

Augusta State University

HANDBOOK FOR PART-TIME FACULTY¹

Welcome to Augusta State University. We hope your experience as an instructor working with our students will be a rewarding one. This handbook provides some basic information about policies, procedures and resources that should be helpful to you as a member of the ASU faculty.

Augusta State University Faculty Manual

Part-time faculty should become familiar with the Augusta State University Faculty Manual, particularly the attached sections: 570 - Qualifications of Part-time Faculty, 300 – Professional Rights and Responsibilities, 520 - Class Attendance, Records, and General Practice, 525 -Faculty Guidelines for Encouraging Appropriate Student Behavior and Implementing Effective Student Discipline, 527 - Faculty Guidelines for Accommodating Students with Disabilities in an Academic Environment, 530 – Classroom Use of Recording Devices by Students, and 850.4 - Academic Grievance Procedure.

Instructor Information

Course Offerings: Levels and descriptions of courses are found in the *Augusta State University Catalog* (http://www.aug.edu/faculty_secretary/catalog/cover.htm). Consult the current updated class schedule for specific class meeting times and their location (<http://www.aug.edu/infocentral>). Any changes from the published times/dates/location must be approved by your dean through your department chair².

Class Meetings: With only a few exceptions, all courses, day and evening, will meet for class as scheduled. You are expected to teach every class meeting. If you must be away for an academic conference or illness, you should make arrangements for your class to be covered. If this is not possible, you must notify administrative staff in your department and send an email to your class. Your department chair will provide you with information about procedures for covering your class in your absence.

Class Attendance: Students are responsible for regular class attendance. Instructors are responsible for reporting student absences. The *Augusta State University Catalog* states that students who miss more than the equivalent of 10% of class time may be withdrawn from the class. Your attendance policy should be included on course syllabi and may be more lenient than that stated in the *University Catalog*.

Checking Class Rolls: ***This is very important.*** Students who are not on the roll must not be allowed to attend class. Students who think they should be on the roll, but are not, should be sent to the Registrar's Office to check their registration status. After the first week of classes you will be asked to report student attendance. Those who have not yet attended your class will be administratively dropped.

Syllabus: Each student should be given a clearly written syllabus during the first week of class (preferably the first day). This document should specify grading, attendance, and other class policies.

¹ The ASU Handbook for Part-Time Faculty (this Appendix plus referenced sections of the Faculty Manual) is available on the Center for Teaching and Learning website (www.aug.edu/ctl).

² The Hull College of Business has no departments. Throughout this document, the effective department chair for faculty members in the Hull College of Business is the Dean or his/her designee.

Additional information about expectations for the syllabus appears in Section 520 of the Faculty Manual. This syllabus should also be submitted to your department chair.

Course Evaluations: During fall and spring semesters, every section of each course you teach will be evaluated by students. Check with your department chair or dean to see how this evaluation will be handled.

Examinations: Faculty members are expected to hold final examinations when scheduled. The official examination schedule appears in InfoCentral (<http://www.aug.edu/infocentral>). Any request for an exception should be made to the department chair. Chairs will forward such a request to the appropriate dean. Additional information about examination policy appears in Section 520 of the Faculty Manual.

Grading: Each student must be assigned a grade. The *ASU Catalog* provides the following guidance regarding grade assignment in undergraduate classes.

Grades used in calculating the undergraduate grade point average are as follows:

<u>Grade</u>	<u>Meaning</u>	<u>Quality points/credit hour</u>
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0
WF	Withdrew, failing	0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

I: Incomplete – Student doing satisfactory work, but unable to meet the full requirements of the course because of non-academic reasons. The maximum time for completing course work to remove an I is one semester; otherwise, the I will be automatically changed to F.

W: Withdrawal, without penalty – The W will be assigned if the student officially withdraws from the course by semester midterm, unless the student has been charged with academic dishonesty. A grade of **WF** will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.

S: Satisfactory* – Indicates satisfactory completion of degree requirements other than academic course work.

U: Unsatisfactory* – Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

The S and U symbols are used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs, and specifically designated courses.

V: Audit – Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.

K: Credit by examination.

NR: Not Reported – Indicates that the grade was not reported.

IP: In Progress – Indicates that credit has not been given in courses that require a continuation of work beyond the semester for which the student signed up for the course. The only courses for which the IP grade is approved are Learning Support, Regents' test remediation, dissertation and thesis hours, and project courses.

All grades are to be entered directly online by faculty by the scheduled deadline. The Registrar's Office has a frequently asked questions document on their website (http://www.aug.edu/registrar_va) that explains how this is done. You must also enter a last date of attendance for any F, U, W, or WF grade that you enter. Students must receive the results of at least one evaluation on or before the deadline date for withdrawal without penalty (i.e., mid-term).

Grade Appeals: See the Faculty Manual, 850.4 Academic Grievance Procedures (attached).

Change-of-Grades: A special form, to be signed by the instructor, department chair, and the Dean, must be completed for all grade changes. As noted in the catalog, "Any grade changes must be accomplished within the semester immediately following the semester in which the grade was originally reported." However, "In-Progress" grades are carried over from semester to semester, so you need not complete a form if the student continues in the program.

Withdrawal Procedures: When a student withdraws after the drop/add period but before the announced deadline for withdrawal, a W will be assigned for each course. A student who withdraws after the deadline will receive a WF grade except when the student is passing and extenuating, non-academic circumstances dictate otherwise, in which case the W grade may be assigned with approval by the department chair.

Student Privacy: Instructors are expected to protect the privacy of their students' academic information. Under the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA), no personally identifiable information will be released to any party not authorized to have access to such information without the written consent of the student.

Grades and Papers: Instructors should not post grades by name, SSN (all or partial), or 927 number. If an instructor does wish to post scores or grades, he or she should use a code known only to the respective instructor and the individual student. In no case should the list be posted in alphabetical sequence by student name. Instructors should distribute grades and graded papers (and accept submitted assignments) in person, during class, or via GeorgiaView (the ASU learning management system), which may offer an option for some grades where the assignments are made and graded electronically. Papers and grades may also be accepted or returned via a more secured method such as a box in the departmental office where a staff member accepts or hands back assignments.

Class rosters/grade sheets: These and other reports should be handled in a confidential manner and the information contained on them should not be disclosed to third parties.

Parents and significant others: Parents may see a student's educational record only if they have a signed release from the student or if the student is shown as a dependent on the income taxes of the parent. Significant others do not have a right to information contained in a student's education record.

Employers: Employers do not have a right to educational information pertaining to a student.

Letters of recommendation: Statements based on your personal observation or knowledge do not require signed consent from the student. However, you must have signed written consent from the student to include information about a student's grades, grade point averages or class

rank. A sample consent form can be found here. Please don't assume that it's OK with the student to include his or her grade or GPA. And don't include this information based on a verbal request. It is vital that you have this permission in writing with the signature of the student.

Student schedules: Do not provide anyone with a student's schedule; do not assist anyone other than a university employee in finding a student on campus. If someone indicates it is necessary to contact a student due to a family emergency, refer them to Public Safety (http://www.aug.edu/public_safety).

For more information on ASU procedures and policies regarding student privacy, see http://www.aug.edu/registrar_va/Records%20release.htm.

Department Resources

Text Materials: The University Bookstore will order materials required of your students to complement the instructional program. Check with your department to determine who makes the initial book adoption orders.

Instructional Supplies: Consumable supplies (chalk, dry erase markers, paper, pencils, grade-books, etc.) are available from the department secretary during the regular working hours. Any special requests should be sent to the department chair for approval.

Room Assignments: If you find that your room assignment is not suitable or if you know of special needs for your classroom in advance, contact the department chair. Do not move furniture in your class from one instructional area to another without prior arrangement.

Administrative Assistance: Check with the administrative staff of the department for which you teach to determine proper lead time of copying or other requests.

Office Assignments: Any office assignments are made on a departmental basis through the Deans of each college. If space is available, Department Chairs will make every effort to accommodate you.

Mail and Telephone: See your department chair for information about access to mail and telephone services.

Employment

Payroll / Human Resources (<http://www.aug.edu/humanresources/>): When you are selected to be a part time instructor you will be given an employment packet by your department administrator. The documentation must be accurately completed and returned to the administrator prior to the start of classes. Our payroll system is called ADP. The first time you receive a payment from Augusta State University it will be a paper check mailed to your address of record. All following payments will be made by direct deposit. Part time faculty are paid four times a semester, September, October, November, and December for Fall, January, February, March, and April for Spring.

Jag Card (<http://jagcard.aug.edu/>): The Augusta State University photo identification card is called a JagCard. After you have been assigned to teach a class your department administrator will provide your

name to the Jag Card office to issue or update your card. The Jag Card office is located on the second floor of the Student Activities Center. The JagCard must be revalidated every semester that you teach.

Parking (http://www.aug.edu/public_safety/rules.html): All faculty, staff, and students operating a vehicle on the campus must have a current parking decal or parking permit appropriately displayed. After receiving JagCard, you may visit the Public Safety Office to register your car.

University Resources

Center for Teaching and Learning (<http://www.aug.edu/ctl>): The ASU Center for Teaching and Learning (CTL) supports efforts aimed at enhancing and maintaining effective teaching by advancing a collegial culture of inquiry about learning and teaching. The Center offers faculty development opportunities in the form of workshops, speakers, and symposia throughout the academic year and provides a variety of teaching resources in the CTL office, some specifically tailored for part-time faculty members.

Library (<http://www.aug.edu/library/>): Your JagCard is your library card for the period of your employment. Part-time faculty members have interlibrary loan privileges and may check out books for the length of the current semester. Please stop by the Circulation Desk to be entered in the library system. Books and materials may be placed on reserve under your name and course number at the circulation desk. Please submit reserve items at least two weeks before they will be needed. Collection development funds are allocated to schools/departments for selecting library materials. Each faculty member has a responsibility for developing the collection.

If you would like to have a personal tour of the library, contact the Reference Department (667-4912). Library instruction sessions may be scheduled for any course you teach. Contact the Library Instruction Coordinator, Ext. 4908, at least two weeks in advance of your desired visit date. If you specify a particular topic for research, the librarian will suggest related materials. When you schedule your class for one of these sessions, please plan to accompany your students.

Media Services Center (http://www.aug.edu/media_services/): The Media Services Center (MSC), a part of the Reese Library, is located on the first floor of University Hall (737-1703). Arrangements should be made in advance with the MSC for any audio-visual equipment needs. Viewing rooms located in the MSC may be scheduled for the viewing of videos. Media Services also houses the Learning Resource Center that contains the library's media holdings including videotapes and DVD's. These materials may be used in class or in the MSC. Videos and audiotapes may be placed on reserve under your name and course number. Databases of digitized film may be available through GALILEO, along with hundreds of research databases.

Technology Resources: There are a variety of technology resources available for faculty, staff, and students – Campus Portal, Email, Blogs, Wikis, course management system, JagNET Account with web page and file storage accessible from off campus, and wireless access. Student computers are located in general purpose labs, study areas, and departmental labs and most classrooms are equipped with computer and projection tools. Campus computers have a standard suite of office software for word processing, spreadsheets, presentations, and databases installed. Other specialized applications are installed as requested by departments.

Information Technology Services (<http://www.aug.edu/its/>) provides Help Desk Support for all of your technology needs and the Instructional Services within ITS group assists faculty with the use of technology in the instructional process.

Writing Center (http://www.aug.edu/writing_center/writing_center.htm): The Augusta State University Writing Center, located in University Hall 235, offers free peer consultations to guide students through the writing process. The goal of staff members is to empower students to make well-informed decisions about their writing products. The Writing Center is a space for all students, regardless of discipline, to meet with tutors to discuss any of their writing concerns.

FROM THE ASU FACULTY POLICY MANUAL

570 PART-TIME FACULTY, QUALIFICATIONS

Part-time faculty represents the Corps of Instruction of Augusta State University. Since effective teaching and specific subject expertise are criteria in selection of full-time faculty, it is essential that these qualities be carefully evaluated in the selection of part-time faculty as well.

The qualifications of part-time faculty members must meet the same standards as full-time faculty and thus must comply with the requirements of the Board of Regents of the University System of Georgia and the Commission on Colleges. As a general rule:

* Part-time faculty teaching at the undergraduate level (other than physical education activities courses) must have completed 18 graduate semester hours (30 graduate quarter hours) in their teaching fields and hold a master's degree. Part-time faculty teaching at the graduate level must hold the highest earned degree in their disciplines.

* In certain exceptional cases, unique experience and demonstrated competence may substitute for advanced academic preparation. However, written documentation by the appropriate departmental chair must clearly justify each exception; and, in all instances, minimum formal academic preparation must be equal to the degree level at which the faculty member is teaching.

* Part-time faculty who teach courses below the 1000 level must have a bachelor's degree in a field related to their teaching assignment and either classroom experience in a field related to their teaching assignment or graduate training in remedial education.

In exceptional cases where a part-time faculty member does not meet the above standards a substantial "Alternative Justification" can be offered as evidence of qualification.

575 PART-TIME FACULTY POLICY

1. The initial qualifying of part-time faculty will be conducted through the department chair or unit head for which the faculty member will teach. Whenever possible a committee (or committees) of full time faculty in each department or program should be asked to review the part time faculty member's qualifications.
2. The terms and conditions of every appointment to a part-time faculty position will be stated in writing, including the length of service. A copy of the appointment document will be provided to the part-time faculty member.
3. Department chairs should make part-time faculty aware of the relevant sections of this manual, including Appendix B, and direct them to become familiar with these sections.
4. Each department, or small groups of related departments, will hold an orientation program for new part-time faculty members to include faculty policies, policies on disruptive students, testing and grading procedures, procedures for ordering textbooks, departmental requirements and policies, and other pertinent information.
5. Every new part-time faculty member will be assigned a mentor from the full time faculty of the department to provide aid and advice during the first year of their employment.
6. Each department shall ensure student access to part-time faculty. Part-time faculty involved in classroom teaching should be available on campus to students for at least one hour per week.
7. A listing of part-time faculty by department will be published in the ASU Campus Directory.
8. A uniform evaluation procedure of part-time faculty should include peer evaluation with occasional classroom visitation as well as student evaluation. Initial evaluation should be conducted during the first semester of teaching and subsequent evaluations should be conducted at regular intervals.

9. Part-time faculty shall have access to the same events and services as full time faculty.
10. The university shall provide a system of compensation for part-time faculty based on academic credentials, longevity of service, and quality of service. At least every five years, the part-time faculty pay scale will be reevaluated and revised based on both cost of living and an analysis of the marketplace.

300 PROFESSIONAL RIGHTS AND RESPONSIBILITIES

The statement of Professional Rights and Responsibilities was adopted by the faculty of Augusta State University on April 15, 1992. It was amended on February 28, 1996, and again on January 21, 1998. More recent updates are reflected at the bottom of each section.

300.1 Purpose

A statement of rights and responsibilities serves to clarify for faculty members and administrators the expectations which attend the academic profession. Such a code indicates acceptance on all sides of the unique position of trust and responsibility with which the members of the profession have been invested, the obligations which that trust entails, and the rights which members inherit.

It sets out the special obligation of faculty members and administrators to promote and protect conditions of free enquiry; the neutrality and tolerance of the institution towards free enquiry; and the protection the institution extends to the concept of academic freedom. It also articulates an ideal code of professional ethics that should govern professional conduct and relationships and delineates the individual's responsibilities as a scholar, as a teacher, as a faculty member, and as a citizen. Insofar as faculty members faithfully endeavor to discharge these responsibilities, they will be accorded just and equitable treatment when unjustly accused or mistreated.

If complaints are raised which challenge the faculty member's rights, i.e., his or her entitlement to academic freedom, the faculty member will be protected under the terms of the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure, and the 1970 Interpretive Comments on that Statement.

If an alleged offense has occurred in the area of the faculty member's responsibilities, i.e., his or her code of professional ethics, and is deemed sufficiently serious to raise the possibility of dismissal, the procedure will be in accordance with the 1958 Statement on Procedural Standards on Faculty Dismissal Proceedings of the American Association of University Professors, its 1964 Proceedings on Extramural Utterances, and its 1967 Statement on Professional Ethics.

301 RIGHTS

While faculty members are ultimately answerable to the Board of Regents of the University System of Georgia, they are also empowered by and responsible to the basic principles of their profession. Academic freedom is one such basic principle. The AAUP's 1970 Interpretive Comments on Academic Freedom and Tenure put the point forcefully. Quoting a United States Supreme Court ruling (*Keyisham v. Board of Regents*), they state: "our nation is deeply committed to safeguarding academic freedom which is of transcendent value to all of us, and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom."

Academic freedom, then, serves on the one hand to help safeguard the survival of the values specified in the First Amendment, and is in its turn protected by the First Amendment. The 1970 Interpretive Comments go on to assert that "professors have a particular obligation to promote conditions of free enquiry and to promote public understanding of academic freedom."

This freedom embraces teachers' rights to pursue and publish the results of their research, even when the results are controversial. Equally, it includes teachers' rights to freedom in the classroom in

discussing their subject, even when controversial matters are involved. The 1970 AAUP Interpretive Comments assert that, “controversy is at the heart of the free academic enquiry which the entire [1940] Statement is designed to promote”; though the Comments caution teachers “to avoid persistently intruding material which has no relationship to their subject.”

These freedoms are protected by the institution in which the faculty member operates, which maintains a strictly neutral stance towards the legitimate professional activities of its faculty. The University here serves a function essentially different from secondary education, with its students acknowledged to be adults, and with university or university administrations recognizing that part of the institution’s mission is to prepare students for ideas, not protect them from ideas.

Above all, the institution will avoid discriminating against faculty members’ careers on the basis of their having exercised their rights of academic free expression.

The college or university will exercise some caution even in proscribing abhorrent views, such as racism or sexism. While such views lie, as stated in the AAUP’s 1991 Preliminary Report on Freedom of Expression and Campus Harassment Codes, “beyond the bounds of academic freedom,” since they infringe on the rights of others, the same Report stresses that “broad prohibitions pose a significant threat to the free expression of ideas.” Under no circumstances however, would the practice of racism or sexism be protected by the concept of academic freedom.

In cases where a faculty member, speaking or writing as a private individual, finds himself or herself in conflict with the views of others, he or she cannot expect the same protection against external attack, but will still enjoy immunity from institutional censure or career discrimination. The AAUP Committee on Extramural Utterances states:

The controlling principle is that a faculty member’s expression of opinion as a citizen cannot constitute grounds for dismissal unless it clearly demonstrates the faculty member’s unfitness for his or her position. Extramural utterances rarely bear upon the faculty member’s fitness for the position. Moreover, a final decision should take into account the faculty member’s entire record as a teacher and scholar.

In brief, academic freedom constitutes in itself an essential aspect -- free speech -- of community values; faculty members are entitled to exercise their right to academic freedom both in their teaching and in their research; and the academic institution, public or private, recognizes those rights, neither discriminating against the faculty member who exercises them, nor aiding and abetting any attempt to proscribe them.

302 RESPONSIBILITIES

302.1 As a Scholar

A faculty member has certain responsibilities by virtue of his/her position as a scholar in a specific academic discipline.

As a scholar, the faculty member should be committed to the advancement of knowledge and be guided by an unbiased search for truth. As a scholar who also teaches, the faculty member should be alert to new insights revealed by research which may be shared with students. As a scholar who belongs to a community of scholars, the faculty member should maintain a knowledge of current work in the field

and should contribute to that knowledge and expertise through such activities as publication, participation in professional meetings, and artistic and musical production and performance.

As a scholar who is expected by the college to act as a resource for the community, the faculty member has a responsibility to make relevant research available to the public. This may be done by acting as consultant, speaking at public functions, teaching continuing education courses, or producing studies in response to public need.

As a scholar whose first duty is to the institution and its students, the faculty member should not compromise the quality of work by becoming excessively involved in outside activities. In the case of remunerative outside activities, the faculty member is expected to secure permission from the Dean, the Vice President for Academic Affairs, and the President.

The faculty member is a scholar with a responsibility to self. There should be continual self-evaluation which leads to self-improvement. Faculty development is the duty of each individual. The result will be a richer life for the faculty member, students, and colleagues.

302.2 As a Teacher

A member of the teaching profession accepts the obligation to encourage the free pursuit of learning, and the development of critical and analytical thinking skills. By example and by formal instruction the faculty member strives to equip the student for a lifetime of learning, communicating, and adapting in a society marked by rapid and continual change. Formal training in the techniques of independent study and research, including the intelligent use of library facilities, is an essential component of this goal. By rigorous and honest self-evaluation, and courteous and impartial treatment of students and colleagues, the instructor provides an example in keeping with the dignity of the teaching profession.

The faculty member is entitled to considerable freedom in the classroom in discussing his/her field of expertise, and actively encourages the expression of opposing views in controversial matters related to that discipline. However, classroom discussions of unrelated matters are to be avoided. The faculty member has the responsibility and right to maintain order in the classroom. In dealing with disruptive behavior, the instructor may take the steps s/he deems necessary and reasonable, including private or public requests that the student(s) refrain from the disruptive behavior, and, if the disruption continues, the expulsion of the offending student(s) from the classroom and the referral to the Dean of Students, or other appropriate college official. Students are to be provided early in the semester with a clear, written description of course goals, expectations, and methods of evaluation. Instructors are expected to prepare for and punctually meet classes, to post office hours, and to make appropriate arrangements to compensate for their absences. Every effort should be made to practice fair, open and honest procedures in evaluating student performance. Graded assignments should be returned promptly and with frequent and specific guidance for improvement.

In each course, each semester, the instructor must provide the students with some sort of evaluation and the results of that evaluation prior to the deadline for withdrawal without penalty. Students must have some knowledge of their status in class before that time.

The faculty member must express a willingness to work with students outside of the classroom in order to contribute to their intellectual growth and to assist them in making crucial choices regarding course selections and career goals. Student advising must emphasize the responsibilities of the student in considering the options which are available, but the instructor must be willing to provide assistance and

clarification. Respect for the dignity of students and strict confidentiality in all areas of the student-teacher relationship must be maintained at all times.

302.3 As a Faculty Member

The faculty member derives obligations from common membership in the college community. In the exchange of criticism and ideas, s/he shows due respect for the opinions of others. S/he exercises restraint in the criticism and judgment of colleagues and associates, and avoids unwarranted and destructive criticism. S/he respects and defends the right of free inquiry, yet holds in high regard the right of confidentiality in private discussions. The faculty member accepts his/her fair share of faculty obligations for the governance of his/her institution in a constructive and responsible manner. S/he has an obligation to adhere to the prescribed regulations of his/her institution provided they do not contravene academic freedom. S/he maintains his/her right to seek constructive revision of those regulations.

The faculty member seeks above all else to be an effective teacher and scholar. When considering the interruption or termination of his/her services, s/he recognizes the effect of his/her decision upon the program of the institution and gives due notice of his/her intentions.

302.4 As a Citizen

The university community exists as an integral part of the larger community of Augusta and the CSRA. The university and its faculty have responsibilities of membership in this larger community. Therefore, in addition to their service to the university and students, faculty members are expected to serve the wider community. Whenever possible, a faculty member should participate in community activities, especially those which draw upon that teacher's expertise. Service to the community might include such activities as involvement in the fine arts performances and productions, offering continuing education courses, consulting, holding seminars, and addressing community groups, businesses, service organizations and educational institutions.

When writing, speaking, or acting as a private citizen, however, the faculty member avoids giving any impression that s/he writes, speaks, or acts for Augusta State University. A faculty member should refrain from issuing misleading or inaccurate statements concerning the institution. As a citizen engaged in a profession, the faculty member has the responsibility to further the public's understanding of academic freedom within a free society.

302.5 Relationship with Faculty Evaluation

Because the above principles ought to be observed by everyone in the university community, it will not normally be necessary for faculty members to include them in annual plans submitted under the Faculty Evaluation and Development System, nor for chairs or deans to address them directly in annual evaluations of faculty. However, chairs may include in their annual evaluations any notable failure to observe these principles, or any instance in which the faculty member has made a distinguished contribution to the spirit of free inquiry, without regard to the content of the faculty member's annual plan. In addressing any alleged problems with collegiality or with responsible behavior on committees and team assignments, the chair shall explicitly assess whether the alleged effect of such problems has outweighed the faculty member's contribution to the work of the university when considered as a whole.

520 CLASS ATTENDANCE, RECORDS AND GENERAL PROCEDURES

Faculty members are expected to meet regularly all classes and laboratories for which they are responsible. In case of absence the department chair or the person designated by the chair to collect and post this information should be notified. In the absence of a chair, the dean's office should be notified directly.

If severe weather requires the cancellation of classes, "makeup" days will be scheduled by the VPAA in conjunction with the Registrar, according to the academic calendar with sensitivity to institutionally established dates. Any rescheduling shall observe the institution's policy on religious holidays. Faculty members may alternatively assign additional work or use other appropriate measures.

Faculty members are required to monitor student attendance including ongoing participation in online courses. Faculty members should ask any person attending class or participating in an online course and not on the class roll to see the Registrar to determine if the records are correct.

To assist the University in complying with federal regulations pertaining to financial aid, faculty members are required to maintain a record of and report student non-attendance at the start of each academic term. The Vice President for Academic Affairs is responsible for informing faculty of the duration of the non-attendance verification period and appropriate reporting method at the beginning of each academic term.

A student may be withdrawn from a course in which s/he has missed more than the equivalent of 10 percent of class time. The last date of attendance must be reported whenever a student is assigned a grade of W, WF, F or U.

Since faculty are responsible for maintaining appropriate decorum in their classrooms,

- a) students' guests are to be allowed in class only by permission of the instructor, and
- b) instructors have the responsibility to ask anyone to leave a class whenever that person obstructs or otherwise disrupts class activities.

Faculty members are expected to be available to students on a regular basis outside of class time and to inform students of their availability.

Policy requires that the faculty provide written information for students at the beginning of each course concerning the goals and requirements for the course, the nature of the course content, the methods of evaluation to be employed, and the basis on which grades are to be determined. Typically such information would be included in a class syllabus. Every reasonable effort should be made to give students timely academic feedback as the course progresses. Graded results on all assignments should be reported to students in a timely manner. As stated in Section 302.2, in each course, each semester, the instructor must provide the students with some sort of evaluation and the results of that evaluation prior to the deadline for withdrawal without penalty. Students must have some knowledge of their status in class before that time.

In some courses, the instructor may decide that a major examination at the end of the term is not appropriate. For most courses, however, a major test or final exam is given at the end of the term. The registrar has crafted a final examination master schedule to ensure that students' workload for final preparations is manageable. To this end instructors should give the last major evaluation of the term on

the scheduled exam day at the scheduled time; it should not be administered on the last scheduled meeting day of the class. Long-term projects may be due on the last day of class.

Requests for exceptions to the scheduled exam time should be made only in exceptional circumstances and for educationally sound reasons. Requests for such changes should be made to department chairs/college deans; chairs will forward these requests with a recommendation to the appropriate dean. Before asking for a change in the exam schedule, faculty members should determine that the proposed exam time will not conflict with any scheduled exam. Before approving such requests, Deans and Department Chairs must ascertain that the proposed change will not create a conflict with other scheduled exams.

In order to give faculty adequate time to grade final examinations, the deadline for turning in course grades will be no sooner than twenty-four hours after the last exam of the semester is scheduled to end.

525 FACULTY GUIDELINES FOR ENCOURAGING APPROPRIATE STUDENT BEHAVIOR AND IMPLEMENTING EFFECTIVE STUDENT DISCIPLINE

Establishing Expectations for Student Course Behavior

Faculty must set the tone for expected course behavior at the beginning of each term. This is best achieved by directly addressing policies regarding attendance, tardiness, decorum, student misconduct, withdrawal policies, and by referring the student to the ASU Student Handbook Code of Conduct.

Faculty members should state in writing any unique policies in their syllabi, and provide students with an opportunity to clarify issues. They should clarify the definition of student misconduct, citing specific examples of misconduct that would result in disciplinary action. For example, physical or verbal abusiveness toward professors, staff, or other students will not be tolerated. Obscenities, aggressive tone, disruptiveness are all behaviors that should be quickly addressed and appropriately reprimanded.

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

Options for Dealing with Inappropriate Student Behavior in a Course in the Classroom

If a faculty member determines that any improper classroom behavior is limited to a single event or is of a less serious nature, s/he may choose to address the infraction in the classroom, or may speak to the offending student individually outside of the class. An individual meeting outside of class presents an opportunity to explore the nature of the misconduct with the student, and to reiterate the faculty member's expectations for behavioral standards. The meeting with the student should be documented in writing, noting the specific guidelines and consequences that were communicated to the student. Depending upon the behavior, a referral to the Counseling and Testing Center may be appropriate. The faculty member may refer the student to the Dean of Students but should report the classroom incident and meeting to the department chair.

If a faculty member determines that any improper behavior is of a recurring pattern or is of a serious nature, s/he may immediately expel a student from the actual classroom. For example, a student who

becomes physically or verbally aggressive should be expelled from the classroom, and Public Safety may be called for any necessary assistance. After an expulsion from the classroom, the faculty member may also officially withdraw the student from the course. However, any action to officially withdraw a student from the course must be reported in writing to the student, department chair (or appropriate administrator in the HCoB) and Dean of Students. Without the written consent of the faculty member, the student may not be reinstated in the course from which s/he was withdrawn by the faculty member for behavior reasons, although, the student may seek other remedies through the student appeal process outlined in the Student Handbook.

If a faculty member feels threatened or if the misconduct is of an abusive nature, s/he may file charges against the student through the Dean of Students.

Options for Dealing with Inappropriate Student Behavior in a Course Outside of the Classroom

If a faculty member feels threatened by the behavior of a student outside of the classroom, s/he may officially withdraw the student from the course. The procedures for notification and appeal would be the same as for the section dealing with disruptive or threatening behavior in a classroom.

A faculty member may also file charges against the student through the Dean of Students.

527 FACULTY GUIDELINES FOR ACCOMMODATING STUDENTS WITH DISABILITIES IN AN ACADEMIC ENVIRONMENT

Students With Disabilities

All students, including students with disabilities, attending Augusta State University (ASU) shall have equivalent access to all university programs and services. Faculty members are a vital part in the process of making ASU accessible to students with disabilities. The faculty at ASU should adhere to the following regulations relating to students with disabilities:

527.1 Augusta State University Prohibits Discrimination

ASU prohibits discriminatory practices against people with disabilities. In accordance with Section 504 of The Rehabilitation Act of 1973 as amended (the Rehab. Act) and the Americans with Disabilities Act of 1990 (the ADA) "...no qualified person with a disability, shall, on the basis of that disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any entity" at ASU.

527.2 Definition of a Disability

ASU shall use the definition of disability noted in the ADA. The term "disability" with respect to a student means (A) a physical or mental impairment that substantially limits one or more of the major life activities (including learning) of an individual, (B) a record of such an impairment, or (C) being regarded as having such an impairment. The Director of Testing and Disability Services (hereafter the Director) is the designated campus authority who determines whether or not a student has a disability.

527.3 Inclusion Policy

It shall be the policy of ASU to educate students with disabilities in inclusive environments to the greatest extent possible, using the same class atmosphere, teaching tools, and methods as employed when teaching students without disabilities.

527.4 Admission Process

Students with disabilities are reviewed for admission to the institution using the same criteria as students without disabilities. The Office of Testing and Disability Services is not involved in the process of deciding which students are admitted or denied. The Admissions Office handles the entire admissions process for all applicants.

527.5 Accommodation Authorizations

An accommodation is a unique and reasonable support service provided to ensure that students with disabilities have the same access to the university as other students. Reasonable accommodations promote equal access, not additional privileges. Accommodations may include, but are not limited to, Brailled tests, physical class relocation, or extended test time. The Director is the assigned faculty member who conducts the initial review and authorization or denial of accommodation requests. The Director will make decisions related to accommodation requests based on the ADA; the Rehab. Act; University System of Georgia policy and procedures; and on mandates and regulations delivered by the United States Office of Civil Rights (OCR), the United States Justice Department, national institutional standards, and current related case law. All inquiries related to the provision of special accommodations for students with disabilities should be referred to the Director. Teaching faculty members should bring any concerns related to accommodations to the attention of the Director by making responses on the authorization response form or by calling the Director.

527.6 Faculty Academic Standards

All faculty members have an obligation to ensure that students with disabilities have equal access to the institution. Academic competence should not be compromised in the process of providing accommodations for students with disabilities. Faculty members should expect students with disabilities to perform on the same academic level as students without disabilities. Faculty members should evaluate and grade students with disabilities in the same manner as other students. Students with disabilities are expected to adhere to the same standard of conduct and to follow the same academic policies as other students. Faculty members have the liberty to inquire about the effectiveness of any accommodation and may initiate discussion about implementation with the Director or the student.

527.7 Procedure for Faculty Members to Refer Students

Faculty members should advise students seeking accommodations that they are required to make an appointment with the Director. The first appointment is critical in the evaluation process. As a result of the initial intake and review, the Director will make decisions related to both a student's need or lack of need for reasonable accommodations and to the type of accommodations that may be appropriate.

It is the responsibility of a student seeking support services to request accommodations from the Office of Testing and Disability Services. Applicants to ASU are not asked if they have a disability. The Office of Testing and Disability Services, therefore, has no direct way of knowing that a student with a disability is present on campus. All students who request accommodations must complete the initial intake and review with the Director prior to receiving any accommodations at ASU.

527.8 Student Responsibilities

It is a student's responsibility to take the initiative and to disclose his or her disability to the Office of Testing and Disability Services at ASU, to complete the initial intake with the Director, to submit documentation of his or her disability, and to request academic accommodations. Every semester students also have a responsibility to request academic accommodations in a timely manner. They

should do this by submitting a completed accommodation request form to the Director. Normally, accommodation requests will not be authorized after the first week of class, but emergencies will be evaluated and authorized at the discretion of the Director. Students requesting accommodations after the beginning of the current semester will not receive accommodations until the following semester. Students are required to meet with faculty members each semester in order to develop a mutually agreeable system for administering accommodations. Since some accommodations can take several months to coordinate, it is imperative that students notify the Office of Testing and Disability Services as early as possible. Students also have a responsibility to schedule test times with the Office of Testing and Disability Services at least two weeks in advance. Students have a responsibility to express their accommodation needs and to self-advocate.

527.9 The Faculty Process Of Administering Accommodations

As a result of the initial intake, the Director will make a determination of whether or not to authorize a requested accommodation. If the request is deemed to be legally required, reasonable, and necessary, the Director will submit a written authorization for accommodations to faculty members on a semester-by-semester basis. Faculty members who receive authorization to implement accommodations must complete the authorization response form and send it back to the Director as soon as possible, but no later than twenty working days after the first day of class. When a faculty member receives an authorization for an accommodation, the faculty member can be assured that documentation supporting a need for a reasonable accommodation has been received by the Director. Any concerns or issues about an authorized accommodation should be noted on the authorization response form. The faculty member may also contact the Director by telephone to discuss concerns related to an accommodation. In such cases, the Director will review the concerns of the faculty member and either modify or confirm the authorized accommodation.

The Director is the designated university agent who shall make a commitment, agreement, or a promise relating to a reasonable accommodation for a student with a disability. Faculty members should follow the prescribed accommodations authorized by the Director. No type of accommodation should be executed, in part or in full, until the faculty member receives a signed authorization form for the current semester. Implementing unauthorized accommodations may create problems for students, other faculty members, and the university. Faculty members should notify the Director if there are concerns related to an authorized accommodation.

Within fifteen working days of receiving an authorization form, a faculty member should meet privately with the student to discuss how the authorized accommodation(s) can best be implemented to suit both the needs of the faculty member and the student.

In some cases, supplemental or updated documentation from the student may be deemed necessary. In such cases, some students may be granted limited provisional accommodations for a period of no more than one semester. No provisional accommodations will be extended for COMPASS, the Regents' Exam, Praxis, the Graduate Records Exam (GRE), the Miller Analogies Test (MAT), or similar standardized tests which require testing accommodations.

Faculty members, department heads, and students with mobility impairments should work together to coordinate an emergency evacuation plan each semester. The faculty member or the student may request a classroom relocation to a room closer to a building exit or to the ground floor. The request should be submitted to the Director.

527.10 Confidentiality

Every student with a disability has the right to keep his or her disability confidential. Disclosure, however, must be made to the Office of Testing and Disability Services in order to verify the need for special accommodations. Faculty members should not inquire about the nature of a student's disability when the authorization form indicates that the disability has not been disclosed or is confidential. This indicates that the student has requested that his or her disability should remain confidential.

Faculty members should not publicly refer to or single out a student's disability (in written or oral form) without the prior consent of the student. Inquiries related to how the faculty member can accommodate a student should be done privately either before or after a class period. Faculty members should not disclose a specific student's disability (actual or assumed) or information related to accommodations to individuals who are not employed at ASU. Disclosure of a student's disability and issues related to accommodation needs may be made to a faculty member's supervisor and the Director. All faculty members do have academic freedom and the right to have general discussions related to disabilities and other related matters, so long as no individual student is pointed out and specifically discussed.

Faculty members have the liberty to inquire about the effectiveness of any accommodation and may initiate discussion with appropriate faculty members and the individual student about accommodation procedures. As with all students, faculty members may privately receive and solicit advice and information from other faculty members about accommodations and academic services for individual students with disabilities. Once accommodations have been authorized by the Director, faculty members may implement effective, alternative accommodations with the mutual consent of the student. The Director may be consulted for assistance in matters related to accommodation alterations.

In certain situations, there may be a need to reveal the nature of a student's disability in order to secure reasonable accommodations. Information related to the nature of a student's disability should be released at the discretion of the Director. Details about a student's disability may be released by the Director in situations where an actual or potential danger exists that may cause physical harm or danger to the student or another individual.

527.11 The Appeals Process

Teaching faculty members and academic administrators have a right to voice concerns informally or to appeal authorized accommodations formally if they think that an authorized accommodation will create a major and detrimental change in the academic nature of a course or general course objectives, or if they think that the accommodation violates university system policy. Faculty members should be reasonable and attempt to negotiate a resolution with the Director prior to filing any appeal.

When a conflict in opinion occurs, every "good faith" effort should be made to resolve the matter without resorting to a higher authority. The concerns may be handled informally by contacting the Director to discuss the issue, by having a formal meeting with the Director, or by making a written statement on the authorization faculty response form. In order to avoid discriminatory actions against a student with a disability, the authorized accommodation must be implemented on behalf of the student until the appeals process is finalized. If a specific disagreement cannot be informally resolved within ten working days, either party may continue mediation or issue a written appeal to the Vice President for Academic Affairs. The written appeal must include documented attempts to resolve the matter.

Upon receiving a letter of appeal, the Vice President for Academic Affairs should consult with the teaching faculty member, the appropriate academic administrator, and the Director prior to making a final decision. The Vice President for Academic Affairs has the authority to make a final decision on all matters. All final decisions on appeals will be issued to all involved parties in writing by the Vice President for Academic Affairs and delivered to them in the mail.

527.12 Appeals Related to University Policy Standards

Accommodations specifically authorized to comply with policies or specific criteria of the University System of Georgia (USG) Board of Regents cannot be appealed at the level of ASU. Faculty members cannot appeal accommodations or criteria that are mandated by the Board of Regents' Center, for Learning Disorders, legal agents, or other experts employed by the Board of Regents to make expert decisions for the USG. In cases where a faculty member disagrees with the Board of Regents' Policy or Board of Regents' experts, the faculty member and his or her department head may solicit the assistance of the Vice President for Academic Affairs to petition the Board of Regents to review the policy or expert decisions in question. If a faculty-appeal issue or proposed remedy is in conflict with Board of Regents' Policy or an expert opinion, the Director will inform the faculty member and the Vice President for Academic Affairs. The appropriate policy of ASU relating to appeals to the Board of Regents should be followed when petitioning the Board of Regents. Only the President of ASU can solicit the Board of Regents to modify USG policy relating to students with disabilities.

527.13 Employee Procedure for the Referral of Complaints

Complaints about university services relating to students with disabilities should be referred to the Director for resolution.

527.14 Support from the Director of Testing and Disability Services

In cases where a faculty member cannot execute an accommodation by using department resources, the faculty member may solicit support services from the Director. When possible, however, faculty members are expected to execute authorized accommodations with the use of departmental resources. Accommodations may include using an empty classroom as a special testing area; using departmental equipment to enlarge or tape tests; and using the Braille machine in Media Services to braille small projects.

The information needed to implement an accommodation can be found on the authorization form sent by the Director. Faculty members may also request additional resources or advice from the Director. In all cases, the Director will act as the chief faculty consultant and resource person in all matters related to students with disabilities.

527.15 Test Proctoring

Students must schedule all test proctoring services at least two weeks in advance. Emergency testing needs cannot be guaranteed. It is the student's responsibility to call or come by the Office of Testing and Disability Services to schedule test proctoring services at the Office of Testing and Disability Services. The submission of a course syllabus does not substitute for scheduling a testing appointment. After scheduling a testing appointment, the student must inform the professor that a test proctoring reservation has been made.

The professor may confirm that an appointment has been made by contacting the Office of Testing and Disability Services or by asking the student. Once a student has scheduled an appointment, a faculty member may request test proctoring support services through the Office of Testing and Disability

Services by completing a test proctoring form and delivering it to the Director. Proctoring forms are usually enclosed with an authorized accommodation form. An instructor may also contact the Office of Testing and Disability Services to request a blank test proctoring form. Each section on the front of the test proctoring form must be completed in full by the instructor. Both the test and a completed test proctoring form must be delivered to the Office of Testing and Disability Services prior to the time that the regular class test is scheduled. A completed test proctoring form must be attached to each test. Professors should be aware that test proctoring rooms and services are limited.

527.16 Transportation And Mobility Issues

ASU does not provide transportation services for students. Faculty and staff members are not authorized to provide transportation, tactile mobility or guide services (outside of the scope of general verbal directions). Referrals to appropriate service providers, however, can be made by the Director or any faculty member. Students should use their regular mode of transportation to attend classes, labs, internships or other types of events. In rare cases where transportation is provided for a particular group of students, accessible transportation must be provided for students with disabilities. If a faculty member feels that the student is in need of any additional services, the faculty member should immediately refer this matter and the student to the Director. Public Safety reserves the right to provide any necessary accommodations to properly ensure the safety of students with disabilities.

527.17 Service Animals

A service animal can be any guide-dog, signal-dog, protective-dog, tasks-dog or other animal (not necessarily a dog) used to perform tasks for the benefit of a student with a disability. Students with disabilities are automatically authorized to use seeing-eye or guide dogs in all classes, labs or other environments on the campus of ASU. The necessity for other animals or service dogs, however, must be reviewed by the Director. In such cases, the Director will render a decision related to the necessity of the service animal. A student must submit documentation to verify the need for a service animal other than a seeing-eye or guide dog. Faculty members should not authorize the use of a service animal (other than a guide dog) and should not allow unauthorized animals to enter classrooms. All issues related to service animals (other than seeing-eye-or guide dogs) should be referred to the Director.

527.18 Personal Auxiliary Aides And Equipment

Students with disabilities are permitted to use personal auxiliary aides such as scribes, sign language interpreters, and specialized equipment, so long as the auxiliary aide or equipment does not interfere with other students or the teaching faculty member. Faculty members may work with students on alternative auxiliary aides and equipment which might help students in accessing academic materials. Problems related to auxiliary aides should be referred to the Director for resolution.

527.19 Personal Care Attendants

Attendants are authorized to accompany students with disabilities and to perform both personal and academic tasks for them, such as taking notes, scribing, and turning pages. These attendants should not, however, interfere with other students or the teaching faculty member. Faculty members are not permitted to provide personal care services for students with disabilities. Problems related to personal attendant services should be referred to the Director.

527.20 Architectural Accommodation Needs

The Physical Plant at ASU is responsible for administering accommodations related to the physical alteration of classrooms and bathrooms, and the provision of elevators and ramps in classroom buildings. It is also responsible for making alterations in parking lots and other physical structures.

527.21 Issues Related to Augusta State University Employees

Accommodation issues and other matters related to employees and student employees with disabilities at ASU will be handled by the Director of Human Resources at ASU.

527.22 Issues or Grievances Not Related to a Student's Disability

Academic issues and matters which are personal in nature and unrelated to a student's disability should be handled among the teaching faculty member, his or her supervisor, and the student. In such cases, the Director may be called upon for consultation by either the student or the faculty member. The appropriate faculty policy will be utilized to address such issues.

527.23 Student Disability Issues Not Specifically Covered under This Policy

Issues related to students with disabilities that are not specifically covered under the current policy should be referred to the Director. The Faculty Policies Committee will conduct reviews and make policy revisions as necessary.

530 CLASSROOM USE OF RECORDING DEVICES BY STUDENTS

The use of recordings of classroom lectures or other activities may be a valuable supplement to student learning. Recordings may also be of assistance to students forced to miss class of illness or other circumstances. For students with demonstrated motor or sensory impairments or learning disabilities, access to recordings may be both essential and required by law.

Under most circumstances, however, recordings are no substitute for active listening, analyzing, and note taking. Too, recording some class sessions would not be appropriate, as when the presence of a recording is inhibitory to an open exchange of ideas or personal experiences. Finally, it must be noted that professors have a proprietary right to their lecture material which prohibits the unauthorized duplication of that material.

With due consideration to the types of issues and circumstances described above, professors should inform each class about their policy with respect to electronic or mechanical recording of any course activities. In the absence of such a policy statement, recordings are permitted. Persons with a documented special need for making recordings are responsible for coordinating necessary arrangements with the professor.

850 STUDENT GRIEVANCE AND APPEALS PROCEDURES³

850.1 Academic Rights

The student has a right to take reasoned exception to data and views offered in the classroom and to reserve judgement about matters of opinion without fear of penalty. S/he has a right to a course grade that represents the instructor's good-faith judgment of his/her performance in the course, and to protection against improper disclosure of information concerning his/her grades, views, beliefs, political associations, health or character which instructors acquire in the course of their professional relationships with the student.

The student has a right to accurately and clearly stated information which should enable him/her to determine:

- a. the general requirements for establishing and maintaining an acceptable academic standing;
- b. his/her own academic relationship with the University and any special conditions which apply;
- c. the graduation requirements for a particular curriculum and major.

If you feel any of your rights have been violated or that you have been treated unfairly, you should follow one of the two procedures outlined below.

850.2 Academic Appeals

An academic appeal is a request for review of an administrator's decision made with respect to an individual student which bears upon his/her student career. The appeals procedure does not apply to issues which have broad application to the university as a whole or to constituent groupings within the university. However, appeals can be made in matters such as admission, transfer of credit, probation, suspension, dismissal, and other similar matters. A supervisor's decision in an appeal can itself be appealed, but there is no appeal of the President's decisions except in cases where it is reasonably alleged that a decision against the student was based on discrimination with respect to race, sex, age, handicap, religion, or national origin.

You may file an appeal whenever you can reasonably claim that an administrator's decision affecting your program of study was not justified by the procedures and/or guidelines established to govern that decision. It is not necessary that you allege discrimination or other wrongdoing on the part of the administrator.

You should submit the appeal in writing to the immediate supervisor of the administrator whose decision you question. It is your responsibility to gather the evidence necessary to support your case and to include that evidence when submitting the written appeal. In preparing the appeal, you should keep in mind that the primary issue is whether the administrative decision was justified by the procedures and/or guidelines established to govern that decision.

The supervisor to whom the appeal is made may choose to appoint and be advised by a consultative board composed of students and/or faculty and/or administrators of the supervisor's own choosing, and

³ "You" in this section refers to the student.

may also choose to charge such a board with hearing oral arguments and/or with making inquiries into specified matters of fact. However, if you have alleged discrimination on the basis of race, sex, age, handicap, religion, or national origin, a consultative board must be appointed and must include at least one student and at least one faculty member who is not an administrator. In no case will the supervisor be bound by the advice of the board.

850.3 Academic Grievances

The following grievance procedure primarily applies to alleged violations of a student's rights by his/her instructor. However, if your problem is related to admission, transfer of credit, probation, suspension, or dismissal, you may wish to enter an academic appeal, as described in the previous section of this manual. If your problem is with an administrator's decision regarding a matter between you and your instructor, you should use the academic **appeals** process unless you can reasonably claim that the administrator's decision constitutes a violation of your rights. In the latter case, you may choose to use the academic **grievance** procedure, adapting it to your case so as to begin with the administrator and his/her supervisor rather than the instructor and his/her chair and dean (as outlined below). The Academic Policies Committee is the final arbiter of whether such a grievance against an administrator should be resolved instead through the appeals process. If your problem is related to a non-academic issue, you should refer to the Student Conduct Code.

If you wish to initiate a grievance, you must follow the student academic grievance procedure as outlined below, keeping in mind the following principles:

1. As outlined in Stage One below, except when the complaint is of the most egregious nature or is related to intellectual diversity, you must start with a sincere attempt to settle the dispute in an informal manner with the instructor. In general, administrators can initially hear the student's concerns and refer him or her to this document, but they will not discuss any specific grievance until the appropriate procedural steps have been taken. The Dean of Students or designee may serve an advisory role for the most egregious incidents or those involving intellectual diversity by hearing specific grievances and facilitating the procedures outlined below.
2. Within the guidelines of the institution, faculty have authority and responsibility for course content, classroom procedure, and grading, except insofar as it can be shown that a decision was arbitrary or capricious, or based on discrimination with respect to race, religion, sex, handicap, age, or national origin.
3. In order for you to prepare your case, keep in mind that when you present the facts the burden of proof is on you, not on the instructor.
4. Students who have legitimate grievances which cannot be resolved at the departmental level are encouraged to pursue their cases and follow the procedures outlined below. However, frivolous or mendacious complaints are discouraged. Students and faculty are further advised that adherence to the full truth represents the best service to their cases, and indeed that misstated or overstated claims by the principals or their witnesses about the misdeeds of others may lead to civil penalties.

850.4 Academic Grievance Procedure

Administrators shall not discuss the details of a specific grievance with a student who has not followed the procedure outlined herein, and any representative of a student must follow the same procedure. Public statements about a case shall be withheld by the parties involved, by the board of review, and by all participants in the hearings until the final decision has been communicated to the parties to the grievance. If and when an official statement is made of the result of the procedures outlined below, it shall be made through the office of the appropriate dean. Access to the written record of the hearing, and to all other records, findings, and recommendations of the board of review and any administrators involved in appeals shall be limited to authorized personnel.

In the following document, the term "faculty" shall be construed to mean those persons defined as "faculty" by the Bylaws and Policies of the Board of Regents, the Statutes of the University and those persons appointed by the President to administrative positions at the institution. Further, the term "days" denotes normal working days on which university classes meet. Weekends, holidays, final exam periods, and breaks between and within semesters are not to be counted in calculating these time lines. It should be understood that, at each level in the academic chain of command above the instructor, e.g. the department chair, dean of the college, vice president for academic affairs, and president of the institution, the administrator may designate an appropriate representative. Once a student has initiated a written grievance procedure, all responses along this chain of command must be in writing.

I. STAGE ONE: THE INFORMAL PROCEDURE

Unless the complaint is of the most egregious nature or is related to intellectual diversity, the student must make a sincere attempt to settle a dispute in an informal manner with the instructor. If the student is still not satisfied with the instructor's decision, the student may then discuss the matter with the instructor's department chair. If the problem remains unresolved, the student may then discuss the matter with the instructor's dean.

For the most egregious incidents or those involving intellectual diversity, the student may feel uncomfortable speaking to the instructor about the matter. In these cases, the student may elect to have initial discussions of the matter with the instructor's immediate supervisor. Prior to meeting with academic personnel, the student may contact the Dean of Students or designee who may be able to assist in informal resolution with the academic unit but is otherwise not a party to the grievance process.

II. STAGE TWO: THE WRITTEN GRIEVANCE

If the student has exhausted the procedures outlined in section I above, s/he may continue as follows:

- A) The student shall submit the grievance in writing to the instructor involved. This document, hereinafter referred to as the written grievance, shall include, but not be limited to, all supporting documentation and a statement of the specific relief sought by the student. The written grievance must be submitted to the instructor no later than midterm of the semester following the actions which gave rise to the grievance.
- B) If agreement is not reached within five (5) days of the receipt of the written grievance by the instructor, the student may appeal the instructor's decision to the department chair. The student shall also advise the chair within five (5) days of receiving that decision.

C) The department chair shall respond to the written grievance within five (5) days of receiving it. The student may choose to appeal the chair's response by submitting a copy of the grievance to the dean of the appropriate college. The appeal must be made within five days (5) of the student's having received the response. No appeal may be initiated after the fifth day following the student's receipt of the chair's response.

III. STAGE THREE: THE FORMAL HEARING

If agreement is not reached within five (5) days of the submission of the written grievance to the dean, then the dean or either party may ask the Academic Policies Committee to arrange a hearing before a formal board of review.

- A) The person submitting this request to the Academic Policies Committee shall transmit with it a copy of the written grievance and any other documents or exhibits which s/he considers pertinent.
- B) Within five (5) days of receiving the request to arrange a hearing, the Academic Policies Committee shall act upon that request. In the case of a grievance against an administrator, the committee shall first determine whether the problem should more appropriately be resolved through the academic appeals process or whether the academic grievance process is the appropriate context. In the latter case, the committee shall then determine how to adapt the procedures of the academic grievance process to this particular situation. It shall then appoint a board of review, hereinafter referred to as the board, in the following manner:
 - 1. The board shall consist of five to seven (5-7) members, including faculty members, at least one student, and the Vice President for Student Affairs or his/her designate. One of the faculty members shall be designated by the Academic Policies Committee to serve as the chair of the board.
 - 2. The Academic Policies Committee shall consult with the parties to assure that its selection of a chair is acceptable to both parties. Each party shall also be permitted to strike from one to three other proposed members from the board. When a party strikes a proposed member, the committee will name another in his/her place; such substitutions may also be struck by either party if that party has not already exhausted his/her three strikes.
 - 3. No party to the dispute shall be a member of the board.
 - 4. Immediately upon acceptance of the appointment by the chair of the board, the chair of the Academic Policies Committee shall deliver to him/her the written grievance and all other documents and/or exhibits received by the committee in the context of the grievance.

- C) Within five (5) days of the appointment of the board, the Chair shall convene a preliminary closed session of the board for the following purposes:
1. To determine the day and hour of the hearing. The hearing must begin within ten (10) days of the preliminary session.
 2. To distribute to the board all prior communications and documents pertinent to the grievance, including copies of the written grievance.
- D) After the preliminary meeting of the board, the chair shall:
1. Continue attempts at arbitration at any appropriate point in these proceedings.
 2. Prepare an agenda for the hearing and arrange for a meeting place.
 3. Engage the assistance of the Vice President for Student Affairs in utilizing the services of a confidential secretary or other appropriate means to obtain a verbatim written record of the proceedings.
 4. Give written notice to both parties at least five (5) days before convening the hearing. In so doing, the chair shall advise the parties of their procedural rights, which shall include the right of due process and specifically the right to:
 - (a) have present a non-participating advisor. The faculty member may have present either a member of the legal profession or a full time Augusta State University faculty member. The student may have present any one individual and may choose to replace that individual with another at any point during the hearing.
 - (b) Call for supporting witnesses.
 - (c) Inquire into all written and oral testimony, depositions, and exhibits of evidence.
 - (d) Know the identity of all witnesses and the authors of all written testimony and have the opportunity to confront all such persons by cross-examination or by affidavit.
 - (e) Endeavor to rebut all evidence.
 - (f) Interpret and summarize their individual positions, particularly in relation to wider issues of academic rights and responsibilities.
 - (g) Be informed of the findings and recommendations of the board.

The chair shall be deemed to have satisfied this requirement if s/he calls the attention of the parties to section III(D)4 of this document.

- E) The hearing shall be held in closed session. The chair shall distribute copies of the agenda to the parties, the board members, and any witnesses who may have been called. The chair shall supervise the proceedings and shall rule on any unusual or special elements with respect to procedures of the board after giving due notice to disputing parties or their representatives of their procedural rights.
- F) The parties involved must present their own cases even though counsel may be present during the formal hearing. Normally, the presentations shall include a lucid statement of the case, a presentation of the case by affidavits testimony and/or exhibits, and a summary which includes a statement of the specific relief sought from the board.
- G) The board shall try to complete the agenda for the hearing in one session. If this is not possible, the term "hearing" as used throughout this document shall apply collectively to all sessions taken together. The board shall in any case see to it that all sessions of the hearing have been concluded within five (5) days of the first session of the hearing.

IV. STAGE FOUR: DELIBERATIONS OF THE BOARD AND ITS REPORT

- A) Within five (5) days of the conclusion of the hearing, the chair shall see to it that copies of a written verbatim record of the hearing are distributed to the members of the board, to the two parties, and to the appropriate dean.
- B) Within five (5) days of the distribution of the written verbatim record the board shall meet again to deliberate upon its findings and recommendations. The board may choose to meet more than once for this purpose, but in no case may the deliberations continue past the tenth day following the distribution of the written verbatim record. The board shall confine its deliberations to the case presented.
- C) Within five (5) days of reaching a decision, the board shall issue to the appropriate dean a written report giving its findings and recommendations.

V. STAGE FIVE: THE DEAN'S DECISION

- A) If the board has found that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, and if the board has recommended appropriate relief, the dean may order that relief. Such relief may include, but is not limited to, a change in a disputed course grade. If the board has made a recommendation on a basis other than a finding that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, the dean may order that the recommendation shall be followed.
- B) Within five (5) days of receiving the board's findings and recommendations, the dean shall forward the following by registered mail to each of the parties involved:
 - 1. A copy of the board's findings and recommendations.

2. The dean's decision with regard to any relief sought by the parties and/or recommended by the board.
 3. Notification to both parties of the right to appeal before the dean takes action. The dean shall be deemed to have satisfied this requirement if s/he calls the attention of the parties to section VI of this document.
- C) If no party makes a written appeal within five (5) days of having been notified by the dean of his/her decision, that decision shall be considered final and the dean shall see to its implementation.

VI. STAGE SIX: THE APPEALS PROCESS

- A) It is particularly emphasized that senior administrators are not to be contacted about the details of a grievance except in the context of an appeal. Neither of the parties is to take his/her case to senior administrators until after the procedures set forth above have come to their conclusion. This rule applies equally to any representative of the parties.
- B) Neither the faculty grievance procedure nor any other procedure may be invoked as a substitute for the appeals process set forth below.
- C) Appeal to the Vice President for Academic Affairs
1. If either party wishes to appeal the decision of the dean, s/he must do so in writing to the Vice President for Academic Affairs within five (5) days of receiving notification from the dean. The appeal shall include, but is not limited to, the following:
 - a) Copies of the written grievance, of the findings and recommendations of the board, of the written verbatim record of the hearing, and of the dean's letter notifying the parties of his/her decision.
 - b) An explanation of the reason for the appeal.
 - c) A specific statement of the relief which the appellant is seeking from the vice president.
 2. In the case of an appeal by the student, if the vice president finds that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, s/he may order relief for the student, including but not limited to a change in a disputed course grade.
 3. Within five (5) days of receiving the written appeal, the vice president shall forward his/her decision to the appropriate dean, to the two parties, and to the chairs of the board and the Academic Policies Committee. In communicating this decision, the vice president shall advise the two parties of the right to appeal to the president before the vice president's decision takes effect. The vice president shall be deemed to have satisfied this requirement if s/he calls the attention of the parties to sections VI(D) and VI(E) of this document.

4. If no party makes a written appeal within five (5) days of having been notified by the vice president of his/her decision, that decision shall be considered final and the vice president shall communicate it to the appropriate dean, who shall see to its implementation.

D) Appeal to the President

1. If either party wishes to appeal the decision of the Vice President for Academic Affairs, s/he must do so in writing to the president of the university within five (5) days of being notified of the vice president's decision.
2. At the same time, the appellant shall give notice of the appeal to the Vice President for Academic Affairs, who shall thereupon forward to the president the materials listed above in section VI(C)1.
3. In the case of an appeal by the student, if the president finds that the instructor made an arbitrary or capricious decision against the student, or one based on discrimination with regard to race, religion, sex, handicap, age, or national origin, s/he may order relief for the student, including but not limited to a change in a disputed course grade.
4. The president shall communicate his/her decision to the two parties, the chairs of the board and the Academic Policies Committee, the Vice President for Academic Affairs, and the appropriate dean.
5. If either party wishes to appeal the president's decision to the Board of Regents, s/he shall so advise the president in writing within five (5) days of receiving that decision. If no party so advises the president within those five days, the decision shall be considered final and the president shall communicate this to the appropriate dean, who shall see to its implementation.

E) Final Disposition

Final disposition of the case shall be made in accordance with Article VIII of the By-Laws of the Board of Regents of the University System of Georgia [extract]:

APPEALS

Any student or employee in the University System aggrieved by a final decision of the president of an institution may apply to the Board of Regents for a review of the decision. The Board's review shall be limited to the record from the institutional appeal process. Nothing in this policy shall be construed to extend to any employee or student substantive or procedural rights not required by federal or state law. This policy shall not be construed to extend to employees or students any expectation of employment, admission, or additional due process rights.

Each application for review shall be submitted in writing to the Board's Office of Legal Affairs within a period of twenty days following the decision of the president. It shall state the decision complained of and the redress desired. A hearing before the Board (or a Committee of or appointed by the Board) is not a matter of right but is within the sound discretion of the Board.

Appeals brought by students shall be governed by Policy 4.7.1 of The Policy Manual of the Board of Regents. Appeals brought by employees shall be governed by Policy 8.2.21 of The Policy Manual of The Board of Regents.

The Board may at its discretion refer a matter for mediation, arbitration, or evaluation of settlement options. If an application for review is granted, the Board, a Committee of the Board, a Committee appointed by the Board, or a hearing officer appointed by the Board shall investigate the matter thoroughly and report its findings and recommendations to the Board. The decision of the Board shall be final and binding for all purposes.

Under current Board of Regents procedures, action by the president on grade appeals is the final and binding administrative decision; however, in making a policy decision to reject routine grade appeals, the Board of Regents did not intend to bar the receipt of grade complaints grounded upon alleged invidious discriminatory motivations, such as improper considerations of race, gender, national origin, religion, age, or handicap.