

CLASS
POLICIES AND PROCEDURES
MANUAL

Updated August 2008

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Important Due Dates for Chairs (2008-2009)

August

- 8/1 Contract Notification for Untenured Faculty (3 or More Years Service)

September

- 9/2 Fall 2008 Semester Teaching Load Reports
- 9/2 Spring 2009 Semester Assigned Faculty Activity Reports
- 9/15 Updated Departmental Policies and Criteria on Evaluation
- 9/15 Budget Requests

October

- 10/1 Fall 2008 Semester Emeritus Recommendations
- 10/23 Tenure Applications
- 10/23 Promotion Applications

November

- 11/1 Contract Notification for Faculty in 2nd Year of Tenure-Track Service
- 11/10 Appeals of Departmental Tenure Recommendations
- 11/10 Appeals of Departmental Promotion Recommendations

December

- 12/1 Alumnus/a of the Year Nominations

January

- 1/20 Summer School "First Pass"
- 1/26 Spring 2009 Semester Teaching Load Reports

February

- 2/1 Contract Notification for Faculty in 1st Year of Tenure-Track Service
- 2/2 Post-Tenure Review
- 2/2 Fall 2009 Semester Assigned Faculty Activity Reports
- 2/15 Department Chair Self-Evaluations (major and minor)
- 2/23 Spring Semester Emeritus Status Recommendations

March

- 3/2 Third-Year (Pre-Tenure) Evaluations
- 3/24 CLASS Award of Distinction Nominations

July

- 7/1 Ruffin Cup Nominations
- 7/1 CLASS Award for Excellence Nominations
- 7/15 Search Materials

Introduction

While this manual contains information about policies in the College of Liberal Arts and Social Sciences, it should not be considered an official publication of the Board of Regents of the University System of Georgia, nor should it be construed as the basis of a contract, express or implied, between the faculty member and the institution. In case of any divergence from or conflict with the *Bylaws* or *Policies* of the Board of Regents, Board of Regents policy shall prevail. In the event of any divergence from or conflict with the University policies or *Statutes*, the official policies and *Statutes* of the University shall prevail. The Dean of the College of Liberal Arts and Social Sciences will enforce these College Policies and Procedures.

Delegation

Where permitted by law and the policies of the University System of Georgia and of Georgia Southern University, any duty assigned to the Dean of the College of Liberal Arts and Social Sciences may be delegated by the Dean at his or her discretion to a member of his or her staff, a member of the faculty, the Dean's Advisory Council, or an ad hoc committee. Responsibility for supervising the completion of any duty delegated to another individual or group shall remain with the Dean.

Administrative Committees

A. Advisory Council

1. The Dean's Advisory Council consists of all current chairs and acting chairs in the College of Liberal Arts and Social Sciences and the Associate Deans. The Assistant to the Dean serves as Secretary. Committee may also include CLASS faculty fellow as appropriate.
2. The Advisory Council serves as the Dean's cabinet and chief advisory board on all matters related to the academic governance of the College. These matters may include, but need not be limited to, the following:
 - Curriculum Committee
 - Strategic, Tactical, and Long-Range Planning.
 - Budgetary Matters, as appropriate.
 - Promotion, as appropriate.
 - Tenure, as appropriate.
 - College-wide fundraising.
3. Because personnel matters may be discussed at Advisory Council, substitutes or representatives should not be sent to regular meetings without prior approval from the Dean.
4. Meetings of the Dean's Advisory Council generally occur as needed.

B. CLASS Faculty Advisory Council

1. The CLASS Faculty Advisory Council is intended to promote discussion and communication; it is not a decision-making body.
2. In addition to the members of the Advisory Council, the CLASS Faculty Advisory Council shall consist of all directors of interdisciplinary programs and the College's faculty senators.

Responsibilities of the Dean

- A. The Dean is the College's chief executive officer and is an administrative officer of Georgia Southern University. Duties of the Dean include, but are not limited to, the following:
1. Working with the College's Advisory Council and faculty to develop and maintain a sound strategic plan for the College;
 2. Ultimate responsibility for developing and coordinating the programs of the College;
 3. Presenting to the appropriate University committees all proposals for new degrees and curriculum changes in the College;
 4. Recommending promotions, grants of tenure, and merit increases in salary for the faculty within the College;
 5. Preparing and administering a budget for the College;
 6. Recommending to the Dean of Graduate Studies the appointment of the faculty of the College to the Graduate Faculty;
 7. Ultimate responsibility for the program of academic advisement for all students in the College;
 8. Presiding at meetings of the College's faculty;
 9. Serving as the primary channel of communication for all official College business with the University administration, students, and the public;
 10. Nominating candidates for degrees in the College;
 11. Resolving issues of dispute between the College's departments, where appropriate;
 12. Ultimate responsibility for course scheduling and classroom assignments in the College;
 13. Developing and implementing a plan for College-wide fund-raising.
 14. Completing other duties as assigned by the Provost.

Responsibilities of the Department Chair

- A. Chairs of the department are appointed with the approval of the Board of Regents and hold office at the pleasure of the President. Appointments are made after consultation with faculty of the department, the Dean, and the Provost (*Statutes, Article VI, Section 3*).
- B. Ordinarily, the Chair must hold the rank of associate professor or professor, be eligible for graduate status, and have earned a terminal degree in a teaching field appropriate to the department.
- C. A department chair shall:
 - 1. Have general direction of the work of the department and establish and maintain communication with members of the department;
 - 2. Be the representative of the department in all official communications;
 - 3. Recommend to the Dean, after consultation with faculty, the requirements of the major offered in the department;
 - 4. Be responsible for the quality of instruction in the department;
 - 5. Be responsible for the coordination of instruction in courses offered in multiple sections and see that all sections of the same course contain comparable content;
 - 6. Prepare and submit to the Dean such information regarding the courses in the department as may be needed for the catalog;
 - 7. Assign courses within the department and maintain, insofar as possible, an equitable distribution of courses and sections.
 - 8. Submit to the Dean class schedules to be incorporated into the master schedule;
 - 9. See that there is no undesirable duplication of courses in the department and bring to the attention of the Dean any instance in which another department or division is offering a course that conflicts with or duplicates a course offered in his or her own department.
 - 10. Coordinate the advisement of the students who are majoring in the department and establish and maintain communication with majors and other students enrolled in courses offered in the department;
 - 11. Prepare and submit to the Dean an annual budget for the department and be responsible for the expenditure of the departmental funds and the care and use of departmental property;

12. Be responsible for following departmental, College, and University procedures for promotion and tenure; recommend to the Dean only fully qualified candidates for promotion and tenure;
13. Recommend to the Dean merit increases for faculty members and staff that can be fully justified and that are based upon reasonable criteria;
14. Make an annual report to the Dean on teaching, service, and research/scholarship/creative activity of the department, being sure to include in this report a list of publications by members of the department and of honors received by them;
15. Following departmental procedures, recommend to the Dean appointments, reappointments, and dismissal of members of the department faculty;
16. Complete other duties as assigned by the Dean.

Responsibilities of Faculty Members

- A. Faculty members in the College of Liberal Arts and Social Sciences shall:
1. Teach courses, conduct office hours (5-10 hours each week), advise students, and perform other duties as assigned by the Chair of the department;
 2. Maintain a level of research/scholarship/creative activity and service appropriate to their disciplines, College and University standards, and professional expectations regarding rank, tenure, contract renewal, and merit increases;
 3. Recommend entrance requirements for students in their programs;
 4. Recommend courses of study for students in the College;
 5. Recommend requirements for degrees offered in the College and recommend for degrees those candidates who have fulfilled degree requirements;
 6. Recommend and enforce academic regulations for guidance and advisement of students in the College;
 7. Serve on the committees as required to discharge duties and responsibilities of the College;
 8. Have the fullest measure of autonomy consistent with the maintenance of general educational policy and standards and of correct academic and administrative relations with the governing authority of the University. *(When doubts arise regarding the proper limitations of this autonomy, the faculty of the College shall be entitled to ask that the Provost/VPAA make a ruling on the question at issue. From the ruling of the Provost/VPAA, an appeal may be made to the Board of Regents as provided in Article IX, By-Laws of the Board of Regents.)*

Teaching Load

A. Regular Teaching Load

The regular teaching load for full-time faculty members in the College of Liberal Arts and Social Sciences will be twelve credit hours per semester. With prior approval of the Dean, department chairs may adjust a faculty member's teaching load. Temporary faculty members will typically teach twelve - fifteen credit hours per semester.

B. Policy on Reassigned Time

From time to time, it may be necessary for the Dean or department chair to reassign faculty members from teaching duties to other responsibilities vital to the University. Department chairs who wish to reassign faculty members may do so **only** with **prior approval** of the Dean of the College of Liberal Arts and Social Sciences.

Policy on Conducting Student Ratings of Instruction

Each term, in accordance with the general practice at Georgia Southern University, all faculty members in the College of Liberal Arts and Social Sciences will conduct Student Rating of Instruction in each course. This policy includes all terms--fall, spring and summer.

Peer Review of Faculty

- A. For annual performance evaluations, continuation of probationary contracts, promotion decisions, and tenure decisions, the College of Liberal Arts and Social Sciences encourages departments to include some form of peer review.
- B. Because of the Board of Regents' Policy on Post-Tenure Review, some form of peer evaluation *must* be included in the regular reviews of tenured faculty.
- C. Acceptable forms of peer review in the College of Liberal Arts and Social Sciences will include:
 - 1. Classroom observation by peers;
 - 2. Peer juries of student achievement;
 - 3. Assessment of performance or scholarship by evaluators from other academic institutions (i.e., external peer review);
 - 4. Peer evaluation of classroom materials, scholarship, or creative activities;
 - 5. Peer assessment of data gained from student ratings of instruction;

6. Other forms of peer evaluation appropriate to the individual discipline and accepted by the Dean.

Annual Review of Faculty

A. Procedure

1. Each year between January 1 and March 1, the chair will meet individually with all the faculty members in his or her department in order to evaluate the faculty member's performance.
2. The faculty member's effectiveness as a teacher and participation in development opportunities will be given special importance.
3. At the evaluation meeting, the faculty member will be shown the department chair's written evaluation of his or her performance for the past year.
4. The faculty member signs the evaluation, indicating that he or she has seen its contents (not necessarily that he or she agrees with the evaluation itself).
5. The faculty member may choose to append a written response to the department chair's evaluation.
6. The department chair prepares a photocopy of the signed evaluation with its appended response (if any) and sends the copy to the faculty member.
7. The original signed evaluation with its appended response (if any) becomes a permanent part of the faculty member's departmental personnel file.
8. A second copy of the signed evaluation with its appended response (if any) is forwarded to the Dean's Office where it becomes a permanent part of the faculty member's College-level personnel file.
9. It is expected that the annual merit increase recommended by the department chair will reflect the annual performance evaluation of each faculty member.
10. It is also acceptable for departments to prepare three original copies of the evaluation for the faculty member. In this case, all three copies should be signed. The three copies should be distributed as follows: to the faculty member, to the faculty member's departmental file, and to the faculty member's College-level personnel file.

B. Form

1. For the purpose of annual evaluation, the College of Liberal Arts and Social Sciences uses a form that assesses performance in four specific areas: teaching, scholarship/research/creative activity, service, and overall. This form is available at <http://class.georgiasouthern.edu/Forms/FacultyEvalForm.doc>

2. The faculty member's effectiveness in each of these areas will be assigned into one of the following categories: Exceptional, Exceeds expectations, Fully acceptable, Needs improvement, Unacceptable
3. While it is impossible to provide a precise definition for each of these categories, the following is offered for general guidance (in all cases examples are provided merely for the sake of illustration):

Unacceptable: The quality and quantity of the faculty member's work have been totally unsatisfactory. This category should be used rarely and should imply that immediate correction is imperative.

Teaching. A few examples of highly unacceptable teaching include: (a) frequently missed classes, (b) consistent failure to conduct office hours, (c) consistent receipt of extremely poor student ratings of instruction or peer reviews.

Scholarship/Research/Creative Activity. May be used to indicate that the faculty member has not performed even the minimal amount of scholarly activity needed to remain current in his or her field, a consistent lack of interest in issues related to the discipline, or failure to remain adequately informed about the discipline beyond the level required for basic class preparation.

Service. Either failure to perform any significant service activity or performance of such activity only with extreme reluctance.

Needs Improvement: The faculty member's work is not satisfactory in quantity or quality. This category indicates that the individual is not performing at an adequate level and that corrective actions are required.

Teaching. A few examples of teaching that needs improvement include: (a) being frequently unprepared for class, (b) regularly missing office hours, (c) consistently receiving poor student ratings of instruction or peer reviews.

Scholarship/Research/Creative Activity. May be used to indicate that the faculty member shows little enthusiasm and seldom participates in professional events such as lectures, symposia, and workshops in order to remain current in his or her field. Also may indicate that the faculty member is not engaged in professional activities at a level consistent with other members of the department.

Service. An example of service that needs improvement might include a willingness to serve on committees to which the faculty member is appointed but making no special effort to carry out assigned charges.

Fully Acceptable: The quantity and quality of the faculty member's work are being produced at a level fully meeting all departmental expectations. Tasks are being accomplished in a timely and competent manner. The faculty member is meeting the high standards set by the department.

The term “fully acceptable” is in no way meant to imply that the faculty member is only average or meeting departmental expectations in a merely adequate fashion. Rather, the rank of fully acceptable means that the faculty member should be commended for fully satisfying the rigorous standards of both the department and the college.

Exceeds Expectations: The faculty member’s work exceeds the level of satisfactory in both quality and quantity. The faculty member is a productive colleague and should be highly commended. The faculty member often exceeds goals and expectations.

Teaching. A few examples of exceeding expectations in teaching include: (a) always conducting classes with obvious imagination and enthusiasm, (b) repeatedly introducing new developments or other successful techniques into courses, (c) being consistently and frequently recognized by both students and colleagues as an outstanding teacher.

Scholarship/Research/Creative Activity. A few examples of exceeding expectations in professional activity include: (a) remaining highly current in one’s field through frequent presentation of papers at significant professional meetings or by other appropriate means, (b) creativity and high success at carrying out scholarly activities appropriate for both the discipline and the department.

Service. Some examples of exceeding expectations in service include being: (a) widely regarded as highly effective in department, college, and university service activities, (b) consistently selected to work on important programs at the department, college, and university level, (c) frequently selected to chair important committees at the department, college, and university level.

Exceptional. The faculty member is considered to be one of the very best in the department, college, and university by students and colleagues alike. The faculty member meets and consistently far exceeds the criteria for a rating of “exceeds expectations.” This distinction should rarely be given and should indicate that the faculty member is widely considered a “star” (i.e., in the top 5% or better) for the category being evaluated.

Teaching. Exceptional teaching is demonstrated, for instance, by the faculty member who wins recognition for quality of instruction at the university, state, regional, national, and/or international level.

Scholarship/Research/Creative Activity. A few examples of exceptional professional activity include: (a) production of a new, book-length work or research project that is exhaustively peer-reviewed and published by a major, internationally recognized press; (b) completion of a major creative work that receives recognition for research or scholarly activity at a level not less than university-wide.

Service. An example of exceptional service might be a long and distinguished history or using the faculty member’s professional expertise to perform uncompensated services directed toward improving the quality of life for the local, state, national, or international community.

**College of Liberal Arts and Social Sciences
Georgia Southern University
Annual Faculty Evaluation**

Faculty Member:

Period Covered:

Department: Choose one:

1. TEACHING

Exceptional Exceeds expectations Fully acceptable Needs improvement
Unacceptable

Comments:

2. SCHOLARSHIP/RESEARCH/CREATIVE ACTIVITY

Exceptional Exceeds expectations Fully acceptable Needs improvement
Unacceptable

Comments:

3. SERVICE

Exceptional Exceeds expectations Fully acceptable Needs improvement
Unacceptable

Comments:

4. OVERALL

Progress toward Not applicable

Narrative:

Signature of Chair

Date

Signature of Faculty Member

Date

By signing this form, the faculty member is indicating that s/he has seen its contents, not necessarily that he or she agrees with the evaluation itself. The faculty member may attach a response.

ANNUAL GOALS

Faculty Member _____ Review Period _____ to _____

Department _____ Chair _____

Every faculty member is expected to contribute effort in all areas. Identify your significant professional development goals in each section and also indicate your accomplishments for the past year and the future year.

TEACHING		
Goals from: _____ (past year)	Progress toward goals:	Goals for: _____ (future year)

SCHOLARSHIP		
Goals from: _____ (past year)	Progress toward goals:	Goals For: _____ (future year)

SERVICE		
Goals from: _____ (past year)	Progress toward goals:	Goals for: _____ (future year)

Pre-Tenure Review of Probationary Faculty

- A. In the spring of a faculty member's third year on tenure-track or non-tenure track, the department will conduct a rigorous and especially thorough performance evaluation. If a faculty member is hired on a tenure-track line with probationary credit, the timing of the pre-tenure review will be adjusted appropriately. See G. below.
- B. In this evaluation, excellence in teaching will be given the highest priority. Participation in faculty development opportunities will also be recognized.
- C. Because the College of Liberal Arts and Social Sciences includes a diverse group of disciplines, the precise nature of the performance evaluation will be determined by each department.
- D. By September 1 of a faculty member's third year on tenure-track or non-tenure track, the faculty member will be notified that a review is pending and asked to submit materials in accordance with the department's procedure.
- E. By March 1 of the review year, the department chair will forward to the Dean of the College of Liberal Arts and Social Sciences the written report required by Georgia Southern University's "Policy on Pre-Tenure Review" along with a cover memorandum providing one of the following four results:
 - 1. The faculty member is making adequate progress towards tenure and no specific recommendations for improvement are necessary.
 - 2. The faculty member is making progress towards tenure but it is recommended that improvements be made. [*State specific recommendations.*]
 - 3. The faculty member is not making progress towards tenure but it is felt that improvements may yet be made. [*State specific recommendations.*]
 - 4. The faculty member is not making progress towards tenure, and it is recommended that additional employment contracts not be issued. [*The department chair should schedule a meeting with the Dean in order to discuss the problems that have been perceived. The Dean will, in turn, apprise, the Provost of the issues raised during this meeting.*]
- F. Following a positive pre-tenure review by the department, pre-tenure candidates will meet with the dean.
- G. If a faculty member has been hired on a tenure-track or non-tenure track contract and:
 - 1. The faculty member was on a temporary contract for one year, the special review will still be held in the faculty member's third year.
 - 2. The faculty member was on a temporary contract for two years, an especially thorough evaluation will be held in the faculty member's fourth year.

3. The faculty member was on a temporary contract for three years, the faculty member will be reviewed at the midpoint between the change of status and the year designated for tenure review.

Collegiality

Collegiality consists of good academic citizenship, professionalism, contributions to a positive working environment, collaboration, and constructive cooperation. It may be defined as faculty member's conduct when it is performed in a manner that promotes, as effectively as possible, the primary functions of the University. While collegiality may be one of the factors that leads to institutional harmony, it should not be confused with merely "being polite" or "getting along." Indeed, even outwardly polite individuals may be said to lack collegiality if they routinely resist a fair share of committee service or (in departments where it is expected) regularly avoid student advisement, engage in conduct that impedes departmental progress or prolongs routine processes, or act in a manner that inhibits rather than encourages the free exchange of ideas. On the other hand, even shy, idiosyncratic, or "curmudgeonly" faculty members may be considered "collegial" if they **willingly assume their appropriate share of responsibilities, do not allow personal differences to interfere with University business, and engage constructively in discussion or debate.**

Good academic citizenship involves faculty members' responsibilities as well as their privileges. Universities and administrators understand that a certain degree of criticism is natural to the academy and can even serve to foster its improvement and growth. Nevertheless, severe and repeated public criticism of colleagues, the institution, or its employees has a detrimental effect on the institution's ability to attract future students, faculty members, and financial support. For this reason, it is important that, when it is necessary for criticism to be voiced, all criticism be voiced in a manner that is appropriate, civil, and collegial.

The emphasis placed upon collegiality by the College of Liberal Arts and Social Sciences reflects the College's long-standing commitment to civility and shared governance. Central to the College's interpretation of collegiality is respect for differing opinions and points of view. The College recognizes that a healthy diversity of opinions is vital to academic discussion. It welcomes this diversity and actively seeks to encourage it within the bounds of civil and collegial debate. In the College of Liberal Arts and Social Sciences, therefore, collegiality includes, but is not limited to, mutual respect for the similarities and differences of others -- in background, expertise, judgments, seniority, and responsibilities -- as academic professionals. Collegiality involves mutual trust and, when collegiality is absent, the result is almost certainly mutual suspicion or rancor.

It is appropriate for collegiality or a faculty member's contributions to a positive working environment to be taken into account when making personnel decisions. While the familiar "academic triad" of teaching, scholarship/research/creative activity, and services does not specifically refer to collegiality, the College of Liberal Arts and Social Sciences acknowledges that the presence or absence of collegiality is an appropriate factor in personnel reviews. For this reason, the Dean, department chairs, and College-level or departmental personnel committees may address the degree of a faculty member's collegiality, if such an assessment seems appropriate. In those cases where collegiality is an issue in a personnel review, that discussion should occur in whichever area -- teaching, scholarship/research/creative activity, service, or overall -- the results of the lack of collegiality should be addressed in those venues in which faculty members have full and sufficient opportunities to respond, clarify, and appeal.

In evaluating applications, the College-level promotion committee will be directed to:

- Recognize the different disciplines perform research, scholarship, or creative activity in different ways and at different levels.
- Maintain as much consistency as possible, within this diversity, so that the expectations for academic rank do not become dramatically different from one discipline to another.

Promotion Policy

A. Criteria

1. Because the College of Liberal Arts and Social Sciences contains a diverse group of disciplines -- each with its own traditions, pedagogical approaches, and forms of scholarship -- no single set of criteria (other than University-wide criteria) can apply to the entire College.
2. Departments in the College should develop their own criteria for promotion consistent with University and College-wide criteria. These must be submitted and approved by the Dean before they become effective. It is recommended that all departmental criteria recognize participation in faculty development activities.
3. Length of service is taken into consideration. According to the Board of Regents, a promotion is considered early if the individual has served fewer than the number of years in rank at Georgia Southern, as listed below:
 - Promotion to Assistant Professor requires a minimum of **3 years** at the rank of Instructor
 - Promotion to Associate Professor requires a minimum of **4 years** at the rank of Assistant Professor
 - Promotion to Professor requires a minimum of **5 years** at the rank of Associate Professor

Early promotions are rare, requiring clearly outstanding performance in all three areas of evaluation.

4. CLASS values the comment of peers within our disciplines as a part of the promotion process. Because the College of Liberal Arts and Social Sciences contains a diverse group of disciplines – each with its own traditions, pedagogical approaches, and forms of scholarship (creative work) – no single policy on external review will easily generalize.

External review of scholarly work will be required for promotion to the rank of professor. This review will be added to the dossier of materials prepared and submitted by the applicant. The departmental chair will solicit the external review. Each department will develop its policy and approve a process used to solicit input that

recognizes the uniqueness of the work within its discipline. The department chair will add these letters to the dossier of submitted materials.

5. Each department will be allowed a high degree of autonomy in setting promotion criteria. Nevertheless, no departmental criteria shall be approved that does not include the following:

I. Teaching

- a. Excellence in teaching is the single most important criterion for promotion to all ranks in the College of Liberal Arts and Social Sciences.

- (1) Examples of excellence in **classroom teaching** include:

- **effectively organizing** courses and course materials
- offering students **clear** lectures, presentations, or discussions
- evincing **enthusiasm** for the subject matter
- encouraging the students to engage in active learning and **critical thinking**
- selecting **appropriate methods, textbooks, and assignments**
- using media and other forms of **instructional technology** where appropriate
- stimulating **student scholarship**
- emphasizing both **oral and written communication** in courses as appropriate
- making **allowances for differing learning styles**
- being **willing to assist students** both inside and outside the classroom
- encouraging the **free exchange of ideas**

- (2) Examples of excellence in **non-classroom** settings include:

- providing a **high quality of instruction in studios and labs** where this is part of the faculty member's professional duties
- **effectively advising** or serving as a faculty mentor to students
- **directing theses** or other extended student projects in an effective and constructive fashion
- **effectively supervising student teachers or interns**, where this is part of the faculty member's duties
- providing public **lectures, recitals, or exhibits** as part of the University's outreach efforts

- (3) Examples of excellence in **academic and professional standards** include:

- meeting classes at the **time and for the duration** assigned

- **stating and meeting clear course objectives**, classroom policies, and grading standards on a syllabus
 - **distributing syllabi** in all courses early in the academic term
 - **grading** according to standards that are fair and appropriate
 - **designing tests and assignments** that accurately reflect the material of the course
 - returning tests and assignments in a **timely fashion**
 - returning tests and assignments with **effective criticism**
 - keeping **proper student records**
 - **adhering to academic rules** and regulations imposed by the university, college, and department
- (4) Examples of excellence in **professional relations with students** include:
- promoting open and professional **communication with students**
 - maintaining a **professional attitude and demeanor** both inside and outside the classroom
 - creating an environment that is **free of discrimination and harassment**
- (5) Examples of **competence in the faculty member's subject matter** include:
- remaining **current with advances and changes** within the field
 - adequately covering the material of the faculty member's courses
- (6) Examples of excellence in **creativity** of teaching include:
- being **innovative** in course content, design, methodology, assignments, or methods of evaluation
 - incorporating **inter- or cross-disciplinary** interests into the faculty member's courses
 - introducing students to the **creative processes** of his or her discipline
 - taking **advantage of workshops, faculty development**, and other chances to improve the faculty member's teaching
 - taking **independent efforts** to continue the faculty member's growth as a teacher

Applications for promotion that do not provide evidence of success in teaching will be returned so that the department may revise or withdraw them.

II. Scholarship/Research/Creative Activity

- a. The College of Liberal Arts and Social Sciences recognizes that professional rank has significance, not only within Georgia Southern University, but also across the academic community at large.

- b. For this reason, each department should provide evidence that applicant for promotion has made achievements in research, scholarship, or creative activity that meet or exceed norms for institutions comparable to Georgia Southern University.
- c. Since the College of Liberal Arts and Social Sciences believes that it is important to maintain an ongoing record of achievement, the Promotion Committee will place special importance on those achievements in research, scholarship, and creative activity that have been completed since the applicant's last promotion.
- d. In most cases, the following expectations apply in the College of Liberal Arts and Social Sciences:

For promotion to the rank of **assistant professor**: a demonstrated record of meaningful scholarly activity. For most disciplines, this must include:

- Attainment of the terminal degree.
- Evidence of scholarship, creative activity, or professional activity. This means that the faculty member should demonstrate achievement in one or more of the following areas: additional academic work, academic awards and honors, research, scholarly publications, creative productions, grants, roles in professional organizations, papers read, participation on panels, professional service activities, art exhibits, theatrical productions, or musical performances.

For promotion to the rank of **associate professor**: a demonstrated record of achievement suggesting that meaningful scholarly activity is likely to continue. For most disciplines, this means that:

- There exists a **clear history** of ongoing research or creative activity. (*The faculty member is well on the way towards a lifetime of productive scholarship.*)
- This scholarship has been **significant**. (*The faculty member has demonstrated the ability to produce extended, consequential, and peer-reviewed scholarship or creative works.*)
- There are indications that this scholarship will continue. (*The faculty member is growing as a scholar.*)

For promotion to the rank of **professor**: a substantial and sustained record of achievement performed at a very high level of quality. For most disciplines, this means that the faculty member has engaged in research or creative activity that has been:

- extended, consequential, and peer-reviewed. (*The faculty member's scholarship has been substantial.*)

- regarded as excellent in its field by the faculty member's colleagues at Georgia Southern University or at similar institutions. (*The faculty member's scholarship or creative activity has been of high quality.*)
- of sufficient quantity to suggest that the faculty member has maintained a long-standing commitment to scholarship or creative activity. (*The faculty member's devotion to scholarship or creative activity has not been occasional or of brief duration but has been ongoing for an appropriate length of time.*)

Excellence in scholarship may be demonstrated in a wide variety of forms, some of which will be more appropriate to certain disciplines, others to other disciplines. Examples of excellence in scholarship include, but are not limited to, such achievements as the following:

1. Examples of excellence in **refereed publication** include externally reviewed works acknowledged to be of high quality, including:
 - Books presenting the results of new research
 - Articles that have been extensively reviewed prior to publication or electronic posting
 - Software that has been extensively reviewed prior to release
 - Book chapters presenting the results of new research
 - Journalistic works and essays (if relevant to one's academic discipline)
 - Novels and short stories (if relevant to one's academic discipline)
 - Professionally published musical compositions (if relevant to one's academic discipline)
 - Professionally produced musical recordings (if relevant to one's academic discipline)
 - Textbooks
 - Pedagogical publications and other significant works related to the scholarship of teaching
2. Examples of excellence in **creative activity** include highly successful, peer-reviewed, adjudicated, or juried:
 - Solo exhibits
 - Invited exhibits
 - Group exhibits
 - Performance of plays or operas
 - Broadcasts relevant to the faculty member's discipline or scholarship
 - Set or stage design; costume design
 - Solo recitals or concerts
 - Invited recitals or concerts
 - Group recitals or concerts
 - Conducting of an ensemble
 - Public relations activities relevant to the faculty member's discipline

3. Examples of excellence in **scholarly activity** include well received and highly successful:

- Conference presentations (especially when those presentations are refereed at competitive or distinguished conferences in the discipline)
- Academic panels
- Workshops (if new methods or research findings are presented; other types of workshops may more properly be designed as “service”)
- Activity as a respondent or discussant at major conferences
- Distribution of original scholarly materials via the Internet, computer programs, or other electronic means

Examples of excellence in **non-refereed publication** include exceptional and well-written works of the following types. Faculty members should note that, *in most cases*, non-refereed publication is regarded as less significant than refereed, reviewed, or juried publication.

- Reviews
- Abstracts
- Research notes
- Articles or book chapters that are not exhaustively peer-reviewed prior to publication
- “Liner notes” created for professionally produced recordings
- Program notes for concerts or recitals
- Technical monographs or applied scholarship

While the College of Liberal Arts and Social Sciences encourages all legitimate forms of scholarship, research, and creative activity, faculty members should be aware that not all forms of scholarship may be weighted equally. For instance, book-length works of original research are usually regarded as more significant than textbooks, solo exhibits are usually regarded as more significant than participation in group exhibits, and traditional, print publication (which tends to require an extensive process of pre-publication review) is usually regarded as more significant than online publication (which, if reviewed at all, may be reviewed only after posting; online publications that are exhaustively peer-reviewed prior to posting, however, are given the same significance as printed publications). For this reason, faculty members are cautioned that, while conference presentations and on-line activity are useful *enhancements* of traditional research, tenure and promotion committees do not usually regard it as an acceptable *substitute* for print or peer-reviewed publication.

In a similar fashion, creative works (poems, short stories, plays and other types of live performance, compositions, artworks, and the like) are valid forms of scholarly activity *if they are directly relevant to the faculty member’s discipline*. Faculty members who have questions about the potential weight that a work of scholarship, research, or creative activity might be given in their discipline are urged to consult their department

chair (and, in some cases, also the Dean) before investing substantial time and energy in activities that may not be highly significant for the purposes of personnel reviews.

Furthermore, the College of Liberal Arts and Social Sciences regards *self-published materials* (for instance, course packs, lecture notes, collections of classroom assignments, publications by “vanity” or subsidized presses, and the like) as *minimally relevant* to the category of scholarship, research, and creative activity. Such items may, if the faculty member considers it appropriate, be submitted as evidence of service.

III. Service

- a. The disciplines represented by the College of Liberal Arts and Social Sciences have significantly different expectations with regard to the type and amount of service required of their faculty members. For this reason, the College-level promotion committee will rely heavily upon the department’s determination as to whether an applicant has performed a level of service appropriate to his or her discipline.
- b. Nevertheless, for promotion to the upper ranks (associate professor or professor), the applicant will be expected to demonstrate some University-level service in most cases. Faculty members at the upper ranks should have a record of substantial and sustained service. Where University-level service has not occurred, some justification may be expected.

(1) In general order of significance, examples of excellence in **service to the institution** include productive, collegial, and dedicated service on:

- The Faculty Senate
- The Strategic Planning Council
- One or more of the major institutional reaffirmation (i.e., “reaccreditation”) committees
- Other major University-level committees (either standing or *ad hoc* committees)
- A University-level search committee
- A University-level performance or creative activity
- One or more of the major College-level committees (Promotion Committee, Tenure Appeal Committee, Post-Tenure Review Committee)
- Student advisement (in departments where advisement is not an expected activity of all faculty members or where the advisement load is *exceptionally* heavy)
- Any *ad hoc* committee at the College-level
- A College-level search committee
- A College-level awards selection committee (Ruffin Cup, CLASS Award for Excellence, Awards of Distinction, Special Projects Grants)
- The CLASS Administrative Forum
- A departmental search committee
- Other major departmental committees

- Activity in student recruitment (e.g., active participation in Open Houses, targeted recruitment visits, and the like)
 - Minor departmental committees
- (2) In order of significance, examples of excellence in **service to the profession** include:
- Terms as a major officer in a national professional organization
 - Service on a committee in a national professional organization
 - Refereeing book-length manuscripts prior to publication
 - Terms as a major officer in a regional professional organization
 - Service on a committee in a regional professional organization
 - Refereeing article-length manuscripts prior to publication
 - Presenting workshops where no new methods or results of research are presented
 - Terms as a major officer in a state professional organization
 - Service on a committee in a state professional organization
 - Formal adjudication of performance or creative events
 - Membership in a national professional organization
 - Membership in a regional professional organization
 - Membership in a state professional organization
- (3) Excellence in **community service** is regarded as an important contribution by the College of Liberal Arts and Social Sciences.
- Community service by faculty members is part of Georgia Southern University's commitment to "public/private partnerships," one of the institution's major strategic themes.
 - Nevertheless, in order for community service to be of great significance in personnel reviews, it is the faculty member's responsibility to demonstrate that this service is directly relevant to his or her academic responsibilities.
 - For instance, community service is usually regarded as having direct professional relevance to the field of Social Work. On the other hand, membership in a local service club or nonacademic addresses before local church or community groups are usually not regarded as having direct relevance to the service roles of most faculty members in the College.
 - A general rule of thumb is that, in order to be regarded as significant in personnel decisions, community service should consist of uncompensated or minimally compensated use of the faculty member's *professional expertise* for the benefit of the community. Pedagogical workshops in one's discipline for local grade school teachers are thus appropriate community service; membership in a service organization is not.

- Faculty members are thus encouraged to consult their department chairs about the degree to which any particular community service activity is likely to carry significant weight in various personnel decisions.

B. Application Procedure

1. By October 15 of each year, departments in the College of Liberal Arts and Social Sciences will provide the Dean with the following items for each candidate seeking promotion:
 - a. The set of cover materials required by the Board of Regents. [*This includes a narrative statement of achievement initiated at the departmental level and edited or revised at the College level.*]
 - b. Each applicant's up-to-date *curriculum vitae*, appended to the recommendation form. The *vita* must include a complete professional employment history, identification and dates of all degrees earned, and public service information. Peer-reviewed or juried work should be clearly identified with dates as should **work completed since the last promotion and/or appointment at Georgia Southern University**. While works in progress or submitted works may be separately listed, works in press must be accompanied by a letter from the journal or publisher. Faculty members have the responsibility for verifying the accomplishments reported on the *vita*. Once materials are submitted, only the Dean may alter the packet, following consultation with the department chair, based on verified significant accomplishments or other information that has become available since the packet was submitted and only upon written notification of the candidate.
 - c. Each application must include a copy of 1) a third-year review, 2) each year's annual review, and 3) any formal evaluative documents or information produced by the candidates in response to his/her reviews.
 - d. Supporting documents which may include some or all of the following:
 - Summarized data from student ratings of instruction
 - Complete sets of student ratings for selected courses
 - Peer evaluations
 - Sample course materials
 - Publications
 - Photographs, recordings, or summaries of creative works
 - Materials produced as part of service projects
 - Other materials that the applicant or department believes will strengthen the application.
2. The applicant's dossier will be reviewed by a College Promotion Committee consisting typically of:

- One associate professor and one full professor whose teaching duties are largely in the area of the fine and performing arts.
 - One associate professor and one full professor whose teaching duties are largely in the humanities.
 - One associate professor and one full professor whose teaching duties are largely in the area of the social and behavioral sciences.
3. Members of the College Promotion Committee are appointed annually by the Dean. The Committee will be instructed that both its deliberations and all the documents it reviews are to be kept strictly confidential to the extent allowed by applicable law.
 4. Each year, membership on the Promotion Committee will remain confidential to the extent allowed by applicable law until final promotion decisions have been made by the Board of Regents.
 5. The Promotion Committee makes a recommendation to the Dean on each applicant for promotion.
 6. At the Dean's discretion, the promotion application may also be reviewed by the Advisory Council.
 7. The Dean reviews the materials submitted by the candidates, considers the recommendations of the Promotion Committee, and makes his or her final recommendation to the Provost.
 8. Faculty members will be notified in writing at each level of review concerning the recommendation.

C. Appeal Procedure

1. If an applicant has not been recommended for promotion at the departmental level:
 - By October 22, the applicant must notify the Dean in writing that he or she wishes to appeal a departmental recommendation.
 - The Dean will review the materials submitted by the candidates, consider any appeals, consider the recommendation of the Promotion Committee, (at his or her discretion, consult the Advisory Council) and make a final recommendation to the Provost.
2. If an applicant has not been recommended for promotion by the Dean, the applicant may appeal this decision to the provost.
3. All applications (unless they have been withdrawn) will be forwarded to the provost for review.

Tenure Policy

A. Criteria

1. Because the College of Liberal Arts and Social Sciences contains a diverse group of disciplines -- each with its own traditions, pedagogical approaches, and forms of scholarship -- no single set of criteria other than University-wide criteria can apply to the entire College. [See the section on tenure guidelines under “Employment Policies and Procedures” in the *Georgia Southern University Faculty Handbook*.]
2. Departments in the College should develop their own criteria for tenure within the guidelines of College and University tenure policies. These must be submitted and approved by the Dean before they become effective.
3. Each department will be allowed a high degree of autonomy in setting tenure criteria. Nevertheless, no departmental criteria shall be approved that does not regard excellence in teaching as the single most important criterion.
4. Participation in faculty development opportunities should be recognized.
5. Faculty members are encouraged to consult the sections about excellence in teaching, scholarship/research/creative activity, and service in the **Promotion** section of this manual for further guidance. In most cases, expectations for tenure are, in each of these areas, identical to those for promotion.
6. In ordinary circumstances (i.e., tenure-track, rank of assistant professor, no probationary credit), faculty members are considered for tenure during their sixth year of tenure-track service. As per the tenure policy outlined in the *Georgia Southern University Faculty Handbook*, “Exceptions will be extremely rare. In such cases, the individual must be outstanding in all areas of evaluation, and there must be a compelling reason to award tenure early.”

B. Application Procedure

1. By October 15 of each year, departments in the College of Liberal Arts and Social Sciences will provide the Dean with the following items for each candidate seeking tenure:
 - a. The set of cover materials provided by the Board of Regents. [*This includes a narrative statement of achievement initiated at the departmental level and edited or revised at the College level.*]
 - b. Each applicant’s up-to-date *curriculum vitae*, appended to the recommendation form. The *vita* must include a complete professional employment history, identification and dates of all degrees earned, and public service information. Peer-reviewed or juried work should be clearly identified with dates as should

work completed since the last promotion and/or appointment at Georgia Southern University. While works in progress or submitted works may be separately listed, works in press must be accompanied by a letter from the journal or publisher. Faculty members have the responsibility for verifying the accomplishments report on the *vita*. Once materials are submitted, only the Dean may alter the packet, following consultation with the department chair, based on verified significant accomplishments or other information that has become available since the packet was submitted and only upon written notification of the candidate.

- c. Each application must include a copy of the following:
 1. Third-year review
 2. Each year's Annual Review
 3. Any formal evaluative documents or information produced by the candidate in response to his/her reviews.

- d. Supporting documents which may include some or all of the following:
 - Summarized data from student ratings of instruction
 - Complete sets of student ratings for selected courses
 - Peer evaluations
 - Sample course materials
 - Representative publications
 - Photographs, recordings, or summaries of creative works
 - Materials produced as part of service projects

2. If, after reviewing these materials, the Dean wishes to recommend that tenure be granted, he or she will submit the application with a positive recommendation to the Provost.

3. If the Dean has reservations about a specific application for tenure, he or she will form a Tenure Committee consisting of four tenured faculty members from the College of Liberal Arts and Social Sciences. The Committee will be instructed that both its deliberations and all the documents it reviews are to be kept strictly confidential.

4. The Tenure Committee will review the application and supporting materials and make a recommendation to the Dean.

5. At the Dean's discretion, the tenure application *may* also be reviewed by the Advisory Council.

6. The Dean will consider the Tenure Committee's recommendation and make a final decision.

7. The Dean's decision, the Tenure Committee's recommendation, any recommendation made by the Advisory Council, and the candidate's application will then be forwarded to the provost.
8. Faculty members will be notified in writing at each level of review concerning the recommendation.

C. Appeal Procedure

1. If an applicant has not been recommended for tenure at the departmental level:
 - a. The applicant must notify the Dean within 7 days that he or she wishes to appeal a departmental tenure recommendation.
 - b. The Dean will review the materials submitted by the candidates, consider any appeals, consider the recommendations of the Tenure Committee and Advisory Council (if any), and make final recommendations to the Provost.
2. If an applicant was not recommended for tenure at the college level:
 - a. The applicant may appeal this decision to the provost.
 - b. The Dean will forward all materials to the Provost who will then review and make his/her recommendation.

Post-Tenure Review Policy

A. Regular Procedure

1. All tenured faculty in the College of Liberal Arts and Social Sciences will undergo a thorough review on a regular basis (*refer to section 212 of the Faculty Handbook*).
2. Each faculty member's Post-Tenure Review will occur on a rotating five-year schedule. The five-year period will begin with the faculty member's last major personnel decision (i.e., tenure or promotion to any rank). This schedule of reviews will be maintained by the Dean's Office and verified by the Provost.
3. Post-Tenure Reviews will then continue every five years until the faculty member submits to the Dean a written statement of his or her intention to retire within the next five years.
4. A faculty member's five-year evaluation period may be interrupted by a change of status (for instance, a full-time administrative assignment) or promotion. In these cases, a new five-year interval will be set.
5. In the College of Liberal Arts and Social Sciences, all Post-Tenure Reviews take place at the College level.

6. By February 1 of a faculty member's review year, the candidate will submit the following items to the College:
 - A current *curriculum vitae* in standard format, highlighting review period
 - Copies of annual performance reviews and goals for review period
 - A department chair's evaluation specifically written for the purpose of the Post-Tenure Review
 - The results of the candidate's most recent evaluation by the department
 - Summaries of student ratings of instruction
 - Student comments from ratings of instruction for selected courses (Optional)
 - Results of peer evaluations
 - Self-evaluation narrative with projected goals
7. The Dean will appoint a single committee of six faculty members to review the materials submitted by all faculty members undergoing review that year. The Post-Tenure Review Committee will consist of:
 - Two faculty members whose teaching duties are largely in the area of the fine and performing arts
 - Two faculty members whose teaching duties are largely in the area of the humanities
 - Two faculty members whose teaching duties are largely in the area of the social and behavioral sciences
 - No faculty member who is undergoing Post-Tenure Review during the current academic year may serve on that year's Post-Tenure Review Committee.
8. The Committee will be instructed to evaluate faculty members in *each* of the following areas: teaching, scholarship/research/creative activity, and service. Teaching, however, will be given the greatest importance by the committee.
9. Each faculty member's participation in faculty development activities will also be recognized.
10. Where appropriate, the Committee may also evaluate the faculty member's progress towards promotion.
11. The Committee will forward to the Dean one of the following recommendations for each candidate:
 - The faculty member is meeting the College's expectations for performance and no specific recommendations for improvement are necessary.
 - The faculty member is meeting the College's standards for performance but it is recommended that improvements be made. [*State specific recommendations.*]
 - The faculty member is not meeting the College's standards for performance. [*State specific areas of concern.*]

12. The Dean will review all recommendations of the Post-Tenure Review Committee and all materials submitted by the candidates.
13. The Dean will make a final evaluation and convey the result, in writing, to the faculty member.
14. The Faculty member and Dean will sign the evaluation, indicating their discussion of the review.
15. A copy of the Dean's evaluation and the faculty member's response, if applicable, will be forwarded to the chair and provost..

B. Appeal Procedure

1. A faculty member who wishes to appeal a Post-Tenure Review may do so either informally or formally.
2. In an informal appeal, the faculty member appends a response to the Dean's evaluation. Both documents are placed in the faculty member's file at the departmental and College levels. A copy of the response is also sent to the provost.
3. In a formal appeal, the faculty member requests that a Dean's decision be reviewed by the Provost. During formal appeals, the Dean forwards all materials reviewed during the Post-Tenure Review to the office of the provost.

C. Remediation of Deficiencies

1. Faculty member whose level of performance was regarded as unsatisfactory or for whom recommendations for improvement were made by the Post-Tenure Review Committee or the Dean's own evaluation will be given a list of specific deficiencies and a timetable by which these deficiencies should be remedied.
2. In some cases, faculty development funding may be allocated to allow faculty members to assist with their remediation efforts.
3. In cases where severe or chronic deficiencies are found, or in cases where deficiencies have not been remedied according to the timetable provided, the Dean may recommend that the faculty member be dismissed. In these extreme cases, the Dean will follow the University's policy on the removal of tenure or non-tenured faculty.

Procedure for the Evaluation of Department Chairs

A. Annual Evaluation

1. The Dean of the College of Liberal Arts and Social Sciences will conduct an annual evaluation of all chairs.

2. In March of each year, faculty members will be given an opportunity to complete a form evaluating the chair of their department. Faculty members will be given until mid-March to complete these forms.
3. Chairs will submit the following materials to the Dean no later than mid-March:
 - a. Narrative summary including:
 - Personal and professional achievements as an administrator
 - Summary of faculty accomplishments
 - Summary of faculty and staff development efforts
 - Performance of staff (clerical and student)
 - Summary of external grants/funding activity within the department
 - b. Complete sets of student ratings of instruction and their summary analysis (if applicable).
 - c. The chair's goals and recommendations or requests for the next year.

B. Major Evaluation

1. Each chair will undergo a major evaluation every fourth year.
2. The focus of this evaluation will be on the chair's performance as an administrator and will thus be different in intent from Post-Tenure Review.
3. During the year of the major evaluation, chairs should submit the following materials to the Dean no later than March 15:
 - Personal and professional achievements as an administrator
 - Summary of faculty accomplishments
 - Summary of faculty and staff development effort
 - Performance of staff (clerical and student)
 - Summary of external grants/funding activity within the department
 - Summary of analysis of teaching evaluations over the last four-year period
4. The Dean will also conduct faculty interviews.
 - a. Faculty members will be invited to meet the Dean to discuss the performance of the chair.
 - b. These meetings will take place at any time during the review year but will conclude by April.
5. The Dean will schedule a meeting with the chair.
 - a. The result of the evaluation will be discussed with the chair at that time.

- b. The Dean will discuss with the chair any areas of progress or failure over the four-year period.
6. The review will be concluded with a decision on the chair's continuation.
7. The entire evaluation process will conclude on or before the occasion of the annual meeting where the department chair brings his or her faculty salary recommendations to the Dean.

Procedure for Selection of Ruffin Cup Recipients

- A. The Ruffin Cup recognizes the highest achievement in teaching, scholarship, and service in the College of Liberal Arts and Social Sciences. It is awarded annually to a teacher-scholar with at least ten years of service to Georgia Southern University who has combined excellent teaching with outstanding contributions to the spirit of the liberal arts.
- B. In April of each year, the Dean asks faculty members to submit nominations for Ruffin Cup recipients no later than July 1.
- C. The Dean reviews these nominations with an advisory committee primarily made up of previous Ruffin Cup recipients, and then, with the committee's recommendation, chooses that year's recipient.
- D. The recipient of the Ruffin Cup is announced at the first College faculty meeting of the academic year.

Procedure for Selection of Recipients of the CLASS Award for Excellence

- A. The CLASS Award for Excellence honors outstanding activity by faculty members early in their career. This award is open to full-time faculty members in the College of Liberal Arts and Social Sciences who are:
 1. Tenure-track or non-tenure.
 2. In their first ten years of college-level teaching.
 3. Outstanding in a wide range of activities, including teaching, scholarship or creative activity, service, and advisement.
 4. Supporting materials (such items as summaries of student ratings of instruction, peer evaluations, lists of publications and presentations, additional letters of support, representative course materials, and so on) may be submitted but must be limited to *no more than* ten additional pages.
 5. In April of each year, the Dean asks faculty members to submit nominations for the CLASS Award of Excellence no later than July 1.

6. A selection committee for the award will be chosen by the Dean. The committee will submit its recommendations to the Dean who will then make the final decision.
7. The recipient of the CLASS Award for Excellence is announced at the first College faculty meeting of the academic year.

Procedure for Selection of Alumnus/a of the Year

- A. Each year in October, the Dean shall request that each department send him or her no more than three nominations for College Alumnus/a of the Year [*also known as the "College Distinguished Alumnus/a"*]. These nominations will be due December 1.
- B. The criteria for selection will be outstanding achievement by the nominee since his or her graduation from Georgia Southern University.
- C. The Dean shall appoint a selection committee that will review all nominations and submit to the Dean the names of no more than three finalists. The Dean shall review these finalists and select the College Alumnus/a of the Year.

Selection of Recipients for the CLASS Awards of Distinction

- A. Each year, the College of Liberal Arts and Social Sciences will make one award to a faculty member for distinctive achievement in each of the following four categories: Teaching, Scholarship, Service, and Creativity.
- B. All full-time temporary, tenure-track, non-tenure track, and tenured faculty who have completed at least one year of teaching at Georgia Southern University at the time of the application are eligible for any of the four awards.
- C. To be eligible for an Award of Distinction, faculty members must have their appointments in the College of Liberal Arts and Social Sciences.
- D. Faculty members may either nominate a colleague or apply themselves for an award in one of the four categories. Each nomination or application should focus either on one specific contribution of distinction in the category or a series of closely related contributions. Preference will be given to contributions of distinction that occurred during the immediately previous academic year (August 1-July 31).
- E. The official nominating form is available from the Dean's Office. A single application or nomination can be submitted on each form.
- F. The deadline for submission is March 15 with awards announced by the end of the spring semester.
- G. Class Awards of Distinction will not be awarded to the same faculty member in two consecutive years.

CLASS Staff Administrative Council

- A. The CLASS Staff Administrative Council consists of at least one staff representative from each department.
- B. The CLASS Staff Administrative Council meets once yearly and is chaired by the CLASS Dean's Senior Secretary.
- C. Meetings of the group may be used to share information, raise concerns, provide developmental support, and raise any matter of concern to staff members in the College.

CLASS Technology Committee

Made up of at least one faculty representative from each department, the CLASS Technology Committee is charged with the responsibility of providing advice to the dean concerning all matters related to technology.

CLASS Single Office Policy

Because of space limitations at the University, no faculty member is entitled to occupy more than one office at a time. Faculty members who are assigned offices because of additional or extra-departmental duties may be required to vacate their original departmental offices so that they may be reassigned to other members of the faculty or staff. While exceptions to this rule may be granted, these exceptions are rare. Requests for exceptions should be made in writing and include a justification for the exception and must be approved by both the department chair and the Dean.

Policy on Outside Consultancy

- A. The department chair is charged by the Dean to review for pre-approval all faculty requests to engage in consultancy or outside activities as described in the "Georgia Southern University Policy Concerning Outside Activities." [*Section 217.03 of the Georgia Southern University Faculty Handbook.*]
- B. The faculty member is responsible for submitting to the department chair in writing a description of the proposed activity.
- C. An activity that extends beyond one year must be reviewed and approved by the Dean at the beginning of each academic term.
- D. Approval by the department chair should be noted in writing.