in consultation with the president and the faculty member, may exercise its judgment about whether the hearing should be public or private.
5. During the proceedings the faculty member and the administration are permitted to have on hand an academic advisor and/or counsel of their choice. The hearing committee will be permitted to have advisory counsel.
6. At the request of either party or the chair of the Faculty Hearing Committee, a representative of a responsible education association will be permitted to attend as an observer.

7. **The Dismissal Hearing Procedures:**

The chair of the Faculty Hearing Committee will ensure that an audio recording of the hearing or hearings will be kept and will be made available to the grievant upon request. Additionally, the chair of the Faculty Hearing Committee will deliver the audio recording of the hearing to the Office of the Associate Provost for Faculty and Judicial Affairs where will be archived.

8. Prior to the start of the hearing, an oath or affirmation will be administered to all witnesses by any person authorized by law to administer oaths in the State of Georgia (i.e., a notary). The Faculty Hearing Committee may grant adjournments to enable either party to investigate evidence about which they have made a valid claim of surprise.
9. The faculty member and the administration will be afforded a reasonable opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Faculty Hearing Committee in matters regarding witness availability and making available pertinent documents and other evidence that does not infringe upon a reasonable expectation of privacy.
10. The parties will have the right to question all witnesses. Where witnesses cannot or will not appear but the committee determines that the interests of justice require the admission of their statements, the committee will identify the witnesses, disclose their statements, and if possible provide for interrogatories.
11. In the hearing of charges of incompetence, the testimony will include that of qualified faculty members from this or other institutions of higher education.
12. The Faculty Hearing Committee will not be bound by strict rules of legal evidence and may admit any evidence of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. All questions relating to admissibility of evidence or other legal matters will be decided by the chair or presiding officer.
13. The findings of fact and the decision of the Faculty Hearing Committee will be based solely on the hearing record.
14. Except for such simple announcements as may be required covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers should be avoided until the proceedings have been completed, including consideration by the Board of Regents in the event that an appeal is filed. The Faculty Hearing Committee Chair will notify the president and the faculty member in writing of its decision and recommendation, if any.

15. **The Faculty Hearing Committee Decision and Recommendation:**

If the Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the president. If the president does not approve the report, he or she should state the reasons for that disapproval in writing to the Committee and to the faculty member and provide an opportunity for responses before rendering a final decision. If the Committee concludes that an academic penalty less than dismissal would be

more appropriate, it may so recommend with supporting reasons. The president may or may not follow the recommendations of the Committee.

16. **Administrative Process:**

After complying with the foregoing procedures, the president will send an official letter notifying the faculty member whether he or she is to be retained or removed for cause. The letter will be delivered to the addressee only, accompanied by a receipt establishing to whom the letter was delivered, when it was delivered, and where. The letter will clearly state any charges the president has found sustained and will notify the faculty member that he or she may appeal to the Board of Regents for review. The appeal must be submitted in writing to the chancellor within 20 business days following the president's decision. It will state the decision complained of and the redress desired. The Board or a committee of the Board will investigate the matter thoroughly and render its decision thereon within 60 days from the date of the receipt of the appeal or from the date of any hearing held thereon.

17. Upon dismissal by the president, the faculty member will be suspended from employment without pay from the date of the final decision of the president. Should the faculty member be reinstated by action of the Board of Regents, he or she will be compensated from the date of the suspension.

4.1.3.2. Nonrenewal

All non-tenured faculty with academic rank employed under contract and serving for the entire previous year have the presumption of reappointment and the university must notify them of the decision not to renew in accordance with the university's non-renewal regulations.

Non-Renewal of Non-Tenured Faculty with Academic Ranks of Instructor, Assistant Professor, Associate Professor, and Professor

According to current Georgia Board of Regents policy, universities in the system are no longer required to notify non-tenured faculty who have been awarded academic rank and who are employed under written contract that an employment contract for the succeeding academic year will be offered to them. Rather, faculty with the rank of instructor, assistant professor, associate professor, or professor, who are employed under written contract, and who served full-time for the entire previous year, have the presumption of renewal for the next academic year unless notified in writing, by the president of an institution or his/her authorized representative, of the intent not to renew.

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

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

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

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

Non-Renewal of Lecturers and Senior Lecturers

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

1. For lecturers with less than three years of full-time service, the university will provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers with three or more years but less than six years of full-time service, the university will provide non-reappointment notice at least 30 calendar days prior to the institution's first day of classes in the semester.
3. For senior lecturers or lecturers with six years or more of full-time service, the university will provide non-reappointment notice at least 180 calendar days prior to the first day of classes in the semester.

Lecturers or senior lecturers who have served for six or more years of full-time service and who have received timely notice of non-reappointment are entitled to a review of the decision in accordance with published procedures.

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

4.1.3.3. Resignation and Retirement

All tenured faculty members and all other faculty members employed under written contract for the fiscal or academic year must give the president or his/her authorized representative at least 60 days written notice of their intention to resign or retire. The preferred practice is to send notice to the chair and a copy to the dean.

4.1.3.4. Financial Exigency.

Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency, i.e., an imminent financial crisis that threatens the survival of the institution as a whole and that cannot be alleviated by less drastic means. Declarations of financial exigency must follow [BOR guidelines](#) as established in its policy manual, and termination of faculty due to financial exigency must follow the [university's own guidelines](#).

Process for Terminating Faculty Members Due to Financial Exigency

On such matters, the Faculty Senate should determine the pool from which the majority of the faculty representatives for advising the president are selected. When implementing BOR policy on financial exigency those responsible should recognize that:

- Judgments determining where termination of appointments may occur, within the overall academic program, involve considerations of educational policy, including affirmative action, as well as of faculty status, and should therefore be the primary responsibility of the faculty. The faculty should also exercise primary responsibility in determining the criteria for identifying the individuals whose appointments are to be terminated. These criteria may appropriately include considerations of length of service.
- The responsibility for identifying individuals whose appointments are to be terminated should be committed to a person or group designated or approved by the faculty. The Faculty Senate should determine the allocation of this responsibility.
- Terminating appointments because of financial exigency and at the same time making new appointments will reflect negatively on the institution as a whole.
- Before terminating an appointment because of financial exigency, the institution, with faculty participation, should make every effort to place the faculty member concerned in another suitable position within the institution.
- In all cases of termination of appointment because of financial exigency, the place of the faculty member concerned should not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.

If the administration issues notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, the faculty member will have the right to a full hearing before a faculty committee.

4.1.3.5. Program Modification and Tenured Faculty Termination or Layoff (BOR Policy 8.3.7.9)

The Board of Regents may modify academic programs due to changes in institutional mission, academic priorities, long-term declines in program productivity, or financial exigency. Such modifications may lead to the termination or significant reduction of programs and, in some cases, the termination of tenured faculty positions. These decisions will follow a comprehensive study involving the Chancellor's staff, institutional administration, and faculty. The Board will review the study results and establish guidelines for implementation. Procedures for program modification are issued by the USG Chief Academic Officer.

Program Discontinuance Decision Making Process

The formal decision to discontinue a program or department of instruction will be based upon educational considerations, long-term program viability, alignment with institutional mission and academic priorities, and may include factors such as sustained declines in program productivity or financial exigency. Such considerations must reflect long-range judgments that discontinuance enhances the institution's mission and strategic priorities. These decisions will be made following procedures outlined by the USG Board of Regents Policy 8.3.7.9 and will involve institutional administrative and faculty participation as part of a comprehensive evaluation conducted by the Chancellor's staff. The outcome of this evaluation and the subsequent decision to discontinue a program is final and not subject to appeal by individual faculty members.

Efforts to Reassign Faculty

Before issuing notice of termination to a faculty member due to formal program discontinuance, the institution will make every effort to reassign the faculty member to another suitable position within the institution. If reassignment is facilitated by a reasonable period of retraining, financial and logistical support will be offered to assist the faculty member in qualifying for a new role. If no suitable position is available within the institution, with or without retraining, the faculty member's appointment may be terminated, with severance compensation provided and equitably adjusted based on the faculty member's length of service and other appropriate factors, consistent with Board of Regents guidelines.

4.1.4 Faculty Grievance

A grievance is a formal complaint filed by any faculty member—including full-time and part-time faculty—about a specific issue, to include complaints reasonably related to the terms and conditions of a petitioner's employment, complaints concerning

- Violations of academic freedom
- Procedural and policy matters, including insufficient consideration related to
 - Salary
 - Promotion
 - Tenure
 - Job performance evaluation of a petitioner
 - Discrimination against a petitioner in violation of CSU's Statement on Discrimination.

(Note: discrimination claims must involve the university's Equal Employment Opportunity (EEO) officer, who will either make a recommendation to the Faculty Hearing Committee or respond to one from it. If the EEO officer finds that the claim is not attributable to discrimination, the grievant may file a further grievance with the Committee.)

- Any matter referred to the Faculty Hearing Committee by the president or by the Board of Regents.

4.1.4.1. Pre-Grievance Efforts

Faculty members who feel they have a grievance must make timely and good-faith efforts to resolve the issue through the university hierarchy before resorting to the faculty grievance process. The university encourages faculty members contemplating a grievance to discuss the issue with colleagues who can offer advice or guidance such as current or past executive officers of the Faculty Senate, campus AAUP officers, or other knowledgeable persons.

A grievant may appeal the decision of the provost, a chair, or dean to the Faculty Hearing Committee. Grievants may not appeal decisions of the president. Thus, faculty members wishing to have the Faculty Hearing Committee make a recommendation must appeal to it prior to appealing to the president.

The university encourages parties to a grievance to allow an outside mediator to attempt to resolve the issue. Such mediation does not preclude the Grievance Process, thus time spent on mediation does not count against the 60-day window for filing a formal grievance as described below.

4.1.4.2. Definitions of Terms Related to Grievance

- The term **faculty member** refers to any person defined as “faculty” by the bylaws and policies of the Board of Regents.
- **Part-time faculty** are those persons employed on an as-needed basis for a specified period of time.
- For the purposes of this document, a **business day** is defined as a weekday when the University is opened for business.

4.1.4.3. Grievance Process Overview

To initiate the grievance process, a grievant must file a letter with the executive officer of the Faculty Senate within 60 calendar days of an alleged harm or after formal mediation has ended. The letter must describe:

1. the harm caused
2. the decision maker(s) that caused the alleged harm
3. the decision(s) that caused the alleged harm
4. evidence for all of the above, including a timeline
5. what outcome the grievant is seeking
6. what efforts the grievant has made to resolve the issue within the university hierarchy

The Executive Council of the Faculty Senate (comprised of the Executive Officer, Executive Secretary, and Executive Faculty Members) is the initial hearing committee of a formal grievance. Executive Council members should remove themselves from any case, either at the request of a party or on their own initiative, if they deem themselves disqualified for bias or interest. Upon receiving the formal letter of a complaint, the Executive Officer of the Senate will convene a meeting of the Executive Council. The Executive Council will determine whether the grievant has made a prima facie case. If a claim is deemed to have merit, the Executive Officer will inform the grievant of that fact and ask the grievant to indicate within 10 business days if he or she will proceed with a formal hearing. If the grievant decides to pursue the grievance, the Executive Council of the Faculty Senate will form a Faculty Hearing Committee (as described earlier in [section 4.2.5.](#)), which will follow the university’s codified Grievance Hearing Procedures. The Senate’s Executive Officer will determine a reasonable timetable for the proceedings and share the timetable in writing with the faculty hearing committee, grievant, and primary named parties in the complaint. If the Executive Officer is unable to fulfill these duties, he/she will solicit another Executive Council member to assume the responsibility.

4.1.4.4. Grievance Hearing Procedures

1. Members should remove themselves from any case, either at the request of a party or on their own initiative, if they deem themselves disqualified for bias or interest. Each party will have a maximum of two challenges without stated cause provided that all challenges, with or without cause, are made in writing and filed with the chair of the faculty hearing committee at least five business days in advance of the date set for the hearing. The chair has the authority to decide whether a member of the committee is disqualified for cause. If the chair determines that a member is so disqualified or if a committee member removes himself or herself from a case, the replacement will be selected in the same manner as the original committee was formed. The committee chair may be disqualified by a majority vote of the other committee members. If the chair is thus removed, the committee will elect a new chair after committee replacements have been appointed. A minimum of five is required to

make any decisions.

2. Grievance proceedings are confidential and committee members are expected to keep them as such.
3. During the proceedings grievants are permitted to have an academic advisor of their choice from the campus community. Any advisor will function as a colleague and not as legal counsel.
4. A representative of a responsible external educational association will be permitted to attend the proceedings as an observer at the request of either party or the hearing committee.
5. The Faculty Hearing Committee will ensure that an audio recording of the hearing or hearings will be kept and will be made available to the grievant upon request. Audio recordings will be archived in the Office of the Associate Provost for Faculty and Judicial Affairs.
6. The hearing committee will not be bound by strict rules of legal evidence, and may admit any evidence of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
7. The findings of fact and the decision will be based solely on the hearing record.
8. The parties will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the hearing committee in matters regarding witness availability and making available pertinent documents and other evidence that does not infringe upon a reasonable expectation of privacy.
9. The parties will have the right to question all witnesses. Where the witnesses cannot or will not appear but the committee determines that the interests of fair hearing require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for responses to questions.
10. Except for such simple announcements as may be required covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the governing board of the institution. The provost, president, and grievant will be notified of the decision in writing by the chair of the Faculty Hearing Committee.
11. If the provost did not rule on the issue before the grievance procedures started, then he or she will decide whether or not to accept the committee's recommendation, the grievant may appeal to the president if unsatisfied with the provost's decision. If the provost had made a prior ruling, the president will decide whether or not to accept the committee's recommendation. If the subject of the grievance involves a decision made by the provost, then the president alone will decide whether or not to accept the committee's recommendation.

4.1.5 Faculty Travel

Columbus State University has established travel regulations for the guidance of its employees in the performance of their official duties and to ensure uniformity with [University System policies](#). Faculty must follow the procedures provided by [CSU's Shared Administrative Services \(SAS\)](#). All faculty must inform the chair of any absences or disruptions the travel may cause. SAS has created [a slide deck](#) to walk faculty through the steps. Additional information regarding reimbursements for travel are outlined below

4.1.5.1. Travel Regulations

General

Employees required to travel in the performance of official duties and entitled to reimbursement for expenses incurred need authorization from the department chairperson or other designated official for the performance of their travel—a standing authorization for individuals required to travel on a regular or continuous basis; a specific authorization for those required to make an occasional trip. Travel applications are not required, but expedites the process for the department chair to review. Travel applications, when presented, should include the itinerary, cost of travel, mode of transportation, and general purpose of travel. In cases where more than one department is covering the expenses, the faculty member should obtain all pertinent department account numbers along with the approximate amounts for each account. The faculty member may request that the university prepay registration fees, lodging, and airfare. For the purposes of these regulations, travel to points just beyond the state border necessary for the accomplishment of in-state business is not construed as out-of-state travel

Transportation

Reimbursement for transportation within the state may be for use of personally owned vehicles or by common carrier. Transportation outside the state will be by common carrier unless the faculty member receives specific authorization prior to the trip for the use of a personally owned vehicle. Such authorization should be granted only under conditions where travel by common carrier would be more expensive or less advantageous to the university system. Faculty may not receive reimbursement for payment for transportation other than mileage for use of personally owned, rented or leased vehicle, or travel by recognized common carrier; payments to friends or other individuals cannot be allowed. Transportation costs between an employee's place of residence and his official headquarters cannot be reimbursed.

Reimbursement for transportation by personally owned, rented or leased vehicles will be at the rate approved by statute for the actual mileage traveled in performance of official duties. The initial point of departure will be considered as the employee's residence or official headquarters whichever may be nearer the destination point. In addition to the authorized mileage rate, the faculty member may also receive reimbursement for actual expenses incurred for tolls and parking fees. As per [BOR travel procedures](#), transportation by common carrier will be by scheduled plane, train, or bus.

Ground transportation expenses may be reimbursed when actually incurred in connection with common carrier transportation to and from railroad, plane, or bus.

Subsistence

Faculty members may receive reimbursement for lodging expenses incurred in a hotel or motel upon presentation of a "paid" copy of the bill. Faculty should obtain adequate accommodations; however, in accordance with [BOR policy](#), they should try to make reservations in advance, whenever practical, and choose the minimum-rate accommodations available.

When faculty members share a room their reimbursement will be calculated on a pro rata share of the total cost, and each employee will complete an expense statement for his or her portion of the bill. An employee

on travel status, if accompanied by husband or wife who is not an employee on travel status, would be entitled to reimbursement at single room rate.

Per [BOR policy](#), faculty may receive reimbursement for the actual cost of meals within certain limits.

Miscellaneous Expenses

Registration fees required for participation in conventions or conferences which an employee is authorized to attend will be reimbursed when supported by a “paid” receipt. Faculty members cannot receive reimbursement for optional assessments or fees or personal memberships. Any part of a registration fee applicable to meals should be reported as meal expense and not as a registration fee.

Faculty members may receive reimbursement for official telephone expenses. Reimbursement claims should indicate the location from which the faculty member made a call, the person contacted, and justification for the communication.

Expenditures for gratuities, entertainment, laundry, valet service, and other similar personal expenses cannot be reimbursed.

Filing for Travel Reimbursement

Employees who have received official authorization to perform travel must follow the [Steps for Travel Reimbursement](#) <http://csu.columbusstate.edu/portal/forms/admin/TravelExpense.xls> provided by SAS and the business office to account for their expenses and to obtain the reimbursement for their expenses or their portion of the travel expense.

Faculty members should file Travel Expense Statements (i.e., digital reimbursement) promptly after completing travel and attach paid receipts for registration, lodging, transportation, and all other claimed expenditures

4.1.6 Faculty Awards

All CSU faculty members, both full- and part-time, are eligible for a number of awards. The following university-level awards are presented in the spring at the university’s annual Employee Awards & Recognition Program. All award guidelines, nomination process, and selection criteria can be found on the [Academic Affairs website](#).

- **CSU Faculty Service Award.** CSU presents this award to a single recipient each year to recognize outstanding service to students, university, and community.
- **CSU Faculty Research and Scholarship Award.** CSU presents this award to a single recipient each year to recognize outstanding accomplishments in research and scholarship.
- **CSU Creative Endeavors Award.** CSU presents this award to a single recipient each year to recognize outstanding accomplishment in creative expression in their discipline.

- **CSU Faculty Teaching Innovation Award.** This award showcases the creative innovations of the faculty members that facilitate enhanced learning. This award specifically focuses on the uniqueness of the “program actions” that increase student interest and drive achievement.
- **CSU Faculty International Educator of the Year Award.** This award recognizes and rewards faculty and staff members who have made significant contributions to the university’s internationalization and to the international learning outcomes of our students.
- **CSU Chappell Graduate Faculty Award.** This award is presented each year to a single member of the graduate faculty who contributes significantly to a graduate program through their teaching, service, and/or professional activities.
- **SGA Educator of the Year Award.** The Student Government Association (SGA) presents this annual award to a single faculty member nominated by students and selected by SGA representatives. The stated purpose of the award is to recognize and promote teaching excellence among CSU faculty.
- **USG Regents Felton Jenkins, Jr. Hall of Fame Faculty Award, USG Regents Teaching Excellence Award for Online Faculty, USG Regents Teaching Excellence Award – Department/Program, USG Regents Scholarship of Teaching and Learning Award, USG Regents’ Award for Excellence in High Impact Practices & Experiential Learning, Regents’ Momentum Award for Excellence in Teaching and Curricular Design.** To recognize teaching excellence within the University System of Georgia, the Board of Regents annually presents these awards, for which it has established basic [guidelines for nominations](#) and for which CSU has also established guidelines for internal nominations.

The following college-level awards are presented annually at the colleges’ own awards convocations:

- College of Letters and Sciences Faculty Fellow Awards – Teaching and Research
- College of Education and Health Professions Awards – Dean’s Innovation Award, Distinguished Teacher of the Year Award, Exemplary Service of the Year Award, Scholar of the Year Award
- College of the Arts – Distinct COA awards for CSU and USG awards nominees

4.1.7 Lactation Rights

Under section 7(r) of the Fair Labor Standards Act, faculty, staff, and students have the right to a private, clean location to pump that is not a bathroom. Employees have the right to a break for the purpose of pumping each time the employee has a need to express breastmilk.

In accordance with FLSA guidelines, CSU provides private Lactation Rooms to faculty, staff, and students for the purpose of pumping breastmilk. Contact HR for room reservations and access code.

[CSU Lactation Rooms](#)

4.2 Faculty Responsibilities and Duties

4.2.1 General Responsibilities and Duties

Teaching, research, and service are all essential obligations of Columbus State faculty members. Teaching is the primary focus at CSU; however, since success in teaching requires intellectual vitality, faculty members should consider their research, scholarship, and/or creative endeavors a high priority. Likewise, service to the university, the profession, and the community are also important.

The faculty should, therefore, **devote considerable time and thought to their teaching—to keeping abreast of new scholarly work in their fields, to preparing carefully for their classes, and to being reasonably available to their students outside of class for advice, counseling, and instruction.** They should **engage in research, reflection, and publication or in other creative efforts** that expand knowledge or enrich cultural life. And they should **serve at the department, college, university, discipline, and community levels** when needed and where appropriate.

CSU faculty have a primary responsibility to (a) **determine the curriculum, subject matter, methods of instruction, and other academic standards and processes,** (b) **establish the requirements for earning degrees,** and (c) **evaluate the appointment, reappointment, promotion, and tenure of faculty members.** In these capacities they are making collective recommendations to the administration and governing committees on academic standards and policy and on faculty status. The faculty are also encouraged to take part in college life as associates and masters, **to serve on departmental and university committees, to attend at least one commencement exercise per year, to stand for election for Faculty Senate, and to serve the public through professional organizations, community outreach activities, and student-related events.**

In fulfilling their obligations, faculty members are **expected to have a substantial presence on campus during the academic year,** beginning with planning week and ending with their submitting final grades. A member of the faculty with research projects or other commitments requiring an absence from the campus during the academic year should follow proper travel procedure.

More generally, membership in the academic profession carries with it special responsibilities. Faculty members should **demonstrate ethical behavior in their professional dealings with students, colleagues, staff, and persons outside the university.** As teachers, they should encourage the free pursuit of learning, holding to the best scholarly and ethical standards of their disciplines. Faculty members have obligations to their colleagues that derive from common membership in the community of scholars. In the exchange of criticism and ideas, they should respect the opinions of others and defend the free inquiry of associates. As members of an academic institution, faculty members should recognize that their paramount responsibilities are within the university and give due regard to these responsibilities in determining the level of activities that they can assume outside the university.

4.2.2 Faculty Responsibilities to Academics

4.2.2.1. Syllabus Requirement

Faculty members are required to provide a syllabus to students by posting it in the CougarView classroom. The syllabus must include the following information:

- instructor's name, office location and phone number, and e-mail address
- office hours, including a statement regarding meetings by appointment
- overall course objectives and expected learning outcomes
- grade policies
- attendance policies
- list of required texts
- special materials required for the class, if any
- number of required examinations and papers, and general description of other course work
- the university's policy statement regarding students with disabilities

(It is permissible to include a statement indicating that the information contained in the course syllabus, other than the attendance policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.)

4.2.2.2. Class Roll

Class rolls are available to the faculty on the Class Roster page under Faculty Information in MyCSU on the Web. Because the class roll is not updated immediately upon a student's registration, the roll may not include students who have just recently enrolled for a given class. Each term, after the last day of the late registration period, instructors should notify the Office of the Registrar of any errors on the class roll. Faculty are strongly encouraged to check their class rolls frequently as information is subject to change.

4.2.2.3. Office Hours

Faculty need to make themselves available to students and other faculty during regularly scheduled office hours and by appointment. Typically, full-time faculty should be available three or four hours per week (depending on the department) during regular academic terms, somewhat less during Summer terms.

4.2.2.4. Faculty Absence

When faculty members must be absent from class or are unable to meet responsibilities of advisement, registration, or other professional obligations, they should inform the department chair. In the event their chair cannot be reached, they should notify the dean.

When a faculty member must be absent from class because of unforeseen reasons, the faculty member is responsible for making provisions for the class or activity and for timely notification of students and the department chair. The faculty member and the Department Chair will make every effort to minimize the disruption. The university police can leave a note in the classroom for students if no one in the department or Dean's office can be reached.

Department or college faculty and administrators may develop policies or procedures requiring action by the faculty member beyond that required by this policy.

4.2.2.5. Final Exams

Faculty should administer final exams only at the officially scheduled times established on the Final Exam Schedule, available at the Academic Affairs website. Further, faculty should not require students to engage in any other class activities during Final Exam week.

Students are not permitted to take final examinations at a time other than the regularly scheduled date unless they have the permission of the instructor and the department chair offering the course.

4.2.2.6. Reporting Grades

Faculty are required to submit final grades to the Office of the Registrar by the established deadlines each term. Typically, these deadlines are communicated to faculty via email by the Registrar's office in the final weeks of a given semester. Additionally, faculty teaching core courses are required to submit mid-term grades.

Instructors submit final grades by data entry on the class roster page found under Faculty Information in MyCSU. Because a class roster is accessible only with the instructor of record's personal identification number (PIN), no hardcopy (paper) documentation of grade sheets is required. The instructions on how to enter grades are provided below and by e-mail before grade entry is opened.

- Login to MyCSU
- Faculty Tab
- Faculty Courses
- Faculty Grade Entry

4.2.2.7. Incomplete Grade Policy

When submitting a grade of incomplete (I) in Banner SIS an instructor must:

1. indicate a completion date (up to one year)
2. confirm that the student has agreed to a written plan to complete the work and has e-mailed a copy of the plan to the student and send a copy to his or her department chair
3. report a default grade if the work is not completed by the completion date
4. submit the last date the student attended if the default grade is a WF

An additional responsibility for the instructor:

Given that the instructor might be absent at the time the work is completed: A copy of the completion plan should be deposited with the instructor's Chair (or another agent). A complete plan should include grades for all completed work and an explanation of how the final grade should be calculated.

Registrar's responsibilities:

1. At the same time grades are posted, the Registrar should send email messages to the student, instructor, and instructor's Chair reporting an incomplete grade has been given, the completion date, and the default grade.
2. At least two weeks in advance of the due date but not more than three weeks before the due date, if a change of grade has not been submitted, the Registrar should send email messages to the student, instructor, and the instructor's Chair reporting that an incomplete grade has been given, the completion date, and the default grade.

3. If a change of grade has not been submitted one day after it was due, the Registrar shall assign the default grade

4.2.2.8. Advising

Advising of students regarding curriculum, degree plans, and specific courses is a faculty responsibility. Each department organizes its faculty to assist undergraduate majors and graduate students in planning their courses of study and their subsequent careers. Faculty should arrange to meet with their advisees during Advising Week—typically the week before Preregistration—or, for online-only instructors, to confer with them online, to discuss the courses students should plan to take in the following academic term. Faculty advisors will release a student's advising hold at the end of the advising session, thus allowing the student to register for classes online. Beyond that, faculty are encouraged to associate informally with students, especially within the major, for the purpose of serving as professional mentors.

In certain cases, a faculty member may need specific information concerning advising questions, may want to refer a student to the [CSU Advise](#), or may need help identifying students at risk.

4.2.2.9. Records Retention

It is strongly recommended that all faculty be familiar with University System of Georgia's guidelines on records retention, which include the types of records to be retained and duration of retention.

4.2.3 Faculty Responsibilities to Students

4.2.3.1. General Responsibilities to Students.

Just as students have obligations to meet the course and classroom requirements, all faculty have equally important responsibilities to the students. They include, but are not limited to, regular attendance at classes; evenhandedness in grading; prompt return of graded exams, papers, and other work; an open disclosure and inspection policy regarding a student's own work; and clear and early statements of policy on matters such as pop quizzes, term papers, absences, make-up exams, office hours, and general course expectations.

4.2.3.2. Students with Disabilities.

Faculty are expected to make all reasonable accommodations to students with disabilities to allow them the opportunity to succeed in the classroom. For more information about policies and services related to students with disabilities, the [Accommodation and Access Services](#) website may prove helpful.

4.2.3.3. Student Privacy Rights

Faculty should be aware that students have a clearly established right to privacy under the [Federal Family Educational Right to Privacy Act](#) (or Buckley amendment). The Family Education Rights and Privacy Act (FERPA) generally provides that the education records of students—including grades, graded assignments or exams, records, and letters of recommendation—may not be disclosed to third parties

without the student's written consent. For an undergraduate or graduate student, parents are considered to be "third parties" according to this law, and a faculty member would violate FERPA if he or she were to discuss the student's grades with the parents without the student's written consent. If the faculty member or department chair feels the need to discuss a student's academic performance with the parents, the faculty member or the chair should first discuss it with the student and get the student's written consent. There are some exceptions to this rule, but a professor should assume no exception without discussion with a chair or dean or legal counsel.

Under FERPA, there is also a "need to know" standard for disclosures of student education records within the institution. If a professor has a legitimate need to obtain protected information as part of his or her job responsibilities relating to that student, then the professor may have access to the information, but he or she may not further disclose it unless it is to someone else who also has a "need to know."

4.2.3.4. Relationships between Faculty and Students.

A CSU employee, including a graduate teaching assistant, is prohibited from having a romantic or sexual relationship with any student or CSU employee who the individual supervises, teaches, or evaluates in any way. Additionally, a CSU employee is prohibited from having a romantic or sexual relationship with any student or CSU employee whose terms or conditions of education or employment the individual could directly affect. Such relationships violate professional ethics and will be subject to disciplinary action, including suspension or separation of employment.

4.2.3.5. Faculty Advisors of Student Organizations

Every student organization must have an advisor who is an employee of Columbus State University. Typically, a member of the faculty serves in this role, and such service is strictly voluntary. The student organizations themselves choose the faculty or staff member they wish to have as their advisor, and that advisor must be approved through the Office of Student Life and Development. The Registered Student Organizations (RSO) Handbook outlines other specific rules and recommendations and is available at the CSU Clubs and Organizations website.

4.2.3.6. Student Absences Related to Extracurricular Activities

All faculty should be familiar with the university's policies on undergraduate student absences. The [Class Attendance and Withdrawal](#) section in the Undergraduate Academic Regulations explains. While a course's attendance policy is ordinarily established by individual faculty, that section's specific binding language applies to absences related to student activities: "Student members of an official Columbus State University organization or students whose attendance is required by the faculty or staff person in charge of the group are officially excused from classes when traveling to university-sanctioned events (e.g., athletic event, band competition, etc.) and are to be given the opportunity to complete exams or other assignments missed as a result of this absence provided that no more than 15% of the class hours (INCLUDING other absences) per course per semester are missed. Any absences that exceed the 15% allotted must be approved, in advance, by the faculty member in charge of the class.

Exceptions to this policy (i.e., where make-up assignments will NOT be allowed) include programs whose accreditation will not allow 15% as well as interactive classes or laboratory classes where points for attendance and participation are lost due to absences of any kind. Affected students must submit an Event Participation Form, provided by the faculty sponsor, to their instructors at the beginning of the semester, in order to obtain consideration for the make-up work.

4.2.3.7. Grading System (from BOR Section 305)

All institutions of the University System of Georgia are on a 4.0 grade point average system. For computing grade point averages, see the [academic catalog](#).

The University System Uniform Grading Policy is reaffirmed with the provision that a “C” or higher in freshman English composition courses is required to guarantee transferability to institutions that require “C” or higher in English composition of their native students. The receiving institution must have the same policy for both transfer and non-transfer of Core Curriculum “D” grades. The policy that applies to on-campus Core Curriculum “D” grades apply to transfer Core Curriculum “D” grades.

Grading System will reside in the system office with the University System chief academic officer. Exceptions to the use of “S” symbol for academic coursework must be submitted to the University System chief academic officer. Exceptions to the use of the “U” symbol for academic coursework must be submitted to the University System chief academic officer.

4.2.3.8. Grade Changes

If a student believes an assigned grade is incorrect, he or she should consult the instructor promptly. A final grade will not be changed after one calendar year from the date given.

To change a final grade, the instructor completes an “Authorization to Change Grade” using MyCSU.

4.3 Legal and Ethical Considerations

4.3.1 Ethics

The [Board of Regents ethics policy](#) presents a statement of core values, a code of conduct, a list of employee designations to whom the policy applies, and list of sources and references. CSU employees are expected to adhere to the BOR ethics policies as summarized below:

1. Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service and grants administration.
2. Act as good stewards of the resources and information entrusted to our care.
3. Perform assigned duties and professional responsibilities in such a manner so as to further the USG mission.
4. Treat fellow employees, students and the public with dignity and respect.
5. Refrain from discriminating against, harassing or threatening others.
6. Comply with all applicable laws, rules, regulations and professional standards.
7. Respect the intellectual property rights of others.
8. Avoid improper political activities as defined in law and Board of Regents Policy.
9. Protect human health and safety and the environment in all USG operations and activities.
10. Report wrongdoing to the proper authorities; refrain from retaliating against those who do report violations; and cooperate fully with authorized investigations.
11. Disclose and avoid improper conflicts of interest.
12. Refrain from accepting any gift or thing of value in those instances prohibited by law or Board of Regents policy.
13. Not use your position or authority improperly to advance the interests of a friend or relative.

4.3.2 Discrimination and Sexual Harassment Prevention

Equal opportunity and decisions based on merit are fundamental values of the University System of Georgia (USG). The Board of Regents prohibits discrimination on the basis of an individual's age, color, disability, genetic information, national origin, race, religion, sex, or veteran status ("protected status"). No individual shall be excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination, harassment, or retaliation under, any USG program or activity because of the individual's protected status; nor shall any individual be given preferential treatment because of the individual's protected status, except that preferential treatment may be given on the basis of veteran status when appropriate under federal or state law.

4.3.2.1. Definition of Discrimination and Harassment

For the purposes of determining whether a particular course of conduct constitutes discrimination or harassment under this policy, the university subscribes to the following definition:

Conduct that is based upon the traits of an individual that are protected listed in CSU's Statement on Discrimination that:

- adversely affects a term or condition of an individual's employment, education, living environment or participation in a University activity;
- is used as the basis for or a factor in decisions affecting that individual's employment, education, living environment or participation in a university activity; or
- has the purpose or effect of unreasonably interfering with an individual's employment or educational performance or creating an intimidating, hostile, offensive, or abusive environment for that individual's employment, education, living environment, or participation in a university activity.

Some examples of conduct that may constitute prohibited discrimination may include, but are not limited to:

- denying a person access to an educational program based on the traits of a person as listed in CSU's Statement on Discrimination;
- denying raises, benefits, or promotions on the basis of the traits of an individual as protected in CSU's Statement on Discrimination;
- preventing any person from using university facilities or services because of the traits of an individual as protected in CSU's Statement on Discrimination;
- instigating or allowing an environment that is unwelcoming or hostile based on the traits of an individual as protected in CSU's Statement on Discrimination.

4.3.2.2. Lodging a Complaint

An individual who wishes to complain to the university about alleged discriminatory or harassing behavior or retaliation should contact a University official, such as a supervisor; dean, director or department head; or the director of Human Resources.

4.3.2.3. Retaliation

The university will take appropriate steps to assure that a person who in good faith reports or participates in an informal resolution or formal investigation of a discrimination or harassment allegation will not be

subjected to retaliation. The university also will take appropriate steps to assure that a person against whom such an allegation is made is treated fairly.

4.3.3 Consensual Relationships

Within the University setting, faculty and supervisors exercise significant power and authority over others. Therefore, primary responsibility for maintaining high standards of conduct resides especially with those in faculty and supervisory positions. Members of the faculty and staff, including graduate assistants, are prohibited from having “Amorous Relationships” with students over whom they have “Supervisory Responsibilities.” “Supervisory Responsibilities” are defined as teaching, evaluating, tutoring, advocating, counseling and/or advising duties performed currently and directly, whether within or outside the classroom, by a faculty, staff member or graduate assistant, with respect to a student. Such responsibilities include the administration, provision or supervision of all academic, co-curricular or extracurricular services and activities, opportunities, awards or benefits offered by or through the University or its personnel in their official capacity. Employees are prohibited from having “Amorous Relationships” with employees whom they supervise, evaluate or in any other way directly affect the terms and conditions of the others’ employment, even in cases where there is, or appears to be, mutual consent. An “Amorous Relationship” is defined as a consensual romantic, sexual or dating relationship. This definition excludes marital unions. The term also encompasses those relationships in which amorous or romantic feelings exist without physical intimacy and which, when acted upon by the faculty or staff member, exceed the reasonable boundaries of what a person of ordinary sensibilities would believe to be a collegial or professional relationship. The faculty/student and supervisor/employee relationship should not be jeopardized by question of favoritism or fairness in professional judgment. Furthermore, whether the consent by a student or employee in such relationship is indeed voluntary is suspect due to the imbalance of power and authority between the parties.

All members of the University community should be aware that initial consent to a romantic relationship does not preclude the potential for charges of conflict of interest, or for charges of sexual harassment arising from the conflict of interest, particularly when students and employees not involved in the relationship claim they have been disadvantaged by the relationship. A faculty, staff member or graduate assistant who enters into an “Amorous Relationship” with a student under his or her supervision, or a supervisor who enters into an “Amorous Relationship” with an employee under his or her supervision, must realize that if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to prove blamelessness on grounds of mutual consent.

Those who require clarification of this policy or the definition of a relational conflict of interest, or who require guidance in removing a potential conflict of interest must contact the Director of Human Resources or his/her designee. Any individual who violates this policy is subject to disciplinary action commensurate with the offense, up to and including termination.

This policy is superseded by the laws governing inability to consent based on age.

4.3.4 Nepotism

The Board of Regents [policy on nepotism](#) establishes clear definitions and guidelines regarding the employment of persons related by family or marriage. The primary statements regarding this policy are the following:

- The basic criteria for the appointment and promotion of USG employees shall be appropriate qualifications and performance as set forth in the policies of the Board of

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

- No individual shall be employed in a department or unit that will result in the existence of a subordinate-superior relationship between such individual and any relative of such individual through any line of authority.

4.3.5 Conflicts of Interest

Employees should make every reasonable effort to avoid even the appearance of a conflict of interest. An appearance of conflict exists when a reasonable person will conclude from the circumstances that the employee's personal interest compromises his or her ability to protect the public interest or perform public duties.

Questions of favoritism or fairness in professional judgment should not influence a faculty member's decisions. Faculty must strive to be impartial in their judgments and must guard against the appearance that personal interests influence their actions.

Examples of possible conflicts of interest may include, but are not limited to:

- faculty members grading the work of students with whom they have a romantic relationship
- faculty members judging the work of colleagues with whom there have been documented hostilities
- making decisions about matters in which the faculty member has a financial stake
- any improper advantage due to factors other than work performance

4.3.6 Outside Work

The [Board of Regents policy on outside activities](#) establishes rules and guidelines about avoiding conflicts of interest and interference with a faculty member's duties and responsibilities, as well as regulations for consulting and political activities.

4.3.7 Intellectual Property

Columbus State University's [policy on intellectual property](#) comprises an extensive document covering all matters related to the subject, including definitions of terms and guidelines for establishing ownership, distribution of income, settling of disputes, confidentiality, collaboration, obligations, and others. It is imperative that students, faculty and staff respect the legal guidelines for creating and using intellectual property in the United States, taking into account the issues of copyright, plagiarism, information piracy, and fair use.

4.3.8 Imposition of Sanctions

If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined in the dismissal policy will govern such a proceeding.

If the administration believes that the conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand, it will notify the faculty member of the basis of the proposed sanction and provide the

faculty member with an opportunity to persuade the administration that the proposed sanction should not be imposed. A faculty member who believes that a major sanction has been imposed as if it were a minor sanction, or that a minor sanction has been unjustly imposed, may, pursuant to the grievance policy, petition the faculty grievance committee for such action as may be appropriate.

4.4 Records Retention Policy

The University System of Georgia's guidelines on records retention include the types of records to be retained and duration of retention. While the manual's guidelines cover all aspects of an institution's record-keeping, the following sections are especially important for faculty in that they determine that retention should occur at the unit level, among others.

4.4.1 Administrative Records

Under "Administration"

- Administrative Reports (A2)
- Advisory Board Reports (A4)
- Agency Relations Records (A7)
- Association and Organization Advisory Records (A8)
- Awards Records (A10)
- Committee Records (A11)
- Correspondence, Administrative (A13)
- Correspondence, Executive (A14)
- Correspondence, Transitory (A15)
- Correspondence, Routine (A16)
- Crisis or Disaster Logs (A17)
- Daily Logs (A18)
- Election Records (A19)
- Grievance Records (A24)
- Institutional Speeches and Statements (A26)
- Institutional Cooperation and Relations Records (A27)
- Lectures and Lecture Series Records (A29)
- Board of Regents Relations Records (A32)
- Policies and Procedures Records (A33)
- Professional Membership Records (A34)
- Signature Authorizations (A36)
- Special Activity Records (A37)
- Special Events Records (A38)
- Meeting Records (A39)
- Vehicle Use Authorization and Request Records (A40)
- Visiting Scholar Program Records (A41)
- Equipment Maintenance Records (A45)
- Issue Tickets Records (A50)
- Property Disposition Requests Records (A52)
- Research and Teaching Drug Inventory Records (A54)
- Sale Inventory Records (A55)
- Shipping Lists and Packing Slips (A56)
- Vehicle Records (A58)

- Vendor History Reports (A60)
- Author's and Artist's Contracts and Agreements Records (A109)
- Disaster Preparedness and Recovery Plans (A126)

4.4.2 Academic Records

Under "Academic Affairs"

- Academic Program Administrative Records (B1)
- Book Order Records (B2)
- Non-University Student Program Administration Records (B10)
- Special Academic Program Records (B13)
- Student Handbooks (B14)

4.4.3 Human Resource Records

Under "Human Resources"

- Academic and Unclassified Employees Personnel Records (G2)
- Classified Unsolicited Applications (G14)
- Employees Training Records (G19)
- Employees Employment Verification Records (G20)
- Graduate Assistantship Application Records (G25)
- Recruiting Pool Records (G36)
- Search Records (G40)
- Staffing Policies Records (G41)
- Student Faculty/Course Evaluation Records (G44)
- Time, Attendance and Leave Records (G45)
- Volunteer Program Records (G46)
- Shift Summary Sheets (G63)
- Student Time and Attendance Records (G66)
- Student Time Records (G67)
- Leave Request Form (G75)

4.4.4 Publications/Promotions and Alumni Records

Under "Publications/Promotions and Alumni Relations"

- Biographical Records (H5)
- Films, Videotapes, and Sound Recordings (H7)
- Fund-Raising Records (H8)
- News Release Records (H10)
- Ordering Records (H11)
- Photographs (H12)
- Publications Inventory Records (H13)
- Publications Record (H14)
- Scholarship Reports (H16)
- Unit/Institution/Organization History Record (H17)

4.4.5 Research Records

Under "Research"

- Research Data (Animal Care and Use) (H10)
- Research Data (Human Subjects) (H11)
- Research Data (Agricultural) (H12)

4.5 Public Relations and Outreach

4.5.1 Public Relations Overview

Columbus State University seeks and attracts attention from the news media as an academic community of students, faculty, and staff and as a public institution.

Maintaining productive relationships with the people who report the news via newspapers, magazines, radio, television, and the Internet allows the university to realize public understanding of university people, policies, and programs. Providing honest and helpful information to reporters, in a timely manner, in an atmosphere of mutual respect and candor, helps the university develop and enhance positive media relations. The university's policy on Relations with Representatives of News Media by Faculty presents the specific guidelines and procedures for interacting with the media and the general public.

4.5.2 Policy on Public Relations

Faculty are to adhere to the guidelines below only when and if they do not impinge upon the tenets of academic freedom, to wit:

- Freedom to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties and the functioning of the university.
- Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

4.5.3 Relations with Representative of News Media by Faculty

- The office of University Relations is the official source of information for media representatives and issues all news releases.
- The release of information about university athletic programs and athletes is a responsibility of the sports information director.
- The office of University Relations publicizes and promotes cultural, athletic and academic events throughout campus, working in coordination with a designated person within each area to promote those events to which the media or public would be invited.
- Faculty members are encouraged to talk with members of the media on topics in which they can provide expertise. University Relations is available to assist as needed in these situations, but prior approval is not required. They would appreciate hearing about interviews so they can track media coverage of the university.

- Media requests should be delegated to University Relations when media request information on (a) policy or issues for which a spokesperson has been designated; (b) items for which an “official” university response is needed; (c) issues that require two or more university sources; and (d) campus policy reports.
- The university will carry out the provisions of the state regulations on public records, which define legal access to information by the media and others.

4.5.4 Procedures for Publicizing Events for the General Public

- Plans for publicizing events should include contact with the University Relations office at least two weeks in advance.
- University Relations will initiate contact with the media to assure coordination of information.
- Refer media representatives to the University Relations office when inquiries pertain to university policy, questions to which an official response needs to be prepared, or responses that require coordination among two or more administrative units.
- Respond to media inquiries in a timely fashion by referring them to University Relations or by returning a call to a reporter if it is appropriate to respond as noted within the media relations policy.
- In a crisis situation, proceed as directed by the university’s emergency procedures manual, copies of which are available in University Relations office, public safety, the president, vice presidents, and deans.
- University faculty and staff should make clear to the media when not speaking in an official capacity.

5. Faculty Evaluation System

5.1 Values Statement

Faculty at Columbus State University value collegial/professional behavior, which includes the ability to contribute to a positive work environment in the department, college and university. In the exchange of ideas, the faculty member shows due respect to colleagues and to the opinions of others. This in no way undermines the value of dissenting opinions, which enrich academic discourse, but does affirm the position that “professionals do not discriminate against or harass colleagues.” (2010 AAUP Bulletin)

5.2 Overview of the Evaluation Process

Columbus State University is responsible for establishing definite and stated criteria for faculty performance that are consistent with Regents’ policies and institutional statutes.

The CSU Faculty evaluation system includes the following reviews:

- annual progression towards established milestones
- pre-tenure progress for faculty in their third year
- tenure
- promotion
- post-tenure
- senior administrators at least once every five years

For faculty not on tenure track, the evaluation system consists of annual and promotion evaluations only [[ASAH 4.4](#)].

The purpose of the evaluation system is to assess faculty for suitability for tenure, promotion, retention, and/or merit raises. In general, the appropriate supervisor utilizes the annual internal reviews of teaching, research, service, and student success activities to assess progression toward promotion to the rank of associate or full professor and the awarding of tenure.

The awarding of tenure represents a highly important decision through which the department, college, and university incur major commitments to the individual faculty member. While the criteria for promotion and tenure are similar, tenure decisions place a greater emphasis on the faculty member's potential to meet future performance expectations. Promotion decisions reflect the faculty member's performance to date.

All reviews of faculty performance must reflect the nature of the individual's discipline and primary job responsibilities. Reviews should not be capricious, arbitrary, or discriminatory. Due process must be provided.

5.3 Evaluation Policies & Practices

All evaluations will encompass teaching; undergraduate/graduate student success activities; research/scholarship/creative activity; professional service to the institution, community, or profession; and continuous professional growth appropriate to CSU's mission, the college, school or department.

In those cases, in which a faculty member's primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration, and elements of student success) where the individual's major responsibilities lie ([BOR 8.3.5.1](#)).

5.3.1 Performance Areas Defined

This section provides definitions for each performance area to create a more objective evaluation process. All full-time faculty in all disciplines will be evaluated annually in each of the following components:

1. Teaching effectiveness
2. Research, scholarship, or creative activity
3. Service to the institution, profession, or community

5.3.1.1 Teaching Effectiveness

While Columbus State University requires, values, and rewards intellectual contributions and professional service, the institution focuses on the pursuit of excellence in teaching. Thus, faculty

evaluations pay particular attention to teaching performance, and excellent performance in research and service cannot compensate for unsatisfactory performance in teaching.

5.3.1.1.1 Assessment of Teaching Effectiveness

Recognizing that teaching is the highest priority of the institution, assessments of teaching used to promote growth in teaching must take place each academic year. Assessment of teaching shall take place through observation, consistent with the following policies:

1. The faculty member may select the colleague who is to assess teaching. The observer may come from inside or outside the department and from faculty, administrative, or, when appropriate, staff positions; to help eliminate bias, the choice of the observer must be mutually agreed upon by the faculty member and the chair.
2. At a minimum, the written evaluation is to include strengths and suggestions for improvement.
3. The faculty member is encouraged to include the evaluation in review materials. It is the faculty member's responsibility to document teaching effectiveness through multiple means.
4. Over time, attention should be given to evaluating faculty in the various instructional delivery methods that they teach (e.g., online, hybrid, face-to-face, labs, and studios). Faculty are not required to provide online instruction, but when they do, it is expected that a review of the online course design or delivery is evaluated to confirm that the required instructional elements (e.g., course syllabus, gradebook, and assignments) are provided and easily accessible for students.
5. In support of this process, departmental faculty in consultation with their chair may develop their own rubrics, and approve the use of rubrics developed by the Faculty Center, the Center of Online Learning, or from other resources, including other departments or individual faculty; in all cases rubrics may be used if they are approved by the chair.

In evaluating a faculty member, the Department Chair will base the teaching performance rating on specific criteria identified in the academic unit's Standards of Excellence.

5.3.1.1.2 Documenting Teaching Effectiveness

Documenting teaching effectiveness should focus on both the quality and significance of a faculty member's contributions. At a minimum, the evaluation of teaching must include the following components: student evaluation of all courses taught (courses with response rates less than 30% or with fewer than six students may be excluded by the faculty member from the evaluation of teaching) and faculty self-assessment. Faculty members are encouraged to supplement the required elements to demonstrate superior performance, as it is their responsibility to document teaching effectiveness through multiple means.

To allow full consideration of quality, creativity, differences in disciplines, delivery methods, and workload, faculty are encouraged to provide evidence of any of the following, if applicable:

1. **Student Feedback:** Student comments and other student feedback received and not already included with the required student course evaluations.

Department Chairs may make appropriate comparisons to departmental and historical evaluations and consider the relationship of student evaluations to grade distributions, and differences based on course level, e.g., lower division, upper division, graduate, required and elective courses.

Department Chairs should also consider unusual grade distributions, high attrition rates, class cancellations, and faculty availability to students and colleagues.

2. **Peer Evaluations:** The faculty member may submit one or more observations of classroom instruction. It may be useful to include results from multiple observations as well as comments on what the faculty member has learned by being an observer of others' teaching. It might also be helpful to emphasize particular innovations or to demonstrate that the faculty member has effectively adapted instruction as the result of the peer observation process.
3. **Teaching Load:** Number of courses taught, student credit hours generated; number of preparations; new preparations; new course developments; new delivery methods.
4. **Pedagogy:** Evidence of innovative course or content development, teaching materials, and instructional techniques; experiential learning opportunities; international education activities; incorporation of problem-solving strategies; use of high-impact practices; direction of student research.
5. **Assessment and Assurance of Learning:** Evidence of assessment of learning outcomes; course revisions and pedagogical changes in response to collected data; design of course assessment instruments; development of rubrics to measure student learning outcomes; involvement in QEP; involvement in the first-year experience.
6. **Advising, Mentoring, Recruitment of Students:** Advising logs; recruitment activity/success; orientation and visitation; mentorships, job referrals and internships; undergraduate or graduate research.
7. **Faculty Development Activities in Teaching:** Teaching seminars and workshops; training or research related to alternative delivery methods; pedagogical enhancements; conducting peer observations of colleagues; and maintaining currency in teaching field.

Faculty members may provide other measures of teaching effectiveness such as teaching awards, evidence of handling diverse and challenging teaching assignments, and securing grants for curriculum development.

Materials presented as evidence of teaching effectiveness will be most informative if they demonstrate self-reflection, growth and improvement over time. The Department Chair will evaluate

the above areas of teaching effectiveness allowing for varying emphases on the components to reflect differences in load, discipline, and circumstances. The areas are not necessarily equally weighted.

5.3.1.2. Research, Scholarship & Creative Activity

The USG values all types of faculty scholarship, including but not limited to the Scholarship of Discovery, the Scholarship of Teaching and Learning, and the Scholarship of Engagement ([ASAH 4.8.2](#)). Faculty are expected to demonstrate research productivity through some combination of peer-reviewed and professional scholarship.

5.3.1.2.1 Assessment of Research, Scholarship & Creative Activity

Productivity standards may vary by workload and area of primary teaching responsibility. At a minimum, departmental standards must require evidence that a faculty member's work includes some externally validated research, scholarly, and/or creative work. Each unit's Standards of Excellence will define and clarify quality expectations.

5.3.1.2.2 Documenting Research, Scholarship & Creative Activity

Faculty should provide evidence of all scholarly, research, and creative activities in the annual portfolio. All scholarly activities may be included and will be considered within the context of the university's mission. Greater weight will be placed on peer-reviewed publications, juried/invitational performances or exhibits, and competitive grants related to the faculty member's academic discipline.

The guidelines presented here represent the minimum expectations. Faculty should be aware that meeting the minimum expectations may not be sufficient for the award of tenure.

5.3.1.3. Service

The university expects faculty to be available to students and colleagues, to accept appropriate committee assignments, and to actively participate in departmental, college, university and university system activities.

5.3.1.3.1 Assessing Service Activities

Service activities should contribute to the growth of the faculty member and to the enhancement of the department, college, university, and academic and local communities. In the annual portfolio, the faculty member should identify whether service is to the institution (college, university, and university system), profession, or community. Each entry should include how the faculty member contributed to the advancement of the college/university mission.

5.3.1.3.2 Documenting Service Activities

1. **Institutional Service**: Faculty members must participate in the internal affairs and governance of the department, college, university and, when possible, the university system. Such activities include committee work, assigned administrative duties, special

departmental projects and activities, and consultation with, and assistance to, college-related outreach units.

2. **Professional Service:** Academic service activities may include serving as a reviewer, discussant, or chair in a national, regional, or local conference; serving as a member of an editorial review board; and editing conference proceedings. Holding key leadership roles in national, regional, or local organizations is evidence of professional service activity. Departments should identify appropriate, discipline-specific organizations consistent with the faculty member's performance objectives.
3. **Community Service:** Service to the local community forges and enhances partnerships between the community and Columbus State University. The university encourages faculty members to apply their professional expertise to enhance the local community. Community service includes active contributing memberships in area organizations, committee membership (especially serving as chairperson), serving on a board of directors or its equivalent, donating professional services such as giving speeches, presenting continuing education programs, and consulting (both with and without remuneration). The primary motivation for community service should be the enhancement of the Columbus State University community, and community service should be consistent with the university's mission.

5.3.1.4. Other Performance Area Definitions

Involvement in student success and professional growth and development activities are embedded into the areas of review (i.e., teaching, research/creative endeavors, and service) and are considered in the faculty evaluations. Definitions are provided below to help guide development of standards of excellence within the department and college levels.

5.3.1.4.1 Student Success

Columbus State University is dedicated to developing students who excel in academic, professional, and personal pursuits during their matriculation and post-graduation. The USG's student success initiatives along with our institution's core values guide the measurement of student success for our faculty, staff and campus community.

Faculty are evaluated annually on the student success activities. In general, faculty are encouraged to

1. Connect learning to real-world experiences the student could encounter
2. Communicate to students the purpose of assignments, courses, and degree programs
3. Challenge students to think critically, solve problems, collaborate, and communicate effectively
4. Create an inclusive classroom environment that evokes a sense of belonging

It is the responsibility of the faculty member to provide evidence of their role in actual student accomplishments or their participation in efforts that promote student success.

An individual faculty member should note examples of these success initiatives, which may include - but are not limited to - such efforts to actively connect students to resources at the institution to support post-graduation plans; supporting student presentations at conferences, exhibitions, and juries; internship opportunities; the receipt of student awards; embedding high-impact practices (HIPs) in teaching; publicly engaged scholarship or advocacy by students; supporting students in graduate school, professional school, or job applications; documented post-graduation student employment outcomes; and enriching service opportunities.

Examples of student success activities embedded into teaching, research, and service can be found on the [Academic Affairs website](#).

5.3.1.4.2 Professional Growth & Development

All faculty are expected to pursue continuous professional growth and development to support and enhance teaching, research and service endeavors. Professional development activities will vary across disciplines.

However, faculty members should document their participation in meaningful activities that enhance teaching, research, and service and translate progress towards tenure, promotion, or post-tenure reviews.

5.3.2 Foundational Faculty Evaluation Tools

5.3.2.1. Department and College Standards of Excellence

Each academic unit publishes Standards of Excellence and reviews them annually. The Standards of Excellence communicate the college and department expectations of faculty as relevant to annual performance reviews, pre-tenure review, tenure, promotion, and post-tenure review. These standards are consistent with institutional policies published in the CSU Statutes and the CSU Faculty Handbook.

5.3.2.1.1 Creating & Updating Department and College Standards of Excellence

Any faculty member in the department can propose a change to the department standards. A majority vote of the tenured and tenure-track faculty in the department will determine acceptance of the changes in the standards the department wishes to establish.

A simple majority of tenured and tenure-track faculty within a college will determine the acceptance of proposed changes at the college level. The Department Chair, Dean, and Provost must approve proposed standards and changes to the standards before they take effect.

5.3.2.2. Professional Development Plan

Professional Development Plans (PDP) serve as five-year guides to assist in the annual evaluation process. The plan is created after a careful review of the Standards of Excellence and specifies goals with identified milestones, a time frame, activities and resources needed to assist the faculty member in achieving those goals, and an ongoing evaluation plan.

5.3.2.2.1 Creating & Updating Professional Development Plans

New faculty members develop a three-year PDP in consultation with the Department Chair or appropriate supervisor to enhance eligibility for tenure and/or promotion. A plan for the remaining two years will be developed in consultation with the department chair after the pre-tenure review.

After the initial award of tenure, the faculty member, in consultation with the Department Chair, will create a five-year Post-Tenure Professional Development Plan to review and monitor progress toward future milestones.

Goals and milestones of all PDPs will be re-evaluated during the annual review and can be adjusted as needed.

5.3.2.3. Annual Evaluation

The annual evaluation documents the supervisor's review of a faculty member's performance in the areas of teaching; undergraduate/graduate student success activities; research/scholarship/creative activity; professional service to the institution or community; and continuous professional growth. The written evaluation indicates whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage. Annual reviews serve as the foundational documents in the CSU Faculty Evaluation System.

5.3.2.4. USG Likert Scale

Tenure-track faculty, tenured faculty, and faculty outside of the tenure process should be evaluated based upon their academic discipline-specific criteria, and the institutional evaluation rubric, consistent with the system level review policies and guidelines detailed in the [Academic and Student Affairs Handbook](#). All USG annual faculty evaluations must utilize the following Likert scale:

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

Excellence, or noteworthy achievement as referenced in [BOR Policy 8.3.7.3](#), is reflective of a 4 or 5 on the above Likert Scale. Deficient and unsatisfactory as referenced throughout this document is reflective of a 1 or a 2 on the above Likert Scale. Annually, each institution must submit information regarding faculty annual reviews and PTR review outcomes to the Board of Regents. The reporting guidelines, structure, and timelines will be disseminated by the USG Academic Chief Officer ([ASAH 4.4](#)).

5.3.2.4.1 Rating Descriptions for the USG Likert Scale

Faculty supervisors are expected to be objective when implementing the rating scale. All faculty members are expected to perform at least at the level described by *Meets Expectations*. Excellence is required in the area of teaching, and at least one other area from scholarship, service, and student success, while all others must meet expectations. The following descriptions can help guide understanding of the rating scale. Successful annual reviews do not assure that tenure will be awarded.

(5) Exemplary: The faculty member's portfolio reflects activities that far exceed those expected of a faculty member of similar rank and responsibility.

(4) Exceeds Expectations: The faculty member's portfolio reflects activities better than expected of a faculty member of similar rank and responsibility.

(3) Meets Expectations: The faculty member's portfolio reflects activities expected of a faculty member of similar rank and responsibility.

(2) Needs Improvement: The faculty member's portfolio reflects activities that are less than expected of a faculty member of similar rank and responsibility. Improvement is necessary for the faculty member to meet expectations. The faculty member is required to develop a Performance Remediation Plan in consultation with their department chair to remediate their performance during the following year.

(1) Does Not Meet Expectations: The faculty member's portfolio does not contain activities reflective of the expectations of a faculty member of similar rank and responsibility, or the faculty member fails to present clear evidence of support. The faculty member is required to develop a Performance Remediation Plan in consultation with their department chair to remediate their performance during the following year.

It is important to keep in mind the rating of Meets Expectations. Meets Expectations does not denote a faculty member's performance is sub-standard. This rating reflects that a faculty member has performed well in their job and, in so doing, meets department, college, and university performance requirements. Additionally, we presume faculty hired at the institution are highly motivated to perform their job to meet the Standards of Excellence expectations which are necessarily high, and this rating is likely to be the most common rating.

5.3.3 Policies and Procedures

5.3.3.1. Pre-Tenure Review

5.3.3.1.1 Policy for Pre-Tenure Review

Faculty who are employed on an annual tenure track contract will undergo a third-year pre-tenure review. The procedure for pre-tenure review intends to develop and nurture eligible individuals and to educate them about the tenure process and criteria early in their employment at Columbus State University. The review provides rigorous analysis and detailed feedback of the faculty member's body of work in the areas of teaching, student success activities, research/scholarship, and service towards tenure. More than merely an assessment of previous performance, pre-tenure review includes a professional development plan (PDP), prepared by individual faculty members in consultation with the Department Chair, with a focus on the department standards of excellence, emphasizing excellence in teaching and involvement in student success activities. Establishing a Professional Development Plan will allow the faculty member to reasonably envision the award of tenure.

Each year the PDP is reviewed with the Department Chair during the annual evaluation time period. The pre-tenure review is conducted in tandem with the annual evaluation in the third year. The previous annual evaluations must be part of the review.

In the third year, a committee of the individual faculty members' peers and their annual evaluators will conduct an in-depth review of their past performance and PDP to identify strengths and weaknesses. The pre-tenure review process includes, at minimum, a review from the Department Chair, faculty peers, and the Dean.

The committee will make suggestions for the enhancement of strengths and the remediation of deficiencies.

Participation in this process does not assure that tenure will be awarded.

5.3.3.1.2 Procedures for Pre-Tenure Review

Timeline for Pre-Tenure Review

- a) All faculty employed on a tenure track contract, not yet awarded tenure, will undergo a pre-tenure review no later than the end of the spring term of the third year of employment at CSU. Faculty awarded probationary credit towards tenure may have an alternate schedule for review based on the handbook section [3.2.1 Assistant Professor](#).
- b) During the first semester at CSU the faculty member, in consultation with the Department Chair/appropriate supervisor will prepare a three-year PDP which includes the first semester of teaching. The PDP is designed to enhance the faculty member's eligibility for tenure as well as support the objectives of the department, the goals of the college, and the mission of the university.
- c) This PDP plan will provide the basis for the annual evaluation of the faculty member the following spring. The PDP will specify goals with a time frame for each, activities to assist the faculty member in achieving those goals, institutional resources needed to accomplish the goals, and an ongoing evaluation plan. Goals and milestones will be re-evaluated during the annual review and can be adjusted as needed. All annual reviews must be included in the portfolio for pre-tenure review.
- d) The appropriate supervisor will discuss progress toward tenure and promotion with the faculty member and provide in writing the progression toward future milestones. Pre-tenure review will be in tandem with the faculty member's annual evaluation for that year. A copy of the PDP will be sent by the appropriate supervisor to the Dean for review and budgetary considerations. All faculty members who have received a review toward tenure must sign a statement to the effect that they have been apprised of the content of the pre-tenure review.
- e) A plan for the remaining years of the PDP will be developed in consultation with the department chair after a successful pre-tenure review as outlined in section [5.3.2.2 - Professional Development Plan](#).

Preparing for the Pre-Tenure Review

1. The faculty member will prepare a portfolio in the same format required in the formal tenure process. This portfolio will include a description of accomplishments with appropriate documentation in the same format as the formal tenure process described in the Columbus State University Faculty Handbook.
2. In consultation with the Department Chair, each faculty member will select a Pre-Tenure Review Committee and its chair. The membership includes a minimum of three tenured faculty from their department or college. The faculty member should choose one committee member from outside their assigned department. The Dean will have final approval of the committee and its chair.

Process for Pre-Tenure Review

1. The Department Chair will review materials and make a recommendation which analyzes the faculty member's strengths and weaknesses. The Department Chair will discuss with the faculty member in a scheduled conference the content of that faculty member's pre-tenure review. A written report of the faculty member's progression towards achieving future milestones of tenure will be provided to the faculty member after the conference. The faculty member will sign a statement to the effect acknowledging appraisal of the content of the pre-tenure evaluation.
2. The faculty member will have 10 working days to respond in writing to the pre-tenure written evaluation. The response will be attached to the evaluation.
3. The Department Chair will have 10 working days to acknowledge in writing receipt of the response, noting changes, if any, made because of either the conference or the faculty member's written response. This acknowledgement will become a part of the official records and is not subject to discretionary review.
4. The Pre-Tenure Review Committee (PTRC) will evaluate materials submitted by the faculty member and Department Chair. The committee will provide recommendations to assist the faculty member in preparation for tenure review. In addition, the committee will grade the faculty member in the areas of teaching, student success, research and service using the following evaluations: Satisfactory Progress or Unsatisfactory Progress toward tenure and promotion.
5. The faculty member will have 10 working days to respond in writing to the pre-tenure written evaluation of the PTRC, which will be attached to the evaluation.
6. The Pre-Tenure Review Committee will forward the assessment and recommendations to the Dean and send copies of the Evaluation Form to the faculty member and Department Chair.
7. After reviewing the portfolio and evaluation form, the Dean will indicate concurrence or non-concurrence with the committee (Satisfactory Progress or Unsatisfactory Progress).
8. The faculty member will have 10 working days to respond in writing to the pre-tenure written evaluation from the Dean, which will be attached to the evaluation.
 - a. If the Dean is aware of any proposed program/department changes that might prevent the granting of tenure to an otherwise qualified faculty member, it is incumbent upon him or her to notify the faculty member of that possibility.

5.3.3.1.3 Unsatisfactory Outcomes of Pre-Tenure Evaluation

1. If the performance in any of the categories is judged to be unsuccessful/unsatisfactory, 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 Pre-Tenure Review Committee that participated in the third-year review. The PRP pauses the development of a 2-year plan and must be approved by the Dean of the academic unit. The faculty member will have one year to accomplish the goals/outcomes of the PRP. This will become part of the official personnel records.

2. At the conclusion of this process, the original evaluation by the Department Chair, Pre-Tenure Review Committee, and Dean will be placed in the faculty member's personnel file so that it is available to be used in the tenure process.
3. After the successful PRP review, the faculty member, in consultation with the department chair will create a professional development plan that continues to support eligibility for tenure as well as the objectives of the department, the goals of the college, and the mission of the university.

5.3.3.2. Annual Evaluation Procedures and Guidelines

5.3.3.2.1 General Annual Evaluation Procedures

All full-time faculty in all disciplines will be evaluated annually in each of the following components:

- Teaching and effectiveness in instruction
- Research, scholarship, or creative activity
- Service to the institution, profession, or community

Involvement in graduate and undergraduate student success activities as well as continuous professional growth and development are expected and considered in the evaluation. Faculty are encouraged to engage in activities across the areas of review that have the potential to improve student learning and success.

The result of the faculty member's annual evaluations will be utilized in subsequent pre-tenure and post-tenure reviews as well as retention, promotion, and tenure decisions ([BOR 8.3.5.1](#)). All college and departmental governance documents (Standards of Excellence) must be consistent with the criteria above. Faculty will use the standards as a guide for unit-specific expectations during the pre-tenure, annual, promotion, tenure, and post-tenure evaluations.

5.3.3.2.2 Departmental Process for Annual Evaluations

Departmental Process

1. The faculty member will provide an annual activity report in the format required by the institution that documents the progression towards achieving milestones established in the plan developed in consultation with the Department Chair from the previous year.
2. The Department Chair will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation and progression towards achieving future milestones.
3. The faculty member will sign a statement acknowledging having been apprised of the content of the annual written evaluation.
4. The faculty member may elect to respond in writing to the content of the evaluation. The response must be submitted to the Department Chair within ten working days and will be attached to the evaluation.

5. The Department Chair will acknowledge in writing receipt of this response within ten working days, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member's written response. This acknowledgement will also become a part of the official personnel record. Annual reviews are not subject to discretionary review.

5.3.3.2.3 Unsatisfactory Outcomes for Annual Evaluation

1. 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 (PRP) to remediate their performance during the next year. The department will develop the PRP in consultation with the faculty member. This will become part of the official personnel records.
2. The evaluator's recommendations for merit pay increases will reflect the results of the evaluation. Only faculty receiving ratings of satisfactory or above will be considered for merit pay increases.
3. Reviews must not be capricious, arbitrary, or discriminatory. Faculty must have the opportunity to respond to feedback at each stage of the evaluation process.
4. Annual reviews are not subject to discretionary review at the Board of Regents.

5.3.3.2.3 Annual Evaluations for Administrative Faculty (Department Chair, Director, Vice President, Dean, or Other Similar Positions)

All academic administrators at the institution aligned with an academic unit will receive an annual review by their appropriate supervisor which emphasizes:

1. Progress towards achievement of office/unit goals and objectives
2. Activity that supports student success

Additionally, once every five years, academic administrators will be evaluated by their subordinates (one level down).

An academic administrator's annual and comprehensive evaluation is intended to include a review of traditional faculty activities (teaching, research, student success, and service) that align with the administrator's responsibilities.

Evaluation results will be the basis for the administrative officer's development plan ([BOR 8.3.5.3](#), [ASAH 4.7](#)).

5.3.3.3. Promotion and Tenure Review Procedures

5.3.3.3.1 Process Overview

Following are the normal procedures for handling the promotion and tenure process. Faculty and administrators at all levels are responsible for taking measures to prevent bias and conflicts of interest and to preserve the integrity of the process. Deans or their designees shall ensure that the

chairs of committees at each level are aware of the timeline as well as the policies and processes that guide the review, vote, and reporting of results. The policies of the Board of Regents require that all members of the faculty in their final probationary year undergo a tenure review. Members of the faculty who have met the minimum time requirements for tenure, but who are not in the final probationary year, should consult with the Department Chair prior to reaching a decision on applying for tenure. In the case of dual appointments, the Dean and Provost will determine at the time of hire which department will be considered the home department for purposes of promotion and tenure review.

5.3.3.3.2 Notifications for Promotion and Tenure

1. The Office of Academic Affairs annually notifies all faculty who are eligible by Board of Regents policies for consideration for promotion and/or tenure.
2. Eligible faculty members must notify the Office of Academic Affairs and their college Dean in writing of their intent to apply or withdraw from consideration for promotion or tenure by the deadline published in the Academic Affairs calendar.
3. Faculty who wish to be considered for promotion and/or tenure must submit all required materials. Faculty are solely responsible for providing ample supporting evidence in the materials submitted for review by the published deadline. Faculty may not include letters of support from individuals who participate in the decision-making process either as administrators or as tenured faculty serving on a personnel committee. Departments or colleges may require external reviews (i.e. those outside the university) as a part of their Standards of Excellence.

5.3.3.3.3 Faculty Portfolio Submission and Review

1. Materials will be submitted in the electronic platform in current usage by Columbus State.
2. After a recommendation has been made at one level, faculty may elect to write a response to any recommendation and include any additional materials to be considered by the next level of review; however, recommendations made at a prior level of review will not be reconsidered.
3. Faculty will be given a reasonable period of time, a minimum of 5 business days, to respond to a recommendation before that recommendation is submitted for the next level of review. This ensures that the faculty member's response can be considered simultaneously with the recommendation by the reviewer at the next level. Faculty may find the timeline for each level of review posted to the Academic Affairs Planning Calendar.

5.3.3.3.4 Right to Withdraw and Unsuccessful Attempts

1. Faculty may withdraw their applications from consideration at each subsequent step in the review by written notification to the appropriate administrator at the level of withdrawal.
2. Candidates who are not successful in their first tenure application are limited to one additional application for tenure within the seven-year probationary period. For this purpose, a review completed at the first level (department) is considered an application for tenure.
3. Withdrawal by a faculty member in the final probationary year will result in a notice of non-renewal of contract for the following academic year.

4. Faculty may use probationary credit awarded toward tenure at the time of hire at their own discretion to meet length of service eligibility requirements, or they may choose to use their actual service dates rather than accelerate their tenure applications via the probationary credit.

5.3.3.3.5 Promotion and Tenure Process for Administrators

At times, unusual circumstances may arise (for example, when an administrator [typically someone at the Department Chair level or higher] stands for promotion or tenure) that call for a modification to these processes by the Office of the Provost. For example, the Dean appoints additional members to the college personnel committee and names the committee chair. If a Dean, associate Dean, or assistant Dean stands for promotion or tenure, it will be the responsibility of the Provost or designee from the Office of the Provost, to appoint the additional members and name the committee chair.

The review of administrators that takes place within the college will be as follows:

1. A Department Chair will be reviewed by the department personnel committee (if one exists), college personnel committee, and Dean;
2. An assistant or associate Dean will be reviewed by the department personnel committee (if one exists), college personnel committee, and Dean;
3. A Dean will be reviewed by the department personnel committee (if one exists) and the college personnel committee.

As with all faculty, administrators reviewed for promotion and tenure must meet department, college, and university standards. Considerations should be made for the relative percentage of time devoted to each area as determined by the faculty's assigned total workload.

5.3.3.3.6 Departmental Procedures for Promotion and Tenure Review

Department Personnel Committee (DPC) Formation

1. According to established procedures, academic departments should form personnel committees, provided there are at least three tenured faculty members eligible to serve. Faculty members who are related to any faculty member by blood or marriage, who are romantically involved, or have other major conflicts of interest are ineligible to serve. Neither faculty applying for promotion or tenure nor the Department Chair may serve on the committee.
2. Formation of department and college personnel committees occurs through elections during fall planning week each year. Departments have the option to adopt a process that allows all tenured faculty not under consideration for promotion and/or tenure to be appointed to the Department Personnel Committee.

DPC Review and Voting Procedures

Departmental committee voting will adhere to the following policies and procedures:

1. While every effort should be made to establish a meeting time that enables all committee members to attend, a quorum (majority) of those serving on the committee must be present in order to conduct a vote.
2. Only members in attendance in person or electronically (by phone or video) may vote. Committee members who have reviewed materials but are unable to participate may

provide the committee chair with written input, which should be considered by the committee but will not be counted as a vote.

3. An affirmative vote from a majority of those participating in the committee meeting is required for the vote to be considered a positive recommendation. Likewise, a non-affirmative vote from a majority of those participating in the committee meeting is required for the vote to be considered a negative recommendation. If a majority either way is not achieved initially, the committee should seek outside clarification of issues as necessary and continue to deliberate. If after further deliberation there is not a majority either affirmative or non-affirmative, the application will go to the next level of review without a recommendation from the committee.
4. The numerical vote of the committee is to be reported in a letter, and each member present will sign the letter to attest to its review.

DPC Dissemination of Review Findings

1. The letter should reflect both the identified strengths and areas of concern.
2. Department personnel committees must submit their written statement to the faculty member, Department Chairperson, and the Dean. In the absence of department personnel committees, chairpersons have the options of (a) appointing an ad hoc committee of at least three tenured faculty to advise them with respect to the merits of applications, (b) requesting individual recommendations in writing from faculty, or (c) submitting their recommendations without input from department faculty. All committee and administrative recommendations will be in writing and made available to the applicant.
3. Department Chairpersons must submit to their Deans their recommendations including support or non-support of department committee action (when such a committee exists) and all materials concerning the departmental review of applications, and they must inform applicants of their recommendations, in writing, at that time.

5.3.3.3.7 College Procedures for Promotion and Tenure Review

Each college forms a personnel committee responsible for deliberating the merits of each application in the college, the recommendation of the Department Chair, and the recommendation of the department personnel committee, if provided.

College Personnel Committee (CPC) Formation

The College Personnel Committee (CPC) should be composed of the following:

1. one faculty member from each department elected by the faculty of that department
2. two at-large faculty members appointed by the Dean to ensure a balance of professional viewpoints and expertise

The Dean will appoint the chair of this committee from its elected membership.

CPC Membership Eligibility

Tenured faculty who are not under consideration for promotion or tenure are eligible to serve on this committee, provided they have no conflicting interest. It is considered a conflict of interest if the faculty member is related to a faculty member from the College by blood or marriage or is involved

in a romantic relationship with the faculty member. Department Chairs may not serve as a member of the CPC.

CPC Review Procedures

The CPC will review all applications for promotion and tenure and be responsible for the following:

1. Reviewing and applying university, department, and college Standards of Excellence.
2. Reviewing Department Chair and departmental faculty or committee recommendations.
3. Developing a formal recommendation to the Dean of support or non-support for the application.

CPC Voting Policies

Voting policies and procedures to be followed by the college personnel committee include

1. All members of the CPC should be present either in person or electronically (by phone or video) for deliberation and voting. If extenuating circumstances prevent a member from participating, the department will be represented by an alternate elected by the department from among its department personnel committee members. The election of the alternate shall take place in the Fall at the time personnel committees are elected. If the department has no personnel committee, it may elect an eligible faculty member to serve as an alternate to the college committee.
2. If the need for an alternate to serve on the college committee is made with too little time for him or her to review all of the college's applicant materials, alternates will participate in discussion and vote on only the recommendations for faculty within the alternate's department.
3. An affirmative vote from a majority of those participating in the committee meeting is required for the vote to be considered a positive recommendation. Likewise, a non-affirmative vote from a majority of those participating in the committee meeting is required for the vote to be considered a negative recommendation. If a majority either way is not achieved initially, the committee should seek outside clarification of issues as necessary and continue to deliberate. If after further deliberation there is not a majority either affirmative or non-affirmative, the application will go to the next level of review without a recommendation from the committee.

CPC Dissemination of Review Findings

The letter from the CPC will include;

1. An identification of both strengths and areas of concern,
2. An overall recommendation on the faculty member,
3. And the signature of the committee chair.

Submission of a minority report is allowed.

1. The CPC chairperson will forward a copy of the committee's letter to the applicant.
2. The CPC chairperson will submit the outcome of the committee's deliberation to the Dean with all supporting materials.
3. After reviewing and applying all policies relevant to promotion and tenure (i.e., Faculty Handbook Section C.3.C), the Dean will make a recommendation based on the

evaluation by the committee(s), the Department Chairperson, and as a result of their own evaluation. The Dean will notify the applicant of the recommendation, in writing, including the rationale for the recommendation. The Dean will then submit the recommendation to the Provost, in writing, along with all supporting materials. No materials may be added once the documents leave the college.

5.3.3.3.8 Library Procedures for Promotion and Tenure Review

Faculty members of the University Libraries who are appointed to non-tenure track professoriate lines are eligible for promotion but not for tenure. Faculty in the library are not organized into departments and will not have personnel committees as outlined in the procedures for the academic colleges. The procedures for the consideration of promotion of the library faculty are as follows:

The Dean of Libraries will be responsible for the following:

1. notifying faculty at the appropriate time of their eligibility for promotion;
2. reviewing Board of Regents criteria for promotion as recorded in [BOR policy](#) and in correspondence from the chancellor;
3. reviewing the relevant criteria, policies, and procedures for promotion in the CSU Policies and Procedures and the library's [Standards of Excellence](#);
4. notifying eligible faculty of their appointment to a library personnel committee, (i.e. all faculty holding the rank of associate professor or full professor who have no conflict of interest and assuming there are at least three faculty members eligible to serve);
5. ensuring that the library personnel committee is informed of the criteria, review processes, and timeline for review of applications for promotion and making applicant materials available to committee members;
6. appointing a chair of the library personnel committee;
7. based on their own review and with consideration for the recommendation of the library personnel committee, developing a formal recommendation to the Provost of support or non-support of the application for promotion, including the rationale for the recommendation;
8. submitting to the Provost the letter of recommendation and all supporting materials;
9. notifying the applicant of their recommendation.

Library Personnel Committee Procedures

The Library Personnel Committee will follow the procedures identified for college personnel committees and will provide to the Dean its written recommendation, which will also be copied to the applicant.

5.3.3.3.9 Offices of the Provost and President Procedures for Promotion and Tenure Review

After a review of the portfolio and the recommendations made by the Dean, Department Chairperson, and committees, the Provost will recommend to approve or deny each faculty member's application for tenure and/or promotion and will include rationale for the recommendation. The Provost will notify the Dean and faculty member, in writing, of that recommendation, then

submit materials to the President for action.

The President will make a decision on the tenure and/or promotion of each faculty member following review of the faculty member's portfolio and recommendations made by the Provost, Dean, chair and committees. The President will notify the Provost, Dean, Department Chair, and faculty member, in writing, of that decision. The Provost will notify the Dean and faculty member, in writing, of that recommendation, no less than 10 days before submitting materials to the President for action in order to provide each faculty member the opportunity to respond to the Provost's decision.

5.3.3.4. Post-Tenure Review

5.3.3.4.1 Policy for Post-Tenure Review

Post-tenure serves the following aims:

- to help faculty identify opportunities that will enable them to reach their full potential for contribution to the academic discipline, university, and the university's mission.
- to ensure that tenured faculty continue to pursue excellence in teaching and involvement in student success activities, maintain academic currency, and remain engaged in scholarly/creative and service activities that support the university's mission
- to provide a longer-term and broader perspective than is usually provided by an annual review
- to encourage tenured faculty to have a careful retrospective and prospective examination of different possible emphases at a given stage of their career

The post-tenure review process must not undermine academic freedom or tenure. All participants in the review process should begin by presuming that the faculty member is a competent and valuable asset to Columbus State University. The review must reflect the nature of the individual's discipline; must not be capricious, arbitrary, or discriminatory; and must provide for due process.

Post-Tenure Review Timeline:

All tenured faculty who have rank and tenure with an academic unit must have a post-tenure review in the spring semester five years after the award of tenure and subsequently every five years unless it is interrupted by a further review for promotion to a higher rank (Associate/Full Professor) or academic leadership promotion (e.g. Department Chair, Dean, Associate Provost) ([USG Academic Affairs Handbook Section 4.7](#)).

A tenured faculty member may voluntarily elect to go up for a post-tenure review before the five-year time limit. This enables a faculty member to take full advantage of the feedback and insight provided by their colleagues at a strategic moment in their career, rather than having to wait for the usual 5-year cycle. Early post-tenure reviews should include a review of the faculty member's accomplishments since they were last evaluated for tenure or a previous post-tenure review, whichever was most recent. Their materials should consist of accomplishments from after their most recent review.

If the faculty member has a successful review, the next post-tenure review will be [in the spring term] five years from the voluntary (PTR) post-tenure review date. If the faculty member is

unsuccessful, the original 5-year PTR review date remains in place. The PTR is conducted in tandem with the annual evaluation.

Areas of Evaluation for Post-Tenure Review:

Tenured faculty members are expected to document successive contributions to furthering the mission of the university through their teaching, scholarship/research, and service. Contributions should be dated from the previous tenure and promotion milestones and encompass the previous 5-year period. Faculty must meet expectations in all areas as determined by departmental/college "Standards of Excellence." Engagement in student success and professional development activities is expected.

To assure a meaningful and fair process, each evaluation should include a review by the department chair and the College Post-Tenure Review Committee (CPTR). The faculty member should provide a copy of a current and any previous professional development plans, annual review findings from the five years prior, or since the last post-tenure review, and any additional materials required by the department. This process fosters the professional growth of faculty members, while allowing for flexibility as departmental, college, and university missions or circumstances change.

Outcomes & Consequences of Post-Tenure Review:

The results of a positive post-tenure review must be linked to subsequent decisions on promotion, merit pay, other rewards, and professional development. Faculty members who are performing at a high level should receive recognition for their achievements.

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

The assessment of the PIP will take the place of that year's annual review. Failure to successfully remediate the identified deficiencies, or demonstrate substantive progress towards remediation, within one year subjects the faculty member to disciplinary actions up to and including, but not limited to, reallocation of effort, salary reduction, and tenure revocation and dismissal.

5.3.3.4.2 Procedures for Post-Tenure Review

Post-Tenure Professional Development Plan (PDP)

1. After the initial award of tenure, the faculty member, in consultation with the Department Chair, will create a five-year Post-Tenure Professional Development Plan (PDP).
2. This long-range plan will specify goals with a time frame for each, activities to assist the faculty member in achieving those goals, institutional resources needed to accomplish the goals, and

an ongoing evaluation plan. The Department Chair will evaluate goals and milestones during the annual review to monitor progress toward future milestones and recommend modifications as needed.

3. The Department Chair will discuss with the faculty member and provide in writing progression toward future milestones.
4. In those cases where a faculty member and a Department Chair cannot agree on PDP milestones, a mutually acceptable neutral party will arbitrate.
5. A copy of the initial Post-Tenure PDP will be sent by the Department Chair to the Dean for review and budgetary considerations. Subsequent post-tenure PDPs can also be shared for funding considerations.

Post-Tenure Review Notification

The Dean or their designee will inform, in writing, twelve months in advance, the faculty members scheduled the next spring for post-tenure review.

College Post-Tenure Review (CPTR) Committee

Each college forms a committee responsible for deliberating the merits of each faculty member's portfolio in the college and the recommendation of the Department Chair. The committee composition should include

- one tenured faculty member from each department elected by the faculty of the department
- two at-large faculty members appointed by the Dean to ensure a balance of professional viewpoints and expertise
- Those up for post-tenure review and Department Chairs are not eligible to serve on the committee.

Post-Tenure Review Process

1. In the fifth year, post-tenure review will be in tandem with the faculty member's annual evaluation for that year.
2. The tenured faculty member will prepare a portfolio to submit to the Department Chair that follows the same format as the formal tenure process described in the Columbus State University Faculty Handbook. The portfolio should document accomplishments related to teaching, research/scholarship, service. Involvement in student success activities and professional development should be highlighted in the documents. Annual reviews encompassing the previous five years must be included in the documentation.
3. The Department Chair will have 15 days to review portfolio materials and discuss with the faculty member in a scheduled conference the summary of the PTR findings. A written report of the findings will be provided to the faculty member after the conference. In the event of unsuccessful PTR findings, the written report must also include suggested next steps, due process rights, and the potential ramifications if the faculty member does not remediate or demonstrate substantive progress towards remediation in the areas identified as unsatisfactory.

4. The faculty member will have 10 working days to respond in writing to the PTR written evaluation. The response will be attached to the final document; however, no action is required by the Department Chair.
5. The CPTR committee will review the materials, including the findings from the Department Chair, and render a written recommendation of satisfactory or unsatisfactory/not meeting expectations in each of the areas of responsibility. In the case of a satisfactory recommendation, the CPTR committee may elect to include comments about the faculty member's identified areas of excellence and/or possibilities for future milestones.
6. The faculty member will have 10 working days to respond in writing to the CPTR committee written evaluation.
7. The Dean will review the evaluations prepared by the Department Chair and the CPTR committee and provide a written assessment of the faculty member's overall performance to include budget considerations for merit pay and/or professional development costs. The Dean will send this written evaluation to the faculty member, Department Chair, and Provost. The college and the Office of the Provost will each maintain a copy of the evaluation in the faculty member's permanent personnel files.

Unsuccessful Post-Tenure Review Findings

1. In the case of an unsatisfactory recommendation, the CPTR committee will make written recommendations about the faculty member's future milestones. The written report must also include suggested next steps, due process rights, and the potential ramifications if the faculty member does not remediate or demonstrate substantive progress towards remediation in the areas identified as unsatisfactory. The CPTR committee will forward its recommendation to the faculty member, the Department Chair, and the Dean.
2. The faculty member will have 10 working days to respond in writing to the CPTR committee written evaluation.
3. The Dean will review the evaluations prepared by the Department Chair and the CPTR committee and provide a written assessment of the faculty member's overall performance to include budget considerations for merit pay and/or professional development costs. The Dean will send this written evaluation to the faculty member, Department Chair, and Provost. The college and the Office of the Provost will each maintain a copy of the evaluation in the faculty member's permanent personnel files.
4. If the results of the Dean's post-tenure review are unfavorable, then a performance improvement plan shall be created by the applicable Department Chair and Dean in consultation with the faculty member.
5. The faculty member will have 10 working days to respond in writing to the Dean's written evaluation.
6. If the faculty member successfully completes the performance improvement plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule. If the faculty member fails to make sufficient progress in performance as outlined in the performance improvement plan (or refuses to engage reasonably in the process) as determined by the Department Chair and Dean after considering feedback from the committee of faculty colleagues, then the institution shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. If the department chair and dean

do not agree on their assessment of sufficient progress in performance, the Provost will make the final assessment.

7. The President will make the final determination on behalf of the institution regarding appropriate remedial action.
8. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on Applications for Discretionary Review. (BOR 8.3.5.4)

Post-Tenure Review Process for Academic Administrators

All academic administrators who hold faculty rank and are tenured at the institution aligned with an academic unit will undergo a comprehensive evaluation, including 360° feedback assessment every five years. The review should include an evaluation by subordinates (one level down), and a review of traditional faculty activities (teaching, research, student success, and service) that align with the responsibilities of the administrator. Evaluation results will be assessed by the administrator's supervisor and be the basis for the academic administrative officer's development plan.

5.3.4 Performance Review Exemptions

5.3.4.1. Annual Evaluation Exemption

Faculty who have completed the administrative requirements with Human Resources to retire at the end of the spring term are exempt from the annual review process.

5.3.4.2. Post-Tenure Evaluation Exemption

Faculty who submit a formal letter of intent to retire are exempt from Post-Tenure Review if the official date of retirement is within one year after the semester of the scheduled review.

5.3.5 Evaluation Outcomes & Appeals

5.3.5.1. Evaluation Outcomes

All faculty reviews shall include evaluation of instruction, student success activities, research/scholarship, and service as is appropriate to the faculty member's college, department, and job responsibilities ([BOR 8.3.5.1](#)). Faculty are expected to engage in professional development activities as defined in the CSU Faculty Handbook, in a particular area, or across the three areas of effort and to meet or exceed expectations in each of the review categories.

Annual evaluations require faculty to be evaluated utilizing the USG Likert scale. 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 ([ASAH 4.4](#)).

Faculty should refer to their department Standards of Excellence for discipline-specific criteria for annual evaluations.

5.3.5.1.1 Satisfactory Outcomes

A faculty member will achieve a satisfactory outcome when *Meeting Expectations* in all review areas.

A satisfactory post-tenure review will result in a post-tenure merit salary review. The satisfactory outcome and qualitative comments included in the post-tenure evaluation will serve as the basis for recommendations on merit pay increases, equity adjustments, and professional development funding.

Faculty recommended for promotion will have the new rank go into effect at the beginning of their next contract period.

5.3.5.1.2 Unsatisfactory Outcomes and Consequences

If the performance in any of the categories is judged to *Not Meet Expectations* or *Need Improvement*, the faculty member must be provided with a plan to improve their performance.

There are two different plans for addressing unsatisfactory faculty performance: a **performance remediation plan (PRP)** and a **performance improvement plan (PIP)**.

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

- a) Clearly defined goals or outcomes,
- b) An outline of activities to be undertaken,
- c) A timetable,
- d) Available resources and supports,
- e) Expectations for improvement,
- f) Monitoring strategy

5.3.5.1.3 Performance Remediation Plan (PRP)

The Performance Remediation Plan is used to document faculty deficiencies based on the outcomes from the annual review. The purpose of the PRP is designed to enable the faculty member to correct unsatisfactory performance in some aspect of their role or responsibilities. The plan must be approved by the Dean and submitted to Human Resources. At least two meetings during the fall and during the spring [4 meetings for the academic year] must be held to review progress, document additional needs/resources, planned accomplishments for the upcoming quarter. After each meeting, the academic administrator should summarize the meeting and indicate if the faculty member is on track to complete the PRP. Consequences for failure to meet the expectations of the PRP must be stated at the conclusion of each meeting. The faculty member must be provided with a Performance Remediation Plan (PRP) to remediate their performance during the next year.

5.3.5.1.4 Performance Improvement Plan (PIP)

The Performance Improvement Plan is used to document deficiencies based on an unfavorable Post-Tenure Review. The plan must be approved by the Dean and submitted to Human Resources.

At least two meetings during the fall and during the spring [4 meetings for the academic year] must be held to review progress, document additional needs/resources, planned accomplishments for the upcoming time period. After each meeting, the academic administrator should summarize the meeting in writing and indicate whether the faculty member is on track to complete the PIP. At the conclusion of the academic year the faculty member's progress will be determined by the Department Chair and Dean after taking into account feedback from the CPTR committee. The assessment of the PIP will take the place of that year's annual review.

If the faculty member successfully completes the performance improvement plan, then the faculty member's next post-tenure review will take place on the regular five-year schedule.

If the faculty member fails to make sufficient progress in performance, then the institution shall take appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. Actions may include, but are not limited to:

1. Reassign the faculty member, to include non-teaching duties (reallocation of effort)
2. Reduce salary
3. Initiate other personnel actions, including tenure revocation and separation of employment.

The institution will follow appropriate due process mechanisms for a faculty member to appeal the final assessment of their PIP and the resulting remedial actions as outlined in the [BOR post tenure review due process](#).

If the remedial action is separation from employment, the faculty member has the right to request a final faculty hearing for the purpose of confirming that due process was followed in reaching the decision of separation of employment. The outcome of the faculty hearing shall not be binding, but only advisory to the President who shall make the final decision. The procedures of this final faculty hearing will be governed by procedures found in [Section 4.7 of the USG Academic & Student Affairs Handbook](#).

An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to the Board Policy on [Applications for Discretionary Review](#).

5.3.5.1.5 Corrective Post Tenure Review

A faculty member evaluated as deficient in any one of the elements of teaching, student success activities, research/scholarship, and/or service for two consecutive annual evaluations will participate in a corrective post-tenure review. Note that the deficiency does not have to be in the same area; but could be a different area from one year to the next. This review will be initiated prior to the normally scheduled five-year review.

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

review as outlined below.

5.3.5.2. Appeals Process for Unsuccessful Post-Tenure Review or Unsuccessful Corrective Post-Tenure Review

If after the Dean's written assessment, the faculty member is found unsuccessful in a post-tenure or corrective post-tenure review, a faculty member who disagrees with the decision can appeal to the University Post-Tenure Review (UPTR) Committee.

When appearing before the UPTR committee, the faculty member is entitled to have a Hearing Advisor of their choice present. The Hearing Advisor does not represent the faculty member and is only present to offer the faculty member advice and to ensure that fair and impartial institutional processes are followed. A Hearing Advisor can be appointed upon request. The faculty member and the Hearing Advisor will not be allowed to hear committee deliberation proceedings.

5.3.5.2.1 UPTR Committee Composition

Each fall semester, the senate executive officer and the Provost oversee the formation of the University Post-Tenure Review Committee. The committee is formed by a randomized selection of tenured associate or full professors from an elected pool.

1. Every college elects the members of this pool based on the number of faculty senate representatives they have.
2. Once the pool is formed, the senate executive officer and the Provost will randomly draw a seven-member panel from this pool with at least one faculty member from each college. All members should be free of conflicts of interests.
3. The faculty member presenting the appeal will select any five of the seven chosen faculty representatives to serve as the final UPTR committee members.

5.3.5.2.2 UPTR Committee Membership Eligibility Requirements

1. Must be tenured associate or full professors
2. May not be a member of the UPTR committee in the same year that they are scheduled to receive post-tenure review.
3. Cannot have served on the College Post-Tenure Review Committee for the faculty member making the appeal.
4. No conflict of interest.

5.3.5.2.3 Initial Appeals Process for Unsuccessful Post-Tenure or Corrective Post-Tenure Review

As described in the [post-tenure review procedures](#), the faculty member will have 10 working days to respond in writing to the Dean's written evaluation. An additional five working days is granted for the faculty member to submit an appeal to the UPTR committee. An appeal must be submitted in writing within fifteen working days after the date of the notification by the Dean.

1. The UPTR committee will review the evaluations of the Department Chair, CPTR committee, and Dean and provide its own written assessment of the faculty member's overall performance.

2. The UPTR committee recommendation may concur with the previous findings or recommend a reversal of it. Adequate cause must be demonstrated. Voting policies and procedures that apply to college personnel committees will govern the voting of the UPTR committee.
3. The UPTR committee will send this written evaluation to the faculty member, Department Chair, and the Provost.

5.3.5.2.4 Due Process Following an Unsuccessful Post-Tenure Review or an Unsuccessful Corrective Post-Tenure Review Decision Made by the University Post-Tenure Review Committee

If at the conclusion of the performance improvement plan and allowing the faculty member an opportunity to be heard, the Department Chair and Dean determine that the faculty member has failed to make sufficient progress in performance as outlined in the Performance Improvement Plan (or has refused to engage reasonably in the process), the Department Chair and Dean will propose an appropriate remedial action corresponding to the seriousness and nature of the faculty member's deficiencies. The Dean will submit the findings and proposed action to the Provost and Executive Vice President and notify the faculty member of their right to appeal the findings and sanctions. If the Department Chair and Dean do not agree on their assessment of sufficient progress in performance, the Provost will make the final assessment. Upon request by the faculty member, the UPTR committee will review the materials that attest to performance improvement plan progress and the proposed remedial action and make their recommendation.

The faculty member has 15 business days from receiving the recommendation of the Dean/Department Chair to request the UPTR committee review. Upon request to review the recommended action by the faculty member, further due process will include the following:

1. The UPTR committee will review the recommendation of the Department Chair and Dean. The UPTR committee may exercise its judgment as to whether an in-person or formal hearing is necessary. The recommendation of the PTR committee may be based solely on a review of record.
2. If the UPTR committee finds that a formal hearing is warranted, the chair of the UPTR committee will inform the faculty member in writing of their rights to
 - a. have an advisor present as described in the faculty handbook;
 - b. have access to full disclosure of all evidence;
 - c. question the evidence and witnesses;
 - d. bring testimony, witnesses, or evidence; and
 - e. appeal findings and/or sanctions.

The written notification letter should contain the date, time, and proposed location of the hearing, along with a timeline of the process as indicated by the dates below.

3. If the faculty member decides not to participate in the hearing process, the UPTR committee may continue the hearing process without the faculty member's attendance. The recommendation(s) of the UPTR committee may be based solely on a review of the record.

The UPTR committee will issue its recommendation to the Provost and the faculty member within 20 business days of the request for review by the faculty member.

4. Within 5 business days of receiving the recommendation(s) from the UPTR committee, the Provost shall send an official letter to the faculty member notifying him or her of the decision.
5. The faculty member may appeal to the President of the institution within 5 business days of receiving the decision from the Provost. The President's final decision shall be made within 10 business days and should notify the faculty member of the decision and the process for discretionary review application as provided for in Board of Regents' Policy.
6. If the remedial action taken by the President is deemed severe (e.g., reallocation of effort, salary reduction, suspension, or dismissal), adequate cause must be demonstrated. Contract renewal is expected in the absence of proof of an unsatisfactory review.
7. If proof is evident, the faculty member may complete their faculty assignment for the current semester at the discretion of the institution; however, the semester during which a final decision is issued will be the last semester of employment in their current role.
8. An aggrieved faculty member may seek discretionary review of the institution's final decision pursuant to [BOR POLICY 6.26 APPLICATION FOR DISCRETIONARY REVIEW](#).

5.4 Promotion and Tenure

5.4.1 Eligibility for Promotion and Tenure

5.4.1.1. Eligibility for Promotion

University policy requires a minimum length of service in a faculty rank to be eligible to apply for a promotion. The completion of the required time in rank, while considered, does not entitle a faculty member to a promotion; the appropriate performance criteria outlined in university and college policies and in the department's Standards of Excellence, which emphasizes excellence in teaching and involvement in student success activities for all teaching faculty, must be fulfilled.

Department chairs are responsible for developing a system for mentoring faculty members and for making recommendations as to when to seek promotion. The faculty member, while not required to follow that chair's advice, should give it serious consideration. The minimum lengths of service required are the following:

1. Six years of full-time service at the rank of Lecturer is required for promotion to Senior Lecturer. Individuals may stand for promotion in their sixth year.
2. Promotion to associate professor requires five years of full-time service at the rank of assistant professor. Individuals may stand for promotion in their fifth year.
3. Promotion to professor requires five years of service at the rank of associate professor at CSU. Individuals may stand for promotion in their fifth year.

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for early promotion. (See the [USG Academic & Student Affairs Handbook, section 4.6](#) for current Board of Regents policy.)

5.4.1.2. Eligibility for Tenure

Only assistant professors, associate professors, and professors employed full-time and appointed to tenure-track positions are eligible for tenure. Each department is responsible for devising appropriate standards for evaluation of candidates for tenure, and for making the original evaluation and recommendation of a candidate for tenure; but the following guidelines apply to candidates university-wide:

1. Five years of full-time, tenure-track service (probationary period) at the rank of assistant professor or higher is required for tenure. At the earliest, tenure review will take place in the fifth year of tenure track service at CSU.
2. Except for the approved suspension of the probationary period due to a leave of absence, the maximum time a faculty member may serve in a tenure-track position at CSU without the award of tenure is seven years. If the president does not approve a recommendation for tenure, the university may proffer a terminal contract for an eighth year.
3. Administrative faculty must earn and can only be awarded tenure in their faculty classifications.
4. Only faculty members holding terminal degrees, or the equivalent in training, ability, or experience, may be considered for tenure. Terminal degrees must come from a university that is fully accredited or, in the absence of a system of accreditation, internationally recognized.

5.4.2 Criteria for Promotion and Tenure

Faculty must exhibit, at minimum, satisfactory performance (i.e., Meets Expectations) in teaching, research, and service. All faculty are expected to pursue continuous professional growth and development and to engage in student success activities to support and enhance teaching, research, and service endeavors.

5.4.2.1. Criteria for Promotion

Promotion requires faculty to demonstrate excellence (i.e., Exceeds Expectations) in teaching and one other area. Satisfactory (i.e., Meets Expectations) performance is required in the remaining area of review as determined by departmental and college Standards of Excellence, consistent with the promotion guidelines. ([BOR 8.3.6](#), [ASAH 4.4](#))

5.4.2.1.1 Promotion Guidelines

The following general guidelines shall apply to the appointment or promotion to academic ranks:

Senior Lecturer

Promotion to the rank of Senior Lecturer should be based on demonstrated excellence in teaching and other criteria consistent with the role and position of the Lecturer as determined by the

department and college. Individuals are awarded this title due to their preeminent professional standing or experience.

Assistant Professor

An appointment to the rank of assistant professor normally requires the prerequisite of a doctoral degree or its equivalent in creative or scholarly achievement. Demonstrated academic ability and potential for professional growth serve as the bases for appointment. Excellence in teaching and other criteria established by the department and college are required for promotion to this rank.

Associate Professor

Actual performance serves as the bases for promotion to this rank. Evidence must show that individuals are excellent in teaching, engaged in student success activities, and contributing to their fields. Associate Professor is a high academic rank and carries no presumption of future promotion. Promotion to associate professor without a terminal degree will only be considered in exceptional cases such as having gained high distinction as a publishing scholar or creative artist.

Professor

As the highest academic rank, the title of professor implies recognition of the individual by peers and associates as an outstanding teacher and an accomplished, productive and respected scholar or creative artist, both within and outside the university, since attaining the rank of associate professor. In addition to demonstrating excellence in teaching, candidates may also demonstrate excellence in scholarship through scholarly publications, applied research, and/or artistic work, and the ability to communicate to professional peers the knowledge and insights gained from the exploration of their area of specialization. They will need to have made important contributions in research or creative activity; university, public or professional service; and/or administrative service to professional societies. Peer review is critical, but the nature of the candidate's discipline will determine the mode of scholarly or creative production.

5.4.2.2. Criteria for Tenure

The award of tenure requires faculty to demonstrate excellence (i.e., Exceeds Expectations) in teaching, and in one other area of review. Satisfactory (i.e., Meets Expectations) performance is required in the remaining area of review as determined by departmental Standards of Excellence ([BOR 8.3.7.3](#), [ASAH 4.4](#)).

Further, faculty are expected to pursue continuous professional growth and development and to engage in student success activities to support and enhance teaching, research, and service endeavors.

The candidate's achievements must evince the potential for long-term effectiveness at the university. In most instances, faculty will seek tenure and promotion to associate professor in the same year.

Candidates who are not successful in their first tenure application are limited to one additional application for tenure within the seven-year probationary period. For this purpose, a review at the first level (department) is considered an application for tenure.

Possession of the foregoing qualifications does not entitle an individual to tenure. Present and anticipated staffing needs of the department, college, and university must be considered in all tenure decisions. Therefore, denial of tenure does not necessarily imply an unfavorable evaluation of the faculty member.

5.4.3 Other Special Considerations for Promotion and Tenure

5.4.3.1. Probationary Credit for Promotion and Tenure

5.4.3.1.1 Probationary Credit for Promotion

Candidates may be offered initial appointments above the rank of assistant professor provided they meet the requirements (other than years of service) for promotion to the desired rank and it is reviewed by the department, Dean, and Provost, and approved by the President.

At the time of an individual's appointment, a maximum of three years of probationary credit toward promotion may be awarded for service at other institutions or service at a faculty rank within the institution. Probationary credit towards promotion must be specified in the letter of offer; applicants for probationary credit should complete the [Promotion and Tenure Probationary Credit Request Form](#). Individuals serving in part-time, temporary, visiting, or limited term positions are not eligible for probationary credit towards promotion.

5.4.3.1.2 Probationary Credit for Tenure

In exceptional cases, the president may approve an outstanding candidate for the award of tenure upon the faculty member's initial appointment provided that:

- tenure has been earned at another institution
- other than years of service, the candidate meets CSU's standards for appointment at the rank of associate professor or professor
- the candidate brings a demonstrable national reputation to the institution
- the committees and administrators normally involved in the tenure-approval process have made a recommendation for tenure for the candidate

A maximum of two years credit toward the minimum probationary period may be allowed for service at CSU or other institutions provided it is in a tenure-track or comparable position. Faculty hired with probationary credit from another institution must complete a minimum of two full years of service in a tenure-track position at CSU to be eligible for tenure. Applicants for probationary credit should complete the [Promotion and Tenure Probationary Credit Request Form \(PDF\)](#). Individuals serving in part-time, limited term, visiting, or full-time temporary positions are not eligible for probationary credit toward tenure.

5.4.3.2. Early Promotion

Under special circumstances, faculty who are performing significantly above the expectations for their current rank may be considered for "early" promotion. At CSU, "early" promotion may only be considered according to the following time table:

- For early promotion from Lecturer to Senior Lecturer, faculty must have served a minimum of three years as a Lecturer

- For early promotion from Instructor to Assistant Professor, faculty must have served a minimum of three years as an Instructor
- For early promotion from Assistant Professor to Associate Professor, faculty must have served a minimum of four years as an Assistant Professor
- For early promotion from Associate Professor to Full Professor, faculty must have served a minimum of four years as an Associate Professor

5.4.3.3. Faculty Workload Consideration for Promotion and Tenure

Columbus State recognizes the areas of teaching, research, service, and administration as components of a faculty member's workload and acknowledges units may differ in workload areas based on the faculty member's primary job responsibilities. Considerations should be made for the relative percentage of time devoted to each area as determined by the faculty's assigned total workload.

Faculty workload responsibilities should be discussed and agreed upon with the department chair, under the supervision of the dean, so as not to limit a successful promotion or tenure review.

Performance expectations should be clearly outlined in the Standards of Excellence. Administrators should consider including all review categories essential to promotion and tenure evaluation processes into the workload assignment. Faculty approved for grant buyouts must understand how the time allocation is considered in promotion and tenure expectations.

All faculty reviews should be conducted in accordance with the [Faculty Workload Policy](#).

6. Faculty Development

The university understands that faculty development is essential to the health and rigor of its academic programs. For that reason it supports a number of opportunities for faculty to enhance their skills and pursue individual areas of research, scholarship, and creative activity. Among those opportunities are educational leaves, junior faculty research accommodations, travel to conferences and workshops, university-sponsored grants, and programs sponsored by the [Faculty Center for the Enhancement of Teaching and Learning](#).

6.1 Junior Faculty Research Accommodations

In some cases—often at the time of hire and depending on a variety of factors including job-market conditions in a particular discipline—junior faculty may negotiate for research accommodations, which are generally governed at the college level at CSU. Examples of the kinds of accommodations the university grants include support for summer research programs, reduced teaching loads during the academic year, subsidizing laboratory costs, and others. Junior faculty interested in exploring research accommodations not specifically covered in this section of the handbook should consult with administrators in their college.

6.2 Conferences and Workshops

Columbus State University encourages faculty and staff to participate in professional conferences and workshops. Typically, financial and other forms of support for such activities come at the college level. Faculty interested in seeking funding or other forms of support in order to attend professional conferences and/or workshops should seek information from the administrative offices in their college. The Travel Policies and Procedures page, which covers specific details regarding all forms of travel at CSU, outlines the steps for securing travel funding from the university for conferences and workshops, and it provides links to CSU travel forms, which may also be accessed directly on the MyCSU site under the Faculty tab in the “CSU Forms” section by clicking on the “Administrative” link and scrolling down to “Travel Forms.”

6.3 Grants

The University Grants Program supports the vision of Columbus State University by providing funding for faculty activities related to scholarship and professional development. Stressing flexibility and accountability, the University Grants Criteria and Guidelines take into consideration differences in each college’s focus, accreditation requirements, and funding priorities. Competitive University Grants applications are those that commit to one or more specific, tangible products of a research, scholarship, or professional development project, including but not limited to:

- an article submitted for publication in a peer-reviewed journal
- a juried or peer-reviewed performance or exhibition
- a proposal submitted for external funding
- research project development, data collection, or analysis
- continuing education opportunities
- a presentation of scholarship at a professional conference

The tangible outcome of the project should be achievable within one year of the award of funds. In the case of multi-year projects, the applicant must identify a specific benchmark for each year of the proposed project. At the end of each year, the recipient will generate an accountability report indicating the progress of the project.

All University Grants are limited to a maximum of \$10,000.

6.4 Tuition Remission and Waivers

The [Tuition Assistance Program \(TAP\)](#) represents a commitment by the University System of Georgia (USG) to “meet its employees evolving needs” by offering “an educational assistance program . . . that fosters the professional growth and development of its eligible employees.” TAP provides tuition remission or tuition waivers to Columbus State University employees who enroll in courses offered by CSU or other USG-governed institutions of higher learning.

To participate in TAP, full-time benefits-eligible Columbus State University employees must [register on or after the dates](#) established by the USG. A system-wide [TAP application form](#) is also available from the USG. Interested CSU employees must register for courses that do not conflict with daily work responsibilities and schedules. In some instances, CSU supervisors may provide work-related accommodations if they can certify that (1) an employee’s request for TAP participation does not conflict with work schedules or (2) if a conflict is present, agreed-upon accommodations have been made to facilitate the employee’s TAP participation. Finally, all participating CSU faculty should become aware of

current federal guidelines regarding the tax-exempt status of TAP remissions and/or waivers—guidelines identifying the extent to which TAP participation may affect tax payments on annual income.

6.5 Faculty Center for the Enhancement of Teaching and Learning

[The Faculty Center for the Enhancement of Teaching and Learning \(FCETL\)](#) offers resources to assist faculty in teaching effectively, in pursuing scholarly research and opportunities for creative activity, and in making progress toward career and professional goals. The Faculty Center provides programs to support the continuous development of all faculty members, promoting faculty initiative and engagement, and celebrating faculty achievements. Programs include faculty roundtable discussions, teaching workshops, faculty research presentations, faculty reading groups, and research and grant-writing boot camps. The Center website offers links to development resources online, including internal grant and fellowship opportunities.

6.6 Educational Leaves

As an educational and professional leave program represents one of the primary opportunities for a faculty member to devote the time and energy to research and reflection necessary to sustained success as a teacher and scholar, such a program well serves Columbus State's overall mission. Thus, when financial resources permit, the university annually funds a number of faculty educational leaves. BOR policy also allows for unpaid education leave.

University administration, in conjunction with the Faculty Senate, has developed Educational Leave Guidelines for determining the qualifications and conditions necessary to educational and professional leave, the compensation formulas pertaining to educational leave, and the obligations of each educational leave recipient. The guidelines also establish the criteria for selecting educational leave recipients, steps for preparing an educational leave proposal, dates and deadlines of the application process, and procedures for closing the leave period. Finally, the guidelines provide links to recent, successful applications that may serve as examples.

6.6.1 General Qualifications and Responsibilities for Educational Leave

6.6.1.1. Eligibility

Any tenured full-time faculty member holding the rank of associate professor or professor is eligible for consideration for an educational leave assignment. The Faculty Development Committee selects recipients of leave awards from a pool of screened applicants according to established criteria.

6.6.1.2. Purposes

CSU grants educational leaves to faculty members to engage in research, writing, study, or other activity determined to contribute to the faculty members' professional development and to the reputation of the university.

6.6.1.3. Conditions

The awarding of educational leave is not automatic and depends on the merits of the request and on conditions prevailing in the department, school, or college at the time. The Faculty Development Committee makes educational leave award recommendations from a final list of applicants identified from the aforementioned pool, and the provost presents those recommendations for the president's approval.

6.6.1.4. Compensation

The duration of the educational leave may be for one semester (not to include summers) at full salary and benefits for that semester, or for two sequential semesters (not to include summers) at one-half of the recipient's salary for the academic year. During either period the recipient will be relieved from teaching responsibilities and routine service requirements in order to devote full time to the approved project.

6.6.1.5. Obligations

The following rules apply to faculty members applying for and receiving educational leave:

1. Applicants for educational leave awards must submit to their department chair a detailed plan of activity they propose to follow. The dean must complete the recommendation before submitting it to the provost.
2. While on educational leave, recipients may not accept remunerative employment without the written consent of the president or a designated university representative. Educational leave recipients may not accept any form of employment during the project period that would interfere with the completion of the project.
3. Within one month upon return from educational leave, recipients must file with the provost a written report of the scholarly activities conducted while on educational leave. Copies of this report are automatically provided to the department chair, dean, Provost, and to the chair of the Faculty Development Committee through the electronic submission platform.
4. Educational leave recipients awarded one-semester of leave are obligated to return to Columbus State University for a full academic/fiscal year of service upon completion of the project. Recipients awarded a full academic year of educational leave are obligated to return to CSU for two years. Failure to return will obligate recipients to fully reimburse the institution for costs it incurred as a result of the educational leave. In accepting educational leave awards, faculty members sign a statement indicating their awareness of, and agreement to, this repayment provision, and to all other conditions of the project as specified herein ([BOR 8.2.7.4](#)).

6.6.2 Criteria for Selecting Educational Leave Recipients

Screeners evaluate proposed educational leave activities in view of the value it would have for faculty members' professional growth and the contribution it would make toward improving their value to Columbus State University. In that regard, screeners give preference to candidates (1) proposing to update or improve knowledge in a field that will be taught in the immediate future, as certified by the faculty member's department chair and dean, (2) whose research could not be carried out at CSU while performing other assigned duties (teaching, service, etc.), and (3) whose scholarly writing is scheduled for publication. In cases of candidates having equal merit according to the above criteria, screeners will base

the decision to recommend a recipient on the Faculty Development Committee's confidence in that candidate's potential for success.

6.6.3 Educational Leave Application Guidelines

The following guidelines pertain to eligible faculty applying for educational leave.

6.6.3.1. Preparing a Proposal Application Package for Educational Leave

The educational leave application is captured in CSU's designated digital platform and consist of two parts: (1) a formal written proposal and (2) an appendage of support documents.

In general, **the formal proposal** should contain the following:

1. **Cover Sheet** (includes name, department, college, academic rank, proposal title, award period, check list)
2. **Summary** (one page maximum)
3. **Introduction** (a detailed statement of the request, its objectives, its benefits to the applicant and Columbus State University in definitive and measurable terms, the results expected, and the period of time covered by the proposed leave)
4. **Methods and Evaluation** (a detailed description of the applicant's "Educational Leave Program," including activities to be employed to achieve the desired results; a detailed plan for determining the degree to which the applicant's objectives will be met and can be assessed)
5. **Future Plans** (if applicable, the applicant should describe a plan for continuation of activities beyond the leave period which will benefit the applicant's professional development and Columbus State University; the plan should relate to the objectives and expected outcomes of the educational leave)
6. **Budget** (a clear delineation of cost, other than salary, associated with the applicant's "educational leave program," including funding sources (grants, stipends, etc.), travel, etc.

The **proposal appendage** noted above should contain supporting documents, including, but not limited to:

1. a current curriculum vitae
2. a summary of previous activities which uniquely qualify the applicant to undertake the proposed educational leave activity
3. a summary of previous activities clearly demonstrating that the applicant has the potential to successfully complete the "educational leave program"
4. if applicable, verification that support grants, stipends, and consortia arrangements relating to the "educational leave program" have been authorized and approved (if the applicant is requesting additional faculty development funds to support educational leave activities, it should be noted in the application, and a separate faculty development proposal, properly referenced

to the educational leave proposal, should be submitted to the Faculty Development Committee).

6.6.3.2. Meeting Educational Leave Application Deadlines

Before submitting an application, applicants must complete and sign a “Memorandum of Agreement” stating that they understand and agree to the terms of Columbus State University’s educational leave program. All [educational leave applications](#) are submitted through the Quali platform. Refer to the [Academic Affairs Planning Calendar](#) regarding deadlines for the following:

- Academic deans will submit both the educational leave proposal application and the “Memorandum of Agreement” with recommendations to the provost, with a copy to the chair of the Faculty Development Committee by this date.
- The Faculty Development Committee will make its recommendations to the provost by this date.
- The provost will notify, in writing, each potential recipient of educational leave decisions by this date.
- The educational leave recipients must make a firm decision on their willingness to accept or reject the leave award by this date. This decision must be confirmed in writing to the provost, with copies to the faculty member’s department chair and dean, and to the chair of the Faculty Development Committee.

6.6.4 Closing the Educational Leave

Within one (1) month upon return from educational leave, recipients are to file with the provost a written report of their scholarly activities while on leave. Recipients should submit copies of this report to their department chair and dean, and to the chair of the Faculty Development Committee. The report will identify all scholarly activities undertaken during the leave. These activities should be properly referenced to the educational leave plan submitted in the formal proposal.

Recipients should note and explain all exceptions. If applicable, the university will expect recipients to share the results of their scholarly work through appropriate publications, conferences, workshops, and/or seminars, both on and off campus.

Recently successful applications in the areas of biology and history are available to faculty interested in pursuing educational leave.

6.7 University Grants Criteria and Guidelines

The university administration, in conjunction with the faculty senate, developed the guidelines below for screening applications for university grants.

6.7.1 Application and Screening Process

All University Grants applications are reviewed by two committees, one at the college level and one at the university level. Representatives from each department within a college make up the college's screening committee as faculty members of the individual colleges are best equipped to evaluate the applications of their colleagues based on the funding and research needs of their college. The committees vet and prioritize applications from the faculty of their own college before sending the applications to the University Grants Committee for review and award.

All faculty members, including non-tenure track, are eligible to apply for funding through this program. All participants should consult the [Academic Affairs Planning Calendar](#) for the due dates for each step in the process.

1. A faculty member completes the University Grants [Fall application](#) or [Spring application](#) and submits it to the department chair.
2. The department chair reviews applications, adds comments, and passes the applications on to the college screening committee.
3. The college screening committee reviews the applications using the University Grants Scoring Rubric. The committee prepares a rank-ordered list of applications, with a brief statement (1–3 sentences) justifying the ranking, for use by the University Screening Committee. (Note that the college screening committee may choose to screen out some applications.)
4. The college screening committee sends the packets of applications to the dean.
5. The dean reviews the applications, adds comments if necessary, and passes the applications on to the University Grants Committee.
6. The University Grants Committee reviews the applications using the Scoring Rubric and considering comments received with the packet. The University Grant Committee makes award recommendations to the provost.
7. The Provost's Office makes the final decision and administers the awards.

The University Grant application may be found using the link above. Concluding the University Grants Program

Successful grant recipients must file a University Grants Accountability Report with the Provost's Office no later than 60 days after the target completion date of their project. Recipients also send copies of the report to the department chair and dean.

7. Campus Environment

7.1 Libraries

[Columbus State University Libraries](#) support the university's curricular, research, cultural, and community service objectives by providing resources, instruction, and other services that promote and enrich intellectual and personal growth and scholarship. Columbus State maintains two libraries: the Simon Schwob Memorial Library on the main campus and the Music Library at CSU's downtown campus in the RiverCenter for the Performing Arts. Located in the center of the CSU main campus, the Simon Schwob

Memorial Library serves as the primary information resource for the university with a book collection of over 400,000 volumes and access to electronic journal articles via GALILEO, Georgia's collection of electronic databases. Special areas within the Simon Schwob Memorial Library include Government Documents, the Archives (local history materials), and the Information Commons (a well-staffed library-operated computer lab in the Reference Department). The Music Library, located in a 4000 square-foot space on the RiverCenter's first floor, is intended for the use of CSU students and faculty engaged in music-related research and contains an extensive collection of LPs, CDs, videos, DVDs, and books about music.

CSU faculty, students, and staff can access the libraries' collections through [GIL-Find](#), CSU Libraries' online catalog, which contains entries for all materials housed in the CSU libraries, including books, journals, government documents and AV materials, as well as entries for around 10,000 historic titles included in the Library of American Civilization microfiche collection and about 35,000 titles for electronic books available through eBooks on EBSCOHost, a GALILEO resource. Circulating books at CSU Libraries are normally checked out to faculty for three months. CSU faculty can access journal articles via [GALILEO](#) (GeorgiA Library LEarning Online). GALILEO is an initiative of the University System of Georgia that provides access to over 150 databases, which, in turn, index thousands of periodicals, including scholarly journals.

To access GALILEO from off campus, faculty can access GALILEO off-campus by logging into [MyCSU](#), selecting the Faculty/Staff tab, and clicking the GALILEO link under "Library Resources." They may also use a password, which they can obtain by going to the [Gil-find page](#) and clicking on "Get GALILEO password."

CSU faculty also have access to a number of additional electronic resources not provided by GALILEO, including Grove Online Music, Music Index Online, OVID, and JSTOR. Finally, CSU faculty and students have access to books and other materials through Interlibrary Loan and through [GIL Express](#), which provides access to the holdings of all 34 institutions in the University System of Georgia through one online union catalog.

Each CSU library faculty has been assigned as liaison to a college or to multiple academic departments. A liaison librarian can:

- provide classes with generalized or course-specific instruction in the use of the libraries' resources (emphasizing electronic resources)
- instruct faculty on the various resources that will assist with their research and the preparation of student assignments
- create bibliographies and/or course-specific lists of resources
- create web guides to the research tools for specific disciplines
- order library materials requested by faculty that relate to specific disciplines
- answer questions about the library

The list of [current liaison assignments](#) tells faculty which librarian has been assigned to their academic unit.

7.2 University Information and Technology Services (UITs)

[University Information and Technology Services](#) (UITS) maintains CSU's information technology networks, hardware, software, telephones, and classroom technology. Its main goal is to provide technological services for faculty, students, and staff for use in accomplishing the mission of the university.

7.2.1 Computer Assistance

Faculty may request assistance with computers via the eQuest system, which is accessible through MyCSU under the faculty tab. Once an eQuest is submitted, UITS technicians will respond based on the scope and priority of the problem.

7.2.2 24-hour Computer Lab

Each campus offers two 24-hour computer labs. Each lab contains a Help Desk that answers faculty and student questions about computer-related issues. CSU users needing assistance may also phone the Help Desk at 706–507–8100.

7.2.3 Multi-media Classrooms

The campus offers several multi-media classrooms. Each contains modern lighting, sound, and projection. Interactive whiteboards, document cameras, and student response systems are also available.

7.2.4 Specialized Computer Classrooms

Several specialized computer classrooms on campus contain up-to-date PCs and MACs. Atomic Learning

For assistance with software, UITS subscribes to Atomic Learning, which consists of online tutorials for software applications. Over 120 popular titles, including assistive learning technologies, are included. Access to Atomic Learning is available under the My Tech tab in MyCSU.

7.2.5 Online Courses Technologies

UITS maintains several useful applications for online learning support. These include:

- Wimba – virtual, interactive online environment with real-time audio, video and Chat
- Desire2Learn – web-based course management system for sharing class materials, having class discussions, taking tests, and more
- Tegrity – lecture capture system for anytime, anywhere learning

7.2.6 Campus-Wide WiFi Access

Both campuses support WiFi access in most buildings, dormitories, buses, and outdoor spaces. CSU users may access the university's WiFi by logging into ColumbusState using their complete Microsoft 365 email address and password.

7.3 Smoke-Free/Drug-Free Campus and Policy on Alcohol

Columbus State University is a [tobacco-free and smoke-free](#) campus. CSU's Smoke-Free/Drug-Free Campus Compliance and Enforcement statement provides relevant details on the university's policy.

CSU's Policy on Alcohol details the institution's rules and restrictions on the possession and consumption of alcohol by faculty, students, and staff on university property and/or at university- sponsored events, as well as all other university policies concerning events in which alcohol may or may not be served.

7.4 Accommodations for Persons with Disabilities

The [Center for Accommodation and Access](#) coordinates the compliance of Columbus State University with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, not merely to achieve legality, but to foster academic potential through individualized plans tailored to the particular needs of students with disabilities. Students with documented physical, psychological, or cognitive disabilities should contact the Center for Accommodation and Access as early as possible to begin the [process](#) of garnering the appropriate accommodations. It takes approximately five days to process a new student, which includes not only review of disability documentation, but also attending an intake meeting with a disability professional. Scheduling the intake appointment with the Center for Accommodation and Access is the responsibility of the student.

The Center for Accommodation and Access coordinates services and equipment for students who have identified themselves as having a documented disability. Accommodations for qualified students include, but are not limited to:

- explanatory letters to instructors
- adaptive technology
- accommodations assessment
- test accommodations (extended time, isolated testing on tests)
- priority registration
- books in alternate format
- Braille services
- sign language interpreters

While accommodations provide equal access for the student with a disability, they must also be reasonable. Accommodations should not lower standards or compromise an essential component of, or fundamentally alter, a course or program.

7.5 Safety and University Police

Headquarters for [University Police](#) is located next to the Elizabeth Bradley Turner Center, on the corner of College Drive and East Lindsey Drive. Several officers also work from a police station on the CSU RiverPark campus in downtown Columbus.

Patrol officers regularly lock, unlock, and check all university buildings and other property. CSU police also patrol CSU apartment complexes, working closely with resident assistants who are on duty from 7 p.m. to 11 p.m. on weekdays and 7 p.m. to 1 a.m. on weekends. Officers patrol in marked vehicles, on bicycle, and on foot.

Police also work with CSU Plant Operations to ensure campus safety by submitting work orders for lights, locks, windows, doors, and other safety needs. Faculty and staff are encouraged to report safety-related issues to Plant Operations through eQuest in MyCSU under the Faculty tab.

In order to ensure timely warning to the university community, faculty, staff and students are strongly encouraged to report unsafe, suspicious or criminal activity immediately to University Police at 706-568-2022. This information can be reported either by phone or in person at the department's offices. Security issues and emergencies should be reported to allow police to coordinate the proper response. Emergency (blue light) phones are located strategically around campus and in parking lots as an additional means of communication. These emergency phones ring directly into CSU Police office and can be used for emergencies as well as requests for services provided by the department.

All students, faculty, and staff at Columbus State University have a CougarAccess card, which they may use for a variety of purposes on a daily basis, including access to the Recreation Center and other building and access to all CSU sporting events. Faculty may obtain a CougarAccess ID at the CSU Police Department, Mon-Wed 10am-4pm and Thurs from 10am -7pm.

Parking is no longer managed or controlled by the University Police. For policies relating to parking, parking permits and visitor parking you are referred to the [University Parking Services](#).

7.6 Facilities

Columbus State University maintains two campuses: the [Main Campus](#), where the university's administration and three of its four colleges are located; and the [RiverPark Campus](#) in downtown Columbus, which is home to the College of the Arts. CSU maintains [student housing](#) at each location and offers a [shuttle service](#) between the two campuses. The buses travel at half-hour intervals during weekdays from 6:30 a.m. through 10:00 p.m.

7.6.1 Main Campus

Located at 4225 University Avenue, Main Campus is home to most of the university's academic buildings and all of its athletics facilities. Also located on the site are the Schuster Student Success Center, the Center for Commerce and Technology, the Schwob Memorial Library, the Elizabeth Bradley Turner Center, the [Cunningham Center for Leadership Development](#), the [Student Recreation Center](#), and [Plant Operations](#).

7.6.2 River Park Campus

Located at 900 Broadway Avenue but spanning a number of city blocks, RiverPark Campus consists of about 12 academic and administrative buildings, among them the Corn Center for Visual Arts, the Coca-Cola Space Science Center, the Saunders Center for Music Studies (which includes the Music Library), and Carpenters Hall.

7.7 Campus Services

7.7.1 Mail and Post Office

United States mail is delivered to a central point on the campus, then distributed by campus messenger to the various buildings that house faculty offices and mailboxes. The Campus Post Office is located on the northeast corner of University Hall, and it can be accessed through its own exterior door.

7.7.2 Telephone

Campus telephones are maintained by UITs. All telephone related-problems and work requests should be submitted via eQuest found under the Faculty Tab in MyCSU. Emergencies, such as the disruption of service, should be reported to the UITs Help Desk at 706–507–8199.

7.7.3 Dining and Catering Services

Columbus State Dining Services is operated by Aramark, which has its offices in the Davidson Student Center. Aramark operates nine locations on campus:

- Cougar Café (Davidson)
- Chick-fil-A (Davidson)
- Einstein Bros. Bagels (Schwob Memorial Library)
- Frank Brown Hall Micro Provisions On Demand (P.O.D.) (River Park Campus)
- Market on Broadway
- Schuster P.O.D. (Schuster Student Success Center)
- Stanley P.O.D (Stanley Hall)
- Rankin Den and Dining (River Park Campus)
- Subway (Davidson)

Aramark offers a variety of dining options for faculty. Rather than purchasing a meal plan, faculty can purchase Cougar Cash which can be used to purchase anything from any of the retail locations at regular retail price (Chick-fil-A, Subway, Einstein Bros. Bagels, Schuster P.O.D., Stanley P.O.D., Market on Broadway, and Frank Brown Micro P.O.D.) and can also be redeemed at the Cougar Café or Rankin Den & Dining for a discounted rate of \$5.50 per meal. This discounted rate is only honored to Faculty & Staff members who have purchased Cougar Cash and are using Cougar Cash to purchase a meal at the Cougar Café or Rankin Den & Dining. Cougar Cash is loaded on your 909 card, and will roll over from semester to semester.

In addition, Aramark offers a Cougar Cash payroll deduction program. You may request that Cougar Cash be deducted from your paycheck and added to your ID card automatically. You choose the amount, you increase or decrease it as you wish, and you terminate it when you wish. For more information, contact Human Resources.

Of course, if you would rather, you may drop into the Dining Services Office anytime to purchase Cougar Cash by check, credit card, or cash (minimum purchase of just \$25.00).

Aramark also provides [catering services](#) to CSU, which includes both food and drink.

7.7.4 Campus Bookstore

The Columbus State University Bookstore is run by Follett and sells textbooks, supplies, and CSU apparel.

7.7.4.1. Textbook Adoptions

Faculty should direct any questions or concerns about textbook adoptions to Noreen Kolwicz, Textbook Manager, at 706–507–8791 or 0560txt@follett.com

The deadlines for textbook orders are:

- Fall Semester – April 15
- Spring Semester – October 15
- Summer Semester – March 15

Follett, CSU's campus bookstore provider, currently uses a textbook adoption system integrated with faculty members' D2L accounts: Follett Faculty Discover.

7.7.5 Printing Services

Printing Services (also called the Cougar Copy Center) is located in the Davidson Student Center next to the Bookstore and provides basic copying services, book-binding, lamination, faxing, producing business cards, event signage, and full color magazines. Printing Services can also outsource any special or unusual printing jobs.

7.7.6 Purchasing

Faculty should contact their respective departmental administrative assistants/secretaries and/or department chairperson about purchasing procedures. All academic purchase requests must be approved by the dean and provost's office.

7.8 Smoke-Free/Drug-Free Campus Compliance and Enforcement

All CSU supervisors must inform subordinate staff members of CSU's smoke-free/drug-free campus policy and inform them that failure to comply can be grounds for disciplinary action, up to and including dismissal. Employee infractions should be reported to the employee's supervisor or department head (or Human Resources if unknown). Supervisors will utilize progressive discipline, beginning with a reminder of the policy and an offer of assistance with smoking cessation. Supervisors will also tailor reaction to reports of employee violations to the credibility of the report.

The monitoring and enforcement of the smoke free policy is the responsibility of all CSU faculty, staff, and students. Each member should consistently and politely bring any infraction of this policy to the attention of the person or persons observed violating the policy.

Visitors, vendors, or contractors, and others not specifically employed by CSU should be reported to the department responsible for their presence on campus. Attempts should be made to remedy violations prior to contacting CSU police. In circumstances where departmental leadership is unable to remedy the situation, then CSU police will be contacted for assistance.

CSU will inform and remind faculty, staff, students, visitors, vendors and contractors of this policy by posting signage in strategically located areas. Faculty and staff will also be informed and reminded of this policy as part of pre-employment processes, new employee orientation and other general employee communications.

Visitors who violate this policy will be informed that they may be asked to leave the premises. Vendors and contractors may be subject to action up to and including the legal termination of a contract.

CSU will make every effort to make available [referral options and support](#) to faculty, staff, students, and others who choose to pursue cessation programs.

Illegal drugs of any type are not allowed on any campus areas or during campus-sponsored events.

7.9 Policy on Alcohol Students

7.9.1 Legal Age of Alcohol Possession and Consumption

The legal age for possession and consumption of alcoholic beverages in accordance with Georgia law is 21 years old. Subsequently, it shall be a violation of this Policy for any member of the University community who is under the legal drinking age to possess or consume alcohol, or for a member of the University community who is of legal age to provide alcohol to another member of the University community who is under 21.

7.9.2 Alcohol in Residence Halls

Columbus State University abides by Georgia law concerning the sale, possession, consumption, brewing, and/or use of alcohol. As Courtyard I and Broadway Crossing are primarily reserved for traditional-aged freshmen (18–19), these units and surrounding areas are alcohol-free, which extends to and includes any guest who visits these areas. Use of alcohol containers for decorative purposes is strictly prohibited, as empty bottles may be considered evidence of consumption.

In Columbus Hall, Courtyard II, Maryland Circle and Rankin student housing units, alcoholic beverages may only be consumed by members of legal drinking age in the privacy of their apartment. No alcohol is permitted in common areas, which include kitchens and refrigerators. Residence Life staff and the CSU University police reserve the right to require verification of the ages of any guest. The host resident (s) will be held accountable for the action of their guest(s). Such items as kegs, “drinking fountains”, or other community containers are not allowed at any time, in individuals’ apartments, common areas, and in or around housing facilities and buildings. Those of legal age who choose to drink are encouraged to do so safely, responsibly and in moderation.

It is imperative that residents understand their individual rights and responsibilities if they choose to consume alcohol or host gatherings that involve the consumption of alcohol on the grounds of University housing. If a resident is found acting in a hostile or threatening manner, University police will be called. It is also the responsibility of all residents to understand the alcohol policy of Columbus State University as it applies to the entire campus. The alcohol policy may be found at [Columbus State University Policy on Alcohol](#).

7.9.3 Alcohol On Campus

The University does not condone or sanction the use, distribution, sale, brewing, consumption or possession of alcohol at any campus event sponsored by individual students or recognized student groups, clubs, or organizations unless approved in writing ahead of time by the President, Provost, VP Business and Finance, or VP Student Affairs.

7.9.4 Alcohol and Student Travel

This policy applies to students who travel on university-official business. Students who travel in an official capacity are expected to abide by the rules set forth in this policy, with the exception of students participating in a Study Abroad program. Participants in Study Abroad programs are bound by the legal drinking age of the respective countries in which they are traveling, but in all other respects this policy applies. Cases of excessive drinking, as determined by the Faculty Site Director who facilitates the Study Abroad program, may result in an automatic first offense warning. Further, sanctions while students are traveling abroad may be determined by the Center for International Education and/ or the Dean of Student Affairs.

7.9.5 Alcohol Policy Violations

Violations of the alcohol policy or rules set by University housing are governed by the Columbus State University Student Handbook and the Residence Life Handbook. Any violation of this policy shall be subject to disciplinary actions as set forth in the Columbus State University Handbook (section D, article 1: Non-academic Misconduct: Alcoholic Beverages) and the Columbus State University Residence Life Handbook.

7.10 Faculty and Staff Alcohol Policies

CSU recognizes that from time to time faculty and staff may wish to hold events on campus that include the distribution and consumption of alcoholic beverages and that may include students.

Such events are allowable under CSU's policy on alcohol provided that event organizers adhere to the following rules:

1. The event organizer notify CSU Logistics at least a week in advance;
2. A faculty or staff member must assume direct responsibility for ensuring compliance with CSU's Alcohol Policy. This person must be present throughout the entire event and must serve as the contact between the staff of the event facility and the event caterer;
3. The event is approved by the Vice President or Dean of the sponsoring department;
4. For an event co-sponsored by a CSU department and a non-CSU entity, all co-sponsors are jointly and individually responsible for ensuring compliance with CSU's Alcohol Policy;
5. CSU's official caterer, Aramark Corporation, be hired to obtain and serve the alcohol and to cater any food to be offered;
6. In the event that the alcoholic beverages are donated, Aramark must be hired to serve those beverages. Donated alcohol may only be donated by an alcohol beverage distributor. All other alcohol must be purchased and served by Aramark. See Donated Alcohol Policy below.

Donated Alcohol Policy for CSU- Sponsored Events

1. By City ordinance, donated alcohol may be donated only to qualified non-profit organizations.
2. There may be City and State laws and regulations concerning donated alcohol.
3. It is each event organizer's responsibility to check with the City and State well in advance to comply with any and all City and State laws and regulations.
4. Non-alcoholic beverages will be available continuously for the duration of the event; and
5. CSU reserves the right to restrict or deny the use of any of its buildings or outdoor spaces to faculty and staff wishing to hold an event based upon the group's desire to serve alcoholic beverages at the event and whether the event would include under-age attendees.
6. No events may be held in CSU Student Housing with the exception of the first floor of the Rankin Building and The Yancey Building (One Arsenal) in space approved by CSU.

7.11 Non-CSU Sponsored Events Alcohol Policy

CSU allows the general public to hold events in CSU buildings and on CSU grounds, which from time to time include the distribution and consumption of alcoholic beverages and may include students and other under-age attendees.

Such events are subject to the following CSU policies:

1. The event organizer must seek permission from CSU Logistics at least two weeks in advance to receive permission for any CSU space utilization with the exceptions of the Cunningham and Elizabeth Turner Bradley buildings which manage their own reservations;
2. The event sponsor must hire CSU's official caterer, Aramark Corporation, to acquire and serve the alcoholic beverages as well as all non-alcoholic beverages and food.
3. In the event that the alcoholic beverages are donated, Aramark must be hired to serve those beverages. Donated alcohol may only be donated by an alcohol beverage distributor. All other alcohol must be purchased and served by Aramark. See the Donated Alcohol Policy for Non-CSU Sponsored Events below.

Donated Alcohol Policy for Non-CSU Sponsored Events

1. By City ordinance, donated alcohol may be donated only to qualified non-profit organizations.

2. There may be City and State laws and regulations concerning donated alcohol.
3. It is each event organizer's responsibility to check with the City and State well in advance to comply with any and all City and State laws and regulations.
4. CSU reserves the right to require the event organizer to hire campus security.
5. Students and other under-age persons may attend, but may not be served alcoholic beverages.
6. A cash bar and/or admittance fee is permitted.
7. All events where alcohol is served must have sufficient quantities of non-alcoholic beverages and food offerings (heavy appetizers or a meal) for the duration of the event.
8. CSU reserves the right to restrict or deny the use of any of its buildings or outdoor spaces to non-CSU groups based upon a group's desire to serve alcoholic beverages at the event especially if the event would include under-age attendees.
9. No events may be held in CSU Student Housing with the exception of the first floor of the Rankin Building and The Yancey Building (One Arsenal) in space approved by CSU. As above, both must be approved by CSU Logistics.

7.12 Parking

All motorized vehicles (including motorcycles) that park on campus or at other CSU facilities are required to have a parking permit. The annual cost of the parking permits will be \$45 for students, \$90 for faculty/staff, and \$180 for reserved parking decals. Parking permits are payable by check, credit card, money order or payroll deduction.

Faculty, staff, and students are responsible for their vehicles (including parking citations) while the vehicles are located on university property. The following rules, regulations, and guidelines govern parking at CSU:

- Handicapped parking permits are issued by the state and must be displayed per state statute.
- All parking spaces on campus are designated faculty, staff, student, handicapped or visitor.
- Faculty and staff are prohibited from parking in the student parking garage on the main campus.
- Vehicles not parked in appropriate spaces are subject to tickets and/or towing.
- Parking is also prohibited on university roads, drives, driveways, walkways and seeded areas.
- The speed limit on all roadways and in all parking lots at CSU is 15 mph.
- Vehicles parked illegally are subject to be immobilized or towed at driver-owner expense.

This information is designed to be only an overview. For specifics related to parking and parking policy you are referred to the [Parking Services](#) web site or you may contact them by phone at 706–507–8203 or email parking@columbusstate.edu.

Parking lots are identified by color. These are:

- white spaces: student-visitor
- blue spaces: handicapped
- yellow spaces: no parking
- green spaces: faculty-staff

Bicycles are not allowed in buildings and must be chained to a bike rack and not chained to stairs or handrails on campus. Non-motorized vehicles (skateboards, etc.), excluding bicycles, are:

- Allowed only in parking lots away from parked vehicles.
- Only to be operated during daylight hours.
- Only to be operated on campus by CSU faculty, staff, or students.
- Prohibited on university streets, sidewalks, buildings and lawn areas.

Games such as roller hockey are not allowed in campus parking lots.

8. Leaves, Benefits, and other Human Resource Matters for Faculty

8.1 Leave Policies

The Georgia Board of Regents determines standard leave policies for the university system, including leave accrual rates, which are standard throughout the university system. For each leave category, part-time benefits-eligible employees earn leave at a prorated amount based on the employee's full-time equivalence (FTE). Leave accrues while an employee is on paid leave. Nine-month faculty are not eligible to accrue vacation leave. The leave categories are listed below.

8.1.1 Sick Leave With Pay

Sick leave accrues at the rate of one working day (eight hours) per calendar month of service for all regular full-time employees of the university. Regular part-time employees working one-half time or more earn sick leave time at a prorated amount according to their full-time equivalence (FTE). Sick leave for all active non-terminating employees is cumulative. Terminating employees do not accumulate sick leave and are not entitled to receive sick pay after the last working day of employment. Upon movement of an employee between institutions of the university system, accumulated sick leave is transferred if there is no actual break in service.

Sick leave may be granted at the discretion of the institution and upon approval by the supervisor for any of the following reasons:

- illness or injury of the employee

- medical and dental treatment or consultation
- quarantine due to a contagious illness in the employee's household
- illness, injury, or death in the employee's immediate family requiring the employee's presence (For the purposes of this leave category, immediate family is defined as spouse, parent, brother, sister, child, stepchild, stepparent, grandparent, grandchild, parent-in-law, son/daughter-in-law, foster parent, or legal guardian. Any exceptions must be submitted in writing and approved by the director of human resources.)
- to take care of a newborn or newly adopted child of the employee
- personal catastrophic experience by an employee.

In some cases, sick leave with pay requires a physician's statement verifying an employee's need to miss work.

8.1.2 Sick Leave Without Pay

Employees unable to return to work after exhausting all accumulated sick leave and accrued vacation leave may be granted leave without pay for a period not to exceed one year. Group insurance benefits continue during such approved sick leave, with the institution continuing to participate in the premium cost. All other benefits that otherwise would accrue to the employee are prohibited. Requests for sick leave without pay are considered only if a reasonable probability exists that the employee will be able to return to work. Sick leave without pay status requires the approval of the appropriate vice president and must be forwarded to Human Resources for final approval from the president.

8.1.3 Family Leave

Family leave is available to employees who have been employed on a half-time basis for at least 12 months. Employees are eligible for up to 12 work weeks of leave during a 12-month period. Family leave is unpaid; however, after obtaining permission from Human Resources, employees eligible to use accumulated sick leave or any accrued annual leave may do so exclusive of the twelve weeks of family leave.

The federal [Family and Medical Leave Act](#) (FMLA) entitles an employee to up to twelve work weeks of leave for one of the following conditions:

- birth and care of a newborn child of the employee;
- legal placement of a child with the employee for adoption or foster care;
- care of an immediate family member (defined as the employee's spouse, child, or parent) with a serious health condition; or,
- a serious health condition of the employee himself/herself, which renders the employee unable to perform the duties of his/her job.
- Section 585 of the National Defense Authorization Act (NDAA) amends FMLA to permit certain relatives of military personnel to take up to 26 work weeks of leave to care for a member of the Armed Forces in various situations. NDAA also permits an employee to take FMLA leave for a qualifying exigency arising out of the fact that an immediate family member, as defined by the FMLA, is on active duty in support of a contingency operation.

8.1.4 Annual Leave

Faculty members employed on an academic year (nine-month) basis do not earn annual leave time. Faculty members employed on a fiscal year (12-month) contract earn annual leave time at a rate of 14 hours per month. Those changing from a fiscal year contract to an academic contract should take accrued leave prior to the end date of fiscal year contract. Such faculty members may request payment of accrued leave (subject to the 45-day maximum); however, that payment amount will not be considered in the retirement system's formula to calculate benefits.

Faculty members on a fiscal year contract may accrue up to a maximum of 45 working days (360 hours). At the beginning of each new calendar year annual leave balances carry over but may not exceed the 45-day (360 hour) maximum. Employees who have accrued more than the maximum will have their balance reduced to 360 hours on January 1. (Note: since balances are reduced only on January 1 each year, leave balances may exceed 360 hours during the year.)

8.1.5 Other Types of Leave

8.1.5.1. Political Leave

Employees may not manage or enter political campaigns while on duty to perform services for the institution or hold elective political office at the state or federal level while employed by the institution.

8.1.5.2. Military Leave

Military leave is limited to ordered military duty performed by a member of the armed forces in the service of the State of Georgia or the United States. This includes performance of military duty and traveling to and from such duty. Employees are required to submit a copy of their orders to active duty to Human Resources.

Employees may take military leave with pay for no longer than 18 work days in any calendar year or one continuous period. An exception to the 18-day maximum may be made if the Governor of Georgia declares a state of emergency and orders any employee to State active duty as a member of the National Guard. In this case, military leave with pay will not exceed 30 work days in any calendar year or one continuous period. An employee on military leave for longer than 30 work days must take military leave without pay. (For part-time benefits eligible employees, paid leave will be in an equivalent ratio to percentage of time employed.)

Subject to the terms, conditions, and limitations of the plans for which an employee is eligible, health insurance benefits continue for the full term of the military leave absence.

Every reasonable effort must be made to return employees to their previous position or a comparable one. For purposes of determining benefits based on length of service, such as the rate of vacation accrual and job seniority rights, employees will be treated as though they were continuously employed.

8.1.5.3. Educational Leave

To encourage professional development, the university allows regular full-time employees to request educational leave without pay for up to one year. Approval is at the discretion of the president. Employee benefits continue during educational leave.

A leave with pay will ordinarily be approved only if the applicant has been employed for at least three years and has already completed a master's degree. Faculty members granted leave with pay must sign

an agreement that they will return the full amount of leave pay received should they not return to the institution for a least one year of service after the termination of the leave.

The Georgia Board of Regents [Educational Leaves Policy](#) stipulates that under certain conditions, and with approval from the chancellor, university presidents may grant leaves of absence for periods greater than one year.

Fair Labor Standards Act (FLSA): Employees absent from work for less than one scheduled work day whose accumulated leave is insufficient to cover the partial day of absence will be placed on [FLSA](#) leave with pay for the period of absence.

8.1.5.4. Court Duty

Upon presentation of official orders from the appropriate court, court duty leave with pay may be granted full-time regular employees for the purpose of serving on a jury or as a witness. Employees must take personal litigation time, whether in court or in consultation, as annual leave time. A copy of the notice from the court should be forwarded to the Payroll Office along with the Leave Request Form.

8.1.5.5. Voting

Employees of Columbus State University are encouraged to execute their constitutional right to vote in all federal, state, and local elections. When employees' normal working hours coincide with voting hours their immediate supervisor will grant them leave with pay for the purpose of voting; however, employees should make every attempt to vote before or after normal working hours.

8.1.5.6. Personal Leave

At the discretion of the president, personal leave of absence without pay for periods not to exceed one year may be approved. During such approved personal leave employees have the right to elect to continue group insurance benefits.

8.1.5.7. Emergency Leave

In the event of inclement weather or any emergency which requires leaves of absence of employees, the president of an institution may declare leave with or without pay.

8.1.5.8. Other Types of Leave Not Not Mentioned

Faculty are encouraged to view the [Time Away from Work Amendments](#) provided in the USG Human Resources Administrative Practice Manual.

8.2 Health Benefits

8.2.1 Group Insurance – Health

Columbus State University employees who qualify for benefits are eligible for coverage under the self-funded medical plan(s) provided by the University System of Georgia. Upon employment, new

employees have 31 days to elect coverage. If not enrolled within the first 31 days of employment, they must wait until the next annual Open Enrollment unless they or an eligible dependent have a total loss of coverage during the year. Other changes may be made during the year if there is a “Change in Family Status.” Some examples of a change in family status are:

- a change in marital status;
- the birth or adoption of a child (including step-children and legally placed foster children);
- the death of a covered dependent;
- a change in employment status for employees and their spouses; or
- a covered dependent losing eligibility status.

It is the employee’s responsibility to notify Human Resources within 31 days of the loss of coverage or the change in family status.

Employees pay health insurance premiums on a pre-tax basis. Employees may want to refer to the health plan booklet(s) for detailed coverage information.

8.2.2 Group Insurance – Dental

Columbus State University employees who qualify for benefits are eligible for coverage under the self-funded dental plan provided by the University System of Georgia. Upon employment, new employees have 31 days to elect coverage. If not enrolled within the first 31 days of employment, they must wait until the next annual Open Enrollment unless they or an eligible dependent have a total loss of coverage during the year. Other changes may be made during the year if there a “Change in Family Status.” It is the employee’s responsibility to notify Human Resources within 31 days of the loss of coverage or the change in family status.

Employees pay dental insurance premiums on a pre-tax basis. Employees may want to refer to the dental plan booklet(s) for detailed coverage information.

8.2.3 COBRA

The [Consolidated Omnibus Budget Reconciliation Act](#) (COBRA) gives workers and their families who lose their health benefits the right to choose to continue group health benefits provided by their group health plan for limited periods of time under certain circumstances such as voluntary or involuntary job loss, reduction in the hours worked, transition between jobs, death, divorce, and other life events. Qualified individuals may be required to pay the entire premium for coverage up to 102 percent of the cost to the plan.

Employees should consult their health or dental plan booklets or contact Human Resources for more information about their COBRA rights.

8.2.4 Group Insurance – Life

Columbus State University offers a basic term life insurance policy to benefits-eligible employees at no cost to the employee. Accidental Death and Dismemberment (AD&D) coverage is included with the basic plan. Both plans carry a face value of \$25,000.

In addition to basic coverage, employees can choose to buy Supplemental Life Insurance on themselves in amounts equal to one, two, or three times annual (base) pay, rounded to the next \$1,000. Employees do not need to prove insurability when signing up for coverage during the new employment period. If employees elect initial or increased coverage during Open Enrollment, they must complete a proof of insurability statement, with coverage subject to acceptance by the insurer.

Dependent term life insurance is available for employees' eligible dependents. This plan carries a face value of \$10,000 per dependent, \$2,000 for children 14 days of age but less than six months. Proof of insurability is not required if coverage is elected within the first 31 days of employment. Coverage elected after that period requires each dependent to complete a proof of insurability statement and coverage is subject to the acceptance by the insurer.

Employees should refer to the life insurance plan booklet for "Change in Family Status" guidelines and other coverage information.

Premiums for supplemental insurance may be paid on a pre-tax basis. Dependent life insurance premiums are excluded from the pre-tax program.

8.2.5 Long-Term Disability Insurance

Long-Term Disability insurance protects the employee against the loss of income during long periods of disability. Benefit payments begin on the 91st day of disability or the expiration of sick leave (if desired), whichever is later. Proof of insurability is not required during the new employment period (the first 31 days of employment), although some pre-existing exclusions may apply.

Enrollment after the first 31 days requires a statement of insurability and coverage is subject to acceptance by the insurer.

Long-term Disability premiums are excluded from the pre-tax program. Employees should refer to the long-term disability policy for detailed coverage information.

8.2.6 American Family Life Assurance Company (AFLAC)

Employees may have monthly premiums for AFLAC Cancer and Intensive Care insurance group policies deducted from their payroll checks. Some pre-existing exclusions may apply. If coverage is waived during the first 31 days, enrollment is available during the annual Open Enrollment period.

Premiums are paid on a pre-tax basis. Pamphlets describing plan coverage are available in the Human Resources Department.

8.2.7 Flexible Spending Accounts

Columbus State University offers a plan that can help employees pay their out-of-pocket expenses using pre-tax dollars. The Medical Flexible Spending Account allows for reimbursement of non-covered medical or dental expenses. Eligible expenses include deductibles, coinsurance, glasses, contacts, and other services recognized by the Internal Revenue Service. The Dependent Care Flexible Spending Account allows for expenses in connection with work-related dependent day care.

Since this is a reimbursement plan, expenses must first be incurred by the employee or dependents. Expenses reimbursed under the Flexible Spending Accounts cannot be claimed at the end of the tax year.

Employees may enroll within the first 31 days of employment or during the annual Open Enrollment period. "Change in Family Status" guidelines also apply to the Flexible Spending Accounts. Contact the Human Resources Department for additional information.

8.2.8 Workers Compensation

The [Georgia Workers' Compensation Act](#) covers all employees of Columbus State University. The Act provides protection for employees in the event of injury or death while performing services for CSU. Employees suffering an accident while on the job must report the accident immediately to their supervisor regardless of whether medical treatment is required. Employees must receive treatment from a physician on the [Workers Compensation Panel of Physicians](#). Employees may receive medical care in the nearest emergency room only in the case of a life-threatening injury or an injury occurring after normal office hours.

There is a seven-day waiting period before Workers' Compensation will pay lost-time benefits, and any available sick leave or vacation leave can be used during that time. If sick or vacation leave is not available, the first seven days will be without pay. If the employee is out of work for 21 consecutive days following the injury, Workers Compensation will reimburse at the allowable rate for the first seven days missed. Workers Compensation provides benefits of 66 2/3% of the employee's average earnings up to a maximum benefit. All injuries/accidents reported to supervisors are forwarded to the Workers Compensation representative in Human Resources within 24 hours. The report is forwarded to the Department of Administrative Services for processing.

8.2.9 Unemployment Compensation

Columbus State University employees, with the exception of student employees and graduate assistants, are covered under the [Georgia Employment Security Law](#), commonly referred to as Unemployment Compensation. The law was enacted to provide a source of security when employees become unemployed through no fault of their own. The local office of the Georgia Department of Labor (DOL) determines eligibility for benefits upon termination. Employees should obtain a completed Separation Report from the Human Resources Department to notify the DOL of the terms of the separation.

8.2.10 Social Security

All employees of CSU, except those specifically excluded under agreement with the Social Security Administration, are covered by the Federal Social Security Act. Payroll deductions are made for the employee's share of the cost of this insurance, with the university paying a matching share.

8.3 Pay and Payroll Deductions

8.3.1 Frequency of Pay

Pay for full-time faculty is monthly, by direct deposit only, issued on the last working/banking day of the month.

8.3.2 Pay Deductions

Law requires certain deductions, including taxes and retirement contributions. Employees electing to participate in university-sponsored benefit programs such as health, dental, supplemental life, cancer and intensive care insurance, and long-term disability insurance contribute automatically through payroll deductions. Other voluntary deductions may include credit union, tax sheltered annuities, and flexible spending accounts.

8.3.3 Withholding Pay

The university is authorized to withhold paychecks or to deduct from paychecks amounts owed to the university by its employees for any fine, fee, penalty or other financial obligation(s).

Columbus State University reserves the right, whether in an individual case or more generally, to alter, reduce, or eliminate any pay practice, policy or benefit, in whole or in part, without notice.

8.4 Retirement Benefits

8.4.1 Retirement Plans

Law requires that all regular employees of Columbus State University, working 20 hours or more per week, participate either in [Teachers Retirement System of Georgia](#) (TRS) or the [Regents Optional Retirement Plan](#) (ORP). Temporary, seasonal, and part-time employees not eligible for TRS must contribute to the [Georgia Defined Contribution Plan](#) (GDBP), unless they:

- currently participate in TRS or the [Employees' Retirement System of Georgia](#) (ERS) (Employees transferring directly from another Georgia state agency who are vested with ERS may elect to stay with ERS.)
- are a retirement member of TRS or ERS
- are a full-time student, or
- are employed under J-1 or F-1 visas.

Each year the TRS Board of Trustees votes on the percentage of employers' matching contributions for the TRS plan and the Board of Regents votes on the percentage of employers' matching contributions for the Regents Optional retirement Plan (ORP). Employees contribute to TRS, ERS, and ORP on a pre-tax basis. Handbooks available from Human Resources outline retirement benefits available under TRS, ORP and GDBP.

Only employee contributions and interest are available for withdrawal or rollover (into another qualified plan) at termination.

8.4.2 Retiree Benefits

Employees who retire from Columbus State University, meeting the TRS and the Georgia Board of Regents criteria, are eligible to continue some benefits. These may include health, dental, and life insurance. Contact Human Resources for more information.

8.4.3 Tax-Sheltered Annuities

Columbus State University offers its employees the opportunity to invest a portion of their salaries in a tax-deferred annuity program. Under this savings program, authorized by Section 403(b) and 457(b) of the Internal Revenue Code, all contributions are exempt from federal and state taxes until they are withdrawn, typically at retirement. This plan is totally employee-funded. Human Resources maintains a list of CSU-approved investment companies and their representatives.

8.5 Additional Benefits Programs

8.5.1 Employee Assistance Program

Columbus State University, through the University System of Georgia, provides an employee assistance program (EAP) through its vendor partner, KEPRO. All benefits-eligible employees, as well members of their household, may access a range of free services including counseling sessions (up to 4 per concern per family member); legal & financial consultations; family caregiving consultation, resources and referrals; and other convenience services. For more information, refer to the USG [Benefits website](#), contact KEPRO at 1-844-243-4440, or access the [USG Work Lift Portal](#) as a member or guest.

8.5.2 Employee ID Cards

CSU issues ID cards to benefits-eligible employees and their eligible dependents during new employee orientation. With a valid ID card, employees have access to many campus services and activities including the outdoor tennis/racquetball courts, library, bookstore discount, free or reduced tickets for art exhibits, theatrical and musical productions, and membership in the Fitness Center. Dependents may use many of the same services with the exception of the Fitness Center. CSU issues temporary ID cards to temporary employees allowing them access to campus services during their time of employment.

8.5.3 Automobile Registration and Parking

For the latest parking information, please visit the [Parking Services website](#)

8.5.4 Fitness Facilities

Columbus State University employees holding a valid ID card may use the fitness facilities located on campus. These facilities include the outdoor tennis/racquetball courts, Fitness Center (contract and fee required), and indoor track in the Lumpkin Center Gym. Dependents holding a valid dependent ID may use the outdoor courts.

8.5.5 Sick Leave with Pay Requiring a Physician's Statement

The following policies govern the requirement of a physician's statement for sick leave with pay:

1. Employees claiming sick leave for a continuous period in excess of five working days must, upon returning to work, supply Human Resources with a physician's statement supporting their need for extended sick leave.

2. A physician's statement must identify the date the employee-patient was placed under the care of an attending physician, the date the employee-patient was released to return to work, and any work-related restrictions or limitations.
3. Employees requesting sick leave to provide care for an immediate family member must provide Human Resources a physician's statement evidencing the need for the employee's presence and the duration of this need. Employees should submit a copy of the statement to their immediate supervisor.
4. A physician's statement or other statement evidencing the birth or adoption of a child verifies that an employee-patient is under the care of an attending physician.

9. Amending this Handbook

The university is committed to keeping the *Handbook* current. In order to do so, the Faculty Handbook Advisory Committee reviews the document annually, paying special attention to those areas that may need to be updated. The Committee is also receptive to suggestions and recommendations by members of the administration and faculty.

9.1 Faculty Handbook Amendment Process

In amending the *Handbook*, the Committee operates as follows:

1. The Faculty Handbook Advisory Committee serves to initiate and/or review proposals to amend the Faculty Handbook.
2. The Faculty Handbook Advisory Committee may propose amendments, or report its recommendations concerning proposals for amendments, at any regular meeting of the Faculty Senate or any special meeting called for the purpose of amending. The Senate must submit all such proposals and recommendations in writing to the faculty at least ten (10) working days prior to a Faculty Senate meeting.
3. Proposed amendments to the Faculty Handbook must be adopted by a two-thirds majority of the Faculty Senate present, provided a majority of those eligible to vote is present at the time of the vote.
4. The Faculty Senate then sends the amendments to the President for review and final action.
5. The President shares all approved amendments with the Associate Provost for Faculty Affairs who will update the Faculty Handbook for the next academic year.
6. Policies tied directly to University System policies will be updated administratively as changes are adopted and communicated by the Board of Regents. Although such updates are infrequent, all modifications made in this manner will be promptly communicated to the Faculty Senate to ensure transparency and maintain shared governance.