



OGLETHORPE

UNIVERSITY

Make a Life. Make a Living. Make a Difference.



THE FACULTY HANDBOOK

OGLETHORPE

UNIVERSITY

ACCREDITATION

Oglethorpe University is a candidate for accreditation by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Oglethorpe University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the status of Oglethorpe University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

EQUAL OPPORTUNITY EMPLOYER

It is Oglethorpe's policy to seek, employ and promote individuals on the basis of the university's assessment of their abilities. Age, race, gender, religious belief, color, sexual orientation, national origin or disability are not factors in making personnel decisions.

TABLE OF CONTENTS

	Page
Preface: <i>The Faculty Handbook</i>	4
I. Mission	5
II. History and Official Symbols of Oglethorpe University	7
III. The Faculty	
A. Definition of Faculty	11
B. Academic Freedom and Responsibility	11
C. Academic Ranks	11
D. Divisional Organization of the Curriculum and the Faculty	12
E. Division Chairpersons	12
F. Program Coordinators	14
G. Procedure for Recruitment of Full-Time Faculty Members Including Tenure Track and Non-Tenure Track Lecturer and Senior Lecturer	14
Procedure for Recruitment of Non-Continuing Full-Time Instructors and Visiting Assistant Professors	16
H. Procedure for Recruitment, Orientation, Supervision, and Evaluation of Part-Time Faculty Members	16
I. Evaluation of Full-Time Tenured and Tenure-Track Faculty	16
Tenure-Track Faculty (Portfolios)	18
Portfolio Contents	19
Tenured Faculty (Self-Evaluations)	21
Non-Tenure-Track Faculty Promotion Portfolios	23
Non-Tenure-Track Faculty Self Evaluations	24
Non-Tenure-Track Promotion in Rank	25
J. Tenure-Track Promotion in Rank	25
K. Tenure	26
L. Emeritus Status	26
M. Grievance Procedure and Disciplinary Action	27
N. Policy Prohibiting Bullying, Discrimination, Harassment and Retaliation	29
O. Disciplinary Action, Including Termination of Appointment or Tenure	30
P. Procedure for Appeals	34
Q. Outside Employment and Internal Extra Compensation	34
Meetings, Travel, and Research	35
R. Faculty Teaching Load	35
S. Leaves of Absence	35
Sabbatical Leaves	35
T. By-Laws of the Faculty Meeting	37
Procedures and Policies	37
Standing Committees and Councils of the Faculty Meeting and Their Functions and Procedural Rules	39
Procedural Rules for Committees and Councils	49
U. Participation in Standing Committees of the Board of Trustees	50
V. Calendar of Dates for All Faculty Actions	50
IV. Individual Responsibilities of Faculty Members and Services Provided to Faculty Members	
A. New Faculty Members	57
B. Personnel Records and Transcripts	57

C.	Office Hours.....	57
D.	Syllabi and Credit Hour Forms for Courses	57
E.	Campus Store.....	58
F.	Academic Advising.....	58
G.	Student Academic Records.....	60
H.	Grading	60
I.	Academic Policies from the <i>Bulletin</i>	61
J.	Final Examinations	61
K.	Substantive Change Policy and Procedures	62
L.	Policy on Computing Ethics, Email and Computer Use.....	64
M.	Policy on Accessibility Programs and Services.....	67
N.	Policy Prohibiting Discrimination, Harassment and Retaliation	67
O.	Commencements and University Functions	68
P.	Absences from the University.....	69
Q.	Faculty Leaves of Absence	69
R.	Tobacco and Smoking Policy	69
S.	Public Relations	69
T.	Campus Safety and Parking Regulations.....	69
U.	Faculty Offices and Supplies	70
V.	Maintenance Needs	70
W.	Faculty Lounge	70
X.	Mail Services	70
Y.	Classroom Needs	71
V.	The Philip Weltner Library – Policies and Services	73
VI.	<u>Fringe Benefits and Services</u>	
A.	Tuition Benefits at Oglethorpe and Away from Oglethorpe	75
B.	Retirement Plan.....	77
C.	Early Retirement and Career Change Policy	77
D.	FMLA, Disability, and Maternity Leave Policy for Faculty Members	78
VII.	University Officers and Organization	
A.	Organizational Structure	81
B.	Officers of the University	81
Appendices		
A.	Guidelines for Teaching Students With Disabilities.....	83
B.	Guidelines for Conducting a Peer Review of Teaching Observation	95
C.	Institutional Review Board Information and Procedures.....	99
D.	Guidelines for Endowed Chairs	107
E.	University Documents	109
	1. Articles of Incorporation	
	2. Bylaws of Oglethorpe University, Inc.	
F.	Consensual Relationship Policy.....	121
G.	Civility Statement	123
H.	Honor Code.....	125
I.	Honor Code Report of Violation Form	159
J.	Policy on Intellectual Property Rights	163
K.	Policy on University Communication.....	167
L.	SRS & Grade Distribution Summary Data Templates	169
M.	NCAA Policy for Interactions Between Faculty and Athletic Staff.....	173

PREFACE

The Faculty Handbook

The purpose of this handbook is to provide all members of the faculty with information relating to the functions, responsibilities and privileges of the faculty, and to describe the administrative procedures and regulations of the University as they pertain to the teaching staff.

It is the responsibility of the Faculty Council to steward updates to *The Faculty Handbook* as new or revised policies and procedures are adopted. Sources of new or revised policies and procedures in the areas covered in this handbook are as below. The Faculty Council periodically edits this handbook, submitting any changes in wording to the President, the Faculty Meeting, and relevant faculty committees for review. Any changes made to the Faculty Handbook will be announced and distributed by the Provost's Office to all faculty members prior to the issuing of contracts. The Faculty Handbook supersedes the Employee Handbook except where the Faculty Handbook is silent.

SECTIONS:

- I: Changes in the institutional purpose statement are policy matters which require action by the Board of Trustees. The President may recommend changes in institutional purpose to the Board of Trustees from time to time. Such planned recommendations should be presented to the Faculty Council for discussion and written responses.
- Faculty members may propose changes in the purpose statement to the Faculty Council, which will forward to the President for consideration proposed changes viewed by the council as advisable.
- II: The President initiates changes in consultation with the faculty and with the approval of the Board of Trustees.
- III: Changes in the topics covered may be initiated by resolution of the Faculty Meeting. Such a resolution is a recommendation to the President and becomes an official policy of the University once the President announces her or his approval. The President may elect to refer a proposed change to the Board of Trustees. Resolutions of the Faculty Meeting shall remain on the agenda of Faculty Meeting to allow for updates until the President announces to faculty her or his decision.
- The President may initiate changes in the topics covered in consultation with the faculty and with the approval of the Board of Trustees.
- IV: The Provost has jurisdiction in this area.
- V: The Director of the Library has jurisdiction in this area.
- VI: The Vice President for Business and Finance has jurisdiction in this area.
- VII: It is the responsibility of the President to stipulate the internal organization of the University in accordance with the policies of the Board of Trustees.

APPENDICES:

- B, D, H, I, L: See statement on Part III above.
- A, C: The Provost has jurisdiction in this area.
- E: The Board of Trustees has jurisdiction in the area.
- F, G, J, K, M: The University Officers have jurisdiction in this area.

Questions concerning this handbook should be addressed to the Provost or your Division Chair.

I. MISSION

Oglethorpe University Mission

Atlanta's Oglethorpe University is committed to teaching excellence in an inclusive learning environment. We prepare students for success in professional endeavors as responsible and productive contributors to a global society.

Oglethorpe University Vision

Oglethorpe University will be internationally recognized for academic excellence and known for setting the standard as a diverse, inclusive, and collaborative community. Guided by our immersive curricula, we will prepare students to become ethical, critical thinkers that embrace innovation to create positive transformation in our society.

Core Values

Excellence

Oglethorpe students are creative, empathetic critical thinkers who are supported and encouraged by a faculty committed to teaching, learning, and shaping tomorrow's leaders. Building on the foundation of our CORE curriculum and liberal arts tradition, students are challenged to write clearly, speak persuasively, and weigh evidence inside and outside the classroom. Oglethorpe faculty, staff, alumni, and students pursue ambitious goals and are committed to lifelong learning.

Engagement

Whether on campus, in Atlanta, or around the world, Oglethorpe students, faculty, staff, and alumni experience, serve, and improve our communities. Situated near the nation's capital of civil rights, dozens of corporate headquarters, and world class arts and theater, our students tap into all that our international city offers. From internships, study abroad, civic engagement, and immersions in multicultural communities, students develop global perspectives and skills.

Belonging

We believe in listening to all voices, recognizing the inherent dignity of each community member, and celebrating the richness of our diverse campus. We are committed to helping all students find their places and voices in the Oglethorpe community so that they become citizens who respect and appreciate differences and understand the influences that shape the world in which they live.

Thriving

College life extends beyond the classroom and includes care for the whole student: body, mind, and spirit. Our tight-knit campus focuses on physical, social, intellectual, spiritual, emotional, and occupational aspects of wellness. We commit to helping each community member have the tools and resources they need to not only graduate but thrive.

Persistence

Our motto – Nescit Cedere – translates to “One who does not know how to give up” and captures the pride and tenacity of our community. We believe in possibilities. We empower students to take ownership and create the future that's right for them. We may not know what tomorrow will bring,

but we work together to solve challenges and in doing so will make a difference in the world.

Goals of an Oglethorpe University Education

The curriculum, co-curriculum and extracurricular life are designed to develop the following:

1. The ability to read critically – to evaluate arguments and the evidence and to draw appropriate conclusions.
2. The ability to convey ideas in writing and in speech – accurately, grammatically and persuasively.
3. Skill in reasoning logically and thinking analytically and objectively about important matters.
4. An understanding of the most thoughtful reflections on right and wrong and an allegiance to principles of right conduct, as reflected by Oglethorpe's Honor Code.
5. The willingness and ability to assume the responsibilities of leadership in public and private life, including skill in organizing the efforts of other persons on behalf of worthy causes.
6. An inclination to continue one's learning after graduation from college and skill in the use of books, information technology and other intellectual tools for that purpose.
7. A considered commitment to a set of career and life goals.
8. An awareness of the increasingly international character of contemporary life and skill in interacting with persons of diverse cultural backgrounds.

II. HISTORY AND OFFICIAL SYMBOLS OF OGLETHORPE UNIVERSITY

Chartered in 1835

Old Oglethorpe University began in the early 1800s with a movement by Georgia Presbyterians to establish in their state an institution for the training of ministers. For generations, southern Presbyterian families had sent their sons to Princeton College in New Jersey, and the long distance traveled by stage or horseback suggested the building of a similar institution in the South.

Oglethorpe University was chartered by the state of Georgia in 1835, shortly after the centennial observance of the state. The college was named after James Edward Oglethorpe, the founder of Georgia. Oglethorpe University, which commenced actual operations in 1838, was thus one of the earliest denominational institutions in the South located below the Virginia line. The antebellum college, which began with four faculty members and about 25 students, was located at Midway, a small community near Milledgeville, then the capital of Georgia.

Distinguished Alumni and Faculty

Throughout its antebellum existence, the Oglethorpe curriculum consisted primarily of courses in Greek, Latin, classical literature, theology and a surprising variety of natural sciences. Oglethorpe's president during much of this period was Samuel Kennedy Talmage, an eminent minister and educator. Other notable Oglethorpe faculty members were Nathaniel M. Crawford, professor of mathematics and a son of Georgia statesman William H. Crawford, Joseph LeConte, destined to earn world fame for his work in geology and optics, and James Woodrow, an uncle of Woodrow Wilson and the first professor in Georgia with a Ph.D. Oglethorpe's most distinguished alumnus from the antebellum era was poet, critic and musician Sidney Lanier, who graduated in 1860. Lanier remained as a tutor in 1861 until he, with other Oglethorpe cadets, marched away to war. Shortly before his death, Lanier remarked to a friend that his greatest intellectual impulse was during his college days at Oglethorpe University.

Periods of Challenge

Old Oglethorpe in effect "died at Gettysburg." During the Civil War its students were soldiers, its endowment was lost in Confederate bonds, and its buildings were used for barracks and hospitals. The school closed in 1862 and afterward conducted classes irregularly at the Midway location. In 1870 the institution was briefly relocated in Georgia's postbellum capital of Atlanta, at the site of the present City Hall. Oglethorpe at this time produced several educational innovations, expanding its curriculum to business and law courses and offering the first evening college classes in Georgia. The dislocation of the Reconstruction era proved insurmountable, however, and in 1872 Oglethorpe closed its doors for a second time.

Relocation to North Atlanta

Oglethorpe University was rechartered in 1913, and in 1915 the cornerstone to the new campus was laid at its present location on Peachtree Road in Atlanta. Present to witness the occasion were members of the classes of 1860 and 1861, thus linking the old and the new Oglethorpe University. The driving force behind the University's revival was Dr. Thornwell Jacobs, whose grandfather, Professor Ferdinand Jacobs, had served on the faculty of Old Oglethorpe.

Paying Homage to its Namesake

Thornwell Jacobs, who served as president for nearly three decades, intended for the new campus to be a “living memorial” to James Oglethorpe. The distinctive Gothic revival architecture of the campus was inspired by the honorary *alma mater* of James Oglethorpe, Corpus Christi College, Oxford. The collegiate coat-of-arms, emblazoned with three boar’s heads and the inscription *Nescit Cedere* (“He does not know how to give up”), replicated the Oglethorpe family standard. For the college athletic teams, Jacobs chose an unusual mascot—a small, persistent seabird, which according to legend, had inspired James Oglethorpe while on board ship to Georgia in 1732. The Oglethorpe University nickname “Stormy Petrels” is unique in intercollegiate athletics.

Periods of Expansion

Although Presbyterian congregations throughout the South contributed to the revival of Oglethorpe University, the school never re-established a denominational affiliation. Since the early 1920s Oglethorpe has been an independent, nonsectarian, co-educational institution of higher education. Its curricular emphasis continued in the liberal arts and sciences and expanded into professional programs in business administration and education. From the 1920s through the 1940s, the institution received major contributions from several individuals. Some of the most prominent benefactors were John Thomas Lupton, a Coca-Cola bottler from Chattanooga, Tennessee; Atlanta business community members Harry Hermance and Mrs. Robert J. Lowry; and newspaper publisher William Randolph Hearst. The latter gave to Oglethorpe a sizable donation of land. In the early 1930s the Oglethorpe campus covered approximately 600 acres, including 30-acre Silver Lake, which was renamed Lake Phoebe after the publisher’s mother, Phoebe Apperson Hearst.

Thornwell Jacobs launched several projects which brought national and even international repute to Oglethorpe University. In 1923 Jacobs discovered the tomb of James and Elizabeth Oglethorpe in Cranham, England. For about a decade Oglethorpe University was involved in major college athletics, and the Stormy Petrels fielded football teams that defeated both Georgia Tech and the University of Georgia. Perhaps Oglethorpe’s most famous athlete was Luke Appling, enshrined in the Major League Baseball Hall of Fame. Dr. Jacobs in the 1930s became, however, one of the earliest and most articulate critics of misplaced priorities in intercollegiate athletics, and Oglethorpe curtailed development in this area. In the early 1930s Oglethorpe attracted widespread attention with its campus radio station, WJTL, named after benefactor John Thomas Lupton. Oglethorpe’s University of the Air was a notable experiment that broadcast college credit courses on the air waves for about five years. Oglethorpe University was one of the first institutions to confer honorary doctorates on national figures to recognize superior civic and scientific achievement. Among Oglethorpe’s early honorary alumni were Woodrow Wilson, Walter Lippman, Franklin Roosevelt, Bernard Baruch, Amelia Earhart and David Sarnoff.

The Crypt of Civilization

Perhaps the best known of all of Jacobs’ innovations was the Oglethorpe Crypt of Civilization, which he proposed in the November 1936 issue of *Scientific American*. This prototype for the modern time capsule was an effort to provide, for posterity, an encyclopedic inventory of life and customs from ancient times through the middle of the 20th century. The Crypt, sealed in the foundation of Phoebe Hearst Hall in 1940, is not to be opened until 8113 A.D. It has been hailed by the *Guinness Book of World Records* as “the first successful attempt to bury a record for future inhabitants or visitors to the planet Earth.”

The Oglethorpe Idea

In 1944 Oglethorpe University began a new era under Dr. Philip Weltner, a noted attorney and

educator. With a group of faculty associates Weltner initiated an exciting approach to undergraduate education called the “Oglethorpe Idea.” It involved one of the earliest efforts to develop the Core Curriculum, with the twin aims to “make a life and to make a living.” The Oglethorpe core, which was applauded by *The New York Times*, aimed at a common learning experience for students with roughly half of every student’s academic program consisting of courses in “Citizenship” and “Human Understanding.” After World War II, Oglethorpe University emphasized characteristics it had always cultivated, notably close personal relationships, in order to be “a small college superlatively good,” in Weltner’s words. From 1965 through part of 1972 the institution was called Oglethorpe College, but the historical identity of Oglethorpe University was so strong that in 1972 the original chartered name was re-established. Oglethorpe continued toward its goals and in the late 1960s began a facilities expansion program, which created a new part of the campus, including a modern student center and residential complex.

A Selective Liberal Arts College

By the 1980s, the Carnegie Foundation for the Advancement of Teaching had classified Oglethorpe in the category of Liberal Arts I (now referred to as Baccalaureate [Liberal Arts] Colleges I). These highly selective undergraduate institutions award more than half of their degrees in the arts and sciences. By the 1990s, the university was listed favorably in the Fiske Guide to Colleges, The Princeton Review Student Access Guide, Barron’s 300 Best Buys in College Education, National Review College Guide – America’s Top Liberal Arts Schools and many other guides to selective colleges.

Oglethorpe Today

Oglethorpe has entered an era of innovation, reinvigoration, and growth, evidenced by a dramatic rise in enrollment, increased philanthropic giving, and new strategic entrepreneurial partnerships. To accommodate growth, Oglethorpe’s campus has seen since 2013, the addition of a new \$16 million campus center, the expansion of our arts and athletics facilities, the addition of a new residential apartment complex that includes 6,000 square feet of classrooms, and a new state-of-the-art center for science and innovation.

Symbols of the University

Since Oglethorpe University is intended to be a “living memorial” to James Edward Oglethorpe, the founder of Georgia, all of its institutional symbols in some measure commemorate his life and memory.

The Seal

The seal of Oglethorpe University has two concentric circles between which is inscribed the name of the institution. The date 1835 signifies the original charter of Oglethorpe University near the antebellum capital of Milledgeville, in order to honor James Edward Oglethorpe shortly after the centennial observance of the state of Georgia. Inside the circles is a stylized depiction of the landmark Gothic bell and clock tower of Lupton Hall after the University relocated to Atlanta.

The Stormy Petrel

The Stormy Petrel is the mascot of Oglethorpe University. Petrels are small, persistent seabirds, about the size of a cardinal, and are said to fly in the face of storms. They inspired James Edward Oglethorpe on his transatlantic journey to Georgia in 1733. The University mascot (idiosyncratically pronounced “pee-trels”) is, according to *The New York Times*, unique in American intercollegiate

athletics.

Coat-of-Arms

The armorial bearings of General James Oglethorpe serve as the coat-of-arms of Oglethorpe University.

The shield consists of a field argent, with a black chevron and three boars' heads, two above the chevron and one below, representing strength, courage and the vigor of the Oglethorpe family. Atop the crest is a larger boar's head. The Latin motto on the scroll, "*Nescit Cedere*," is freely rendered, "He does not know how to give up."

SECTION III. THE FACULTY

In Effect for Contracts: 2023-2024 Academic Year

A. DEFINITION OF FACULTY

For an academic year, the faculty shall consist of all persons issued a contract for that year that is both full-time and faculty in nature. Administrative contracts do not suffice; part-time contracts do not suffice. Further, the President, Provost, Associate Provost, and Dean of the Hammack School of Business, if the Dean possesses an earned doctorate or equivalent terminal degree, shall be non-voting faculty members. All full-time, terminally-degreed librarians employed by the Library shall be voting faculty members. Any exception must be approved by the President, the Provost, and the Faculty Council.

B. ACADEMIC FREEDOM AND RESPONSIBILITY

Each faculty member has individual freedom of inquiry and expression in research, publication and teaching. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate and to discuss facts and ideas concerning all branches and fields of learning. No limitations on such freedom shall be imposed other than those required by generally accepted standards of responsible scholarship and research.

A faculty member speaking, writing or acting as a citizen shall be free from institutional censorship or discipline. However, the utmost care should be undertaken to avoid conveying the impression that one is speaking on behalf of the institution.

No individual shall be excluded from initial appointment or from academic tenure, nor shall any individual be deprived of appointment or academic tenure because of the individual's views or associations.

In the event of an alleged violation of academic freedom, any faculty member has the right of a hearing through an appeals committee. This committee shall be a joint trustee-faculty committee consisting of 1) three members elected by the faculty, 2) three members appointed by the Chairperson of the Executive Committee of the Board of Trustees and 3) the President.

To avoid conflict of interest on the parts of faculty and students, faculty are not to use their academic positions to market, engage in or develop professional services with or for students currently enrolled in their classes.

C. ACADEMIC RANKS

Regular, full-time appointments to the Oglethorpe faculty shall be made by the President, subject to confirmation by the Board of Trustees.

Appointments to the Oglethorpe teaching faculty are of three kinds: tenured, tenure-eligible, and non-tenure-eligible.

The ranks of appointment to the tenured or tenure-eligible faculty of Oglethorpe University, in order of seniority, shall be Professor, Associate Professor, and Assistant Professor.

The ranks of appointment to the non-tenure-eligible faculty of Oglethorpe University, in order of seniority, shall be Senior Lecturer, Lecturer, and Instructor.

Tenured or tenure-eligible lines may be temporarily occupied by visiting faculty with the title of Visiting Assistant Professor.

1. Non-continuing Appointments:

- Instructor – 4/4 teaching load with one year contract with the possibility of no more than one year renewal. Terminal degree not required. Non-voting faculty.
- Visiting Assistant Professor – 3/3 teaching load with one year contract with the possibility of no more than one year renewal. Terminal degree is required. Commonly used to replace a tenured faculty on sabbatical or approved leave. Non-voting faculty.

2. Continuing Appointments:

- Lecturer – 3/4 teaching load with approved level of service or 4/4 teaching load with a reduced level of service with a minimum three-year renewable contract. Terminal degree is required. Voting faculty.
- Senior Lecturer – 3/4 teaching load with approved level of service or 4/4 teaching load with a reduced level of service with a minimum three-year renewable contract. Terminal degree is required along with minimum three years of full-time teaching in the discipline at an accredited college or university. Voting faculty.

The precise terms and conditions of each appointment shall be communicated in writing to the faculty member concerned.

D. DIVISIONAL ORGANIZATION OF THE CURRICULUM AND THE FACULTY

Oglethorpe's curriculum is arranged in eight divisions; the organization of the faculty corresponds to these divisions. Academic areas included within each division are as follows:

DIVISION I	Division of Philosophy, Communication and Rhetoric Studies and the Fine Arts (Art, Communications, Music, and Philosophy)
DIVISION II	Division of History, Politics and International Studies
DIVISION III	Division of Natural Sciences (Biology, Chemistry and Physics)
DIVISION IV	Division of Behavioral Sciences (Psychology and Sociology)
DIVISION V	Hammack School of Business (HSB) Department of Business (Business, Accounting, Human Resource Management) Department of Economics
DIVISION VII	Division of English Language, Comparative Literature, and Theatre
DIVISION VIII	Division of Foreign Languages (French, German, Greek, Japanese, Latin and Spanish)
DIVISION IX	Division of Mathematics and Computer Science

E. DIVISION CHAIRPERSONS

The Chairperson of each academic division shall be elected by the full-time faculty in the division for a three-year term. For faculty whose academic specialty is listed in their Oglethorpe contract as Core Studies, the Core Director(s) shall function as the Division Chairperson. A Department Chair of Business and Department Chair of Economics will be elected by the full-time faculty in the

respective department within the HSB. The same person may be re-elected by the division for successive terms. The Chairperson should normally be a tenured member of the faculty. The division may, however, consult with the Provost or HSB Dean should it wish to elect an untenured faculty member. Chairpersons are responsible to the Provost (or the Dean, in the case of the HSB) for the conduct of their duties. The duties of Division Chairpersons are as follows:

1. Supervision of recruitment of faculty members as outlined in the policy for faculty recruitment (see Section III.G).
2. Evaluation of faculty members in the division as outlined in policies on evaluation (see Sections III.H, III.I, and III.J).
3. Coordination of participation in the recruitment, orientation, supervision and evaluation of part-time faculty members teaching courses in the division's curriculum (see Section III.H).
4. Coordination of a biennial review of the University Bulletin for changes, additions and deletions as related to programs in the division.
5. Supervision of the student advisement program in the division.
6. Evaluation with the Registrar of undergraduate and graduate student transfer work and appropriate credit to be awarded.
7. Maintenance of a two-year plan of course offerings in the division.
8. Coordination of faculty requests for classes, class times and rooms and preparation of a proposed class schedule each semester. Final authority for approval of this schedule rests on the Provost.
9. Preparation and submission of annual budget requests for the division.
10. Supervision of the budget of the division.
11. General supervision of the facilities and equipment of the division.
12. General supervision of the faculty members in the division and coordination of the activities and plans of the division.
13. Conduct of division meetings.
14. Service on the Faculty Council.
15. Coordination with the Librarian of the purchase of library books for the division and evaluation of library holdings related to the division.
16. Supervision of the preparation of the outcomes assessment report for publication in the Institutional Effectiveness Report.
17. Response to the faculty representation needs of events planned by admission throughout the year and to advising needs for new student programs in the summer.
18. Division Chairpersons shall be responsible for the operation of the division and its faculty and shall provide the leadership necessary to fulfill the purposes of the institution.

DIVISION BUDGETS

Each division (and the HSB) operates under a budget approved by the Board of Trustees. This budget is under the control of the Chairperson and the Provost (or HSB Dean). No commitments may be made for any divisional expenditure without approval of the Chairperson; expenditures over \$500 need the approval of the Provost as well. Any bills or vouchers submitted to the business office must have this written approval.

F. PROGRAM COORDINATORS

Each academic area is assigned a program coordinator. These faculty are responsible for the assessment of the academic program(s) in their area. Program coordinators are qualified to teach in the discipline and willing to coordinate the assessment. Program Coordinators are appointed by Chairs with the approval of the Provost/Dean of the HSB (if terminally qualified).

G1. PROCEDURE FOR RECRUITMENT OF CONTINUING FULL-TIME FACULTY MEMBERS INCLUDING TENURE TRACK AND NON-TENURE TRACK LECTURER AND SENIOR LECTURER

We are committed to building a university community that is more than a collection of classrooms and course offerings. Our curricular and extra-curricular, formal and informal undertakings aim at developing the whole person of each of our students, not just his or her transcript. Therefore, each search committee must identify the means through which it can make aggressive efforts to seek qualified faculty members who represent the diversity of our society and, especially, our student body. Such individuals can make both intellectual and personal contributions to our university that will expand the range of world views, passions and pursuits to which our students can be exposed during their sojourn on our campus.

Oglethorpe University does not discriminate on the grounds of age, race, gender, religious belief, color, sexual orientation, national origin or disability with regard to hiring.

Faculty searches are authorized by the President. The Provost or HSB Dean informs the Chairperson of the authorization, preferably by February 1 of the academic year preceding that in which the appointment is to be made. Sabbatical replacement appointments are treated as part-time appointments. Section III.H indicates procedures for recruiting part-time faculty members.

The following search procedures are followed:

1. The Provost/HSB Dean provides the Chairperson with written notice of the anticipated vacancy. The notice authorizing the search specifies the rank and anticipated salary range of the appointment. The Chairperson is authorized to provide this information to candidates who inquire; however, specific salary inquiries and all contract negotiations are the responsibility of the Provost.
2. The Chairperson, in consultation with the Provost/HSB Dean and with assistance from all full-time members of the division, coordinates the preparation of a job description, which indicates the teaching area and qualifications for appointment.
3. The position is widely advertised in appropriate professional and general scholarly publications, e.g., The Chronicle of Higher Education. If possible, the Chairperson should seek to identify appropriate and timely professional meetings at which to announce the position and conduct preliminary interviews.
4. Letters of inquiry including curricula vitae and other requested items are received and stored by the Chairperson. The Chairperson appoints a search committee, normally consisting of all faculty members in the discipline in which the appointment will be made plus other division members and other faculty, as appropriate. (The Chairperson, after consultation with the Provost/HSB Dean, may choose to designate another member of the division to conduct the search. If so, all references to "Division Chairperson" would apply to the person designated.)
5. The credential packets of candidates are circulated to members of the search committee and to the Provost/HSB Dean, if he or she desires.

6. A list of leading candidates is prepared by the Chairperson upon review by the search committee based on comments received regarding the credential packets.
The list of leading candidates should include the applicants with the strongest evidence or promise of teaching effectiveness and scholarly growth. Those selected should also show distinction in their undergraduate and graduate education.
If credential packets do not include letters of recommendation, leading candidates will be asked to have letters of reference sent directly to the Chairperson. For those currently or previously employed, one of the letters must be from someone familiar with the teaching record and work experience of the candidate. Otherwise, one of the letters must be from the candidate's dissertation supervisor.
7. The Chairperson meets with the Provost/HSB Dean to review the list of leading candidates and obtain comments.
8. The Chairperson then meets with the search committee to select three to five finalists who will be invited to come to campus for interviews.
Finalists are asked to have their official transcripts from the undergraduate and graduate degree-granting institutions sent to the Office of the Provost.
9. The Provost/HSB Dean and Chairperson coordinate on extending the invitations and arranging the schedule for the campus visit.
10. During the campus visit, the following activities are included:
 - a. Interview with the President;
 - b. Presentation to a class or a meeting with a group of students;
 - c. Interviews with members of the search committee and, as appropriate, other division members;
 - d. Meeting with members of the Faculty Council or its designates;
 - e. Interview with the Provost/HSB Dean, at which time rank, salary and benefits are discussed.
11. Within one or two school days after all candidates have been interviewed:
 - a. The Chairperson gathers written comments from Faculty Council members, shares these comments with the search committee at an appropriate point in the committee's deliberations and forwards the comments to the Provost/HSB Dean.
 - b. The Chairperson convenes a meeting of the division search committee and collects the written comments of each committee member. These comments include a ranking of the candidates and substantive analysis of their qualifications in light of recruitment and faculty evaluation standards. The comments of other division members who have interviewed the candidate are obtained by the Chairperson and shared with the members of the search committee. A discussion is conducted.
 - c. At the end of the meeting or at a subsequent meeting, the Chairperson presents a summary of the discussion and indicates the recommendation (including rationale) he or she plans to make. If requested by the Provost/HSB Dean, the summary of the discussion and the recommendation are put in written form by the Chairperson. The report, along with the individual comment sheets prepared by search committee members as an appendix, is sent to the Provost/HSB Dean.
 - d. All participants in the search and appointment process should regard their assessments, ranking and recommendations concerning candidates as confidential personnel matters. The members of the search committee must treat its deliberations and conclusions as confidential matters.

- e. The Provost (or HSB Dean, in consultation with the Provost) conducts the final negotiations with the candidate and arranges for a contract to be prepared. The text of the contract minus salary is sent first to the Chairperson for perusal and then sent by the Provost/HSB Dean to the person who accepts the offer.
- f. All applications and other documents relevant to the search are stored in the Office of the Provost.

G2. PROCEDURE FOR RECRUITMENT OF NON-CONTINUING FULL-TIME INSTRUCTORS AND VISITING ASSISTANT PROFESSORS

Instructors and Visiting Assistant Professors are non-continuing appointments. The search is led by the chairperson or another tenured faculty within the discipline. Every effort should be made to include all full-time faculty in the division.

H. PROCEDURE FOR RECRUITMENT, ORIENTATION, SUPERVISION, AND EVALUATION OF PART-TIME FACULTY MEMBERS

Oglethorpe University does not discriminate on the grounds of age, race, gender, religious belief, color, sexual orientation, national origin or disability with regard to hiring.

After the search for a candidate is authorized by the Provost, the appropriate Division Chairperson will identify a number of candidates and arrange for interviews. After the interviews, the Provost and the Chairperson will consult. The Provost sends the person selected a proposed contract and orientation information. The Division Chairperson also participates in the orientation process.

The appropriate Chairperson arranges for the supervision and evaluation of each part-time faculty member teaching courses in the division's curriculum. The faculty coordinator for the evening degree program supervises and evaluates faculty teaching for the evening degree program. Evaluation for all part-time faculty members is conducted in accordance with the *Guidelines and Policies for Adjunct Faculty Members* and in consultation with the Provost/HSB Dean and/or the Director of the Evening Degree Program as appropriate.

Chairpersons and the Director of the Evening Degree Program should keep careful records of adjunct teaching in order to abide by federal regulation for what is considered part-time. As a guideline, Oglethorpe will consider one hour in the classroom is equivalent to one hour outside the classroom. In other words, a four semester-hour course equals eight hours of work per week. Adjuncts are not to work more than 19 hours per week over any four sequential-month period.

I. EVALUATION OF FULL TIME TENURE AND TENURE-TRACK FACULTY

The following outlines a faculty evaluation system. The criteria used in all circumstances will be teaching, professional activities and growth, and service. These same criteria will be employed at all times: self-evaluation, Chairperson's evaluation, Tenure and Promotion Committee's evaluation, HSB Dean's evaluation (if terminally qualified), Provost's evaluation.

Faculty evaluation is a continual process based on data gathered from a number of sources and by several procedures. Faculty evaluation is done for the purpose of helping a faculty member improve his or her teaching and other professional activities. In addition, faculty evaluation is used for administrative decisions concerning faculty reappointment, annual salaries, promotion and tenure. Specific sources of information include formal course evaluation by the students, faculty self-evaluation and data collected by the Chairperson and the Provost/HSB Dean (if terminally qualified).

These multiple sources of information are used to evaluate performance in the following areas: teaching, professional activities/growth, and service. The most important area is teaching. Although a faculty member is expected to make a significant contribution in all of these areas, the most important area in evaluating faculty performance is teaching. Excellence in other areas does not compensate for inadequacy in teaching effectiveness, nor does excellence in teaching compensate for inadequate professional activities or service.

1. Areas of Evaluation

a. Teaching

This most important area of evaluation covers the time and effort which a faculty member gives to direct teaching as well as indirect teaching activities such as supervision of internships, honors theses, independent studies and readings. Development of effective new teaching methods and materials as well as the development of new courses and curriculum are also part of this area. Teaching is also evaluated through a peer review process described below.

Formal course evaluation by students is done with an online course evaluation survey; the results of these surveys contribute to the evaluation of faculty members. Non-tenured faculty will evaluate all sections of all courses. Tenured faculty will evaluate all classes except where multiple sections are taught; here the faculty member may opt to conduct the survey one time within a two-year period.

b. Professional Activities/Growth

This area of evaluation covers the time and effort which a faculty member gives to participate in his/her discipline and to stay abreast of current developments in that discipline. Professional activities include but are not limited to publications, presentations, research, creative works, book reviews, poster presentations, performances, art exhibitions, lectures, serving as editor of a journal, leadership in a professional association, and organizing a conference. A faculty member is expected to contribute to his or her field through either peer-reviewed or publicly disseminated work, and to have an active and ongoing scholarly or creative agenda. Efforts to remain current in one's discipline or to expand one's fields of expertise or to improve one's teaching (through participating in seminars and workshops, for example) should also be considered in evaluating the professional growth of a faculty member.

c. Service

This area of evaluation covers the time and effort which a faculty member gives to Oglethorpe students outside of class, in both academic and non-academic matters, including academic advising and counseling as well as work with student groups and organizations. Also included is the faculty member's active participation in faculty governance through university and division committees, special administrative assignments and additional service activities on and off campus.

2. Peer Review of Teaching

Peer review serves to help faculty members critically evaluate and improve their teaching abilities. Development of an effective teacher is an ongoing and interactive process. Requiring faculty members to reflect on their work encourages this process. In addition, this information may broaden and enhance the materials upon which the Tenure and Promotion Committee bases its decisions.

All faculty members will undergo a peer review in years prior to a year when a portfolio is submitted. Full professors will undergo peer review to coincide with every third self evaluation

(e.g., the third, sixth, ninth, etc., self evaluation at the rank of full professor.)

The faculty member is responsible for scheduling two reviewers to visit at least one class meeting. Faculty may request their reviewers visit more than one class period. Classes may also be videotaped for reviewers to watch or to serve as a record of the class the reviewer visited. The Chairperson will serve as one of the reviewers. Each faculty member will consult with his or her Chairperson to identify and agree on at least one additional reviewer. Comments from the Division Chairperson should be included in the letter that is written for the faculty member's portfolio and a separate peer review of teaching letter does not need to be generated. When a Chairperson is due to be reviewed, he or she will consult with the Provost/HSB Dean (if terminally qualified) in order to select reviewers. Once suitable reviewers are identified and agree to serve, the faculty member will provide copies of appropriate syllabi and, if using video, make the videotape available for them to review. A camera and videotape may be reserved from faculty services and be set up by a work-study student, a faculty services staff member or the faculty member. The tape becomes the property of the faculty member and should be retained for his or her records, as are all portfolio materials. The faculty member is encouraged to brief the reviewers on the pedagogy used in a particular class, specific goals of the class meetings observed or taped and any problems or issues of which the reviewers should be aware or on which the faculty member would specifically like feedback. Guidelines on what to look for when conducting observations are available as Appendix B of The Faculty Handbook. After the reviewers have visited the class or watched the tape, each should meet with the faculty member to discuss his or her observations and give feedback to the faculty member prior to writing a final summary of observations. Each reviewer will submit a summary of his or her observations, in letter form, to the faculty member; constructive feedback from the observations should be included in the peer review letters.

Aside from comments in the letter from the Chairperson, it is the faculty member's decision whether or not the other reviewer's letter will be included in the portfolio. There is no penalty for deciding not to include these materials. In this case, the faculty member must include a Documentation of Peer Review form. See Appendix B.

3. Sources for Collection of Data

There are a number of data sources faculty need to address in their self-evaluations. These include the Student Response Survey (SRS) forms, the Chairperson's evaluation and peer review of teaching letters or a Documentation of Peer Review form. Trends need to be noted, and feedback from the Provost's or terminally qualified HSB Dean's last evaluation provides an important reference point for comparison. The faculty member should also include any other sources that are relevant.

In the subheadings to follow, the evaluation actions for the various types of faculty will be described: tenure-track faculty, tenured faculty, and faculty with term contracts.

TENURE-TRACK FACULTY (PORTFOLIOS)

Chairpersons will prepare a letter of evaluation for all first-year tenure-track faculty (regardless of rank or years of credit at time of hire) to be given to the faculty member and the Provost by February 1. Also by February 1, HSB faculty will submit their portfolio to (a) the HSB Dean, if the Dean possesses an earned doctorate degree or (b) to the Provost, if the HSB Dean is not terminally qualified. A first-year faculty member who wishes to add his or her own comments should do so to the Chairperson and the Provost/HSB Dean by February 15. In the event that the contract is not renewed, the first-year faculty member will be notified by March 1.

All non-tenured, tenure-track faculty prepare portfolios in their second year (for reappointment to the third year), fourth year (for reappointment to the fifth year) and sixth year (for reappointment to the seventh year with tenure). The portfolio will be presented first to the Chairperson, who will add to it his or her own evaluation. The portfolio will then be returned to the faculty member for possible comment. The faculty member will then forward the portfolio, including the Chairperson's evaluation, to the Chairperson of the Tenure and Promotion Committee. The committee will prepare a written evaluation and make a recommendation to be forwarded to the Provost or the Dean for HSB faculty (if the Dean possesses an earned doctorate degree or equivalent terminal degree in the discipline in which originally appointed) for his or her evaluation and recommendation. A terminally qualified HSB Dean will prepare a written evaluation and make a recommendation to be forwarded to the Provost for his/her evaluation and recommendation.

The recommendation of the committee will be whether or not to reappoint a faculty member undergoing a two- or four-year review, or to grant tenure to a tenure candidate. In the case of a recommendation to reappoint a faculty member undergoing a two- or four-year review, the recommendation will also include an indication of whether or not, in the committee's opinion, the individual is making satisfactory progress toward an eventual appointment with tenure. The full recommendation of the committee is subject to the procedures detailed below (under Involvement of Review Committee, Section III.T.g) which specify the manner in which it and the Provost must attempt to resolve any differences.

During the intervening year when a cumulative portfolio is not prepared, the faculty member may choose to prepare a self-evaluation. If the faculty member prepares a self-evaluation, the Division Chairperson will also prepare an evaluation, as will the Provost. A meeting with the faculty member and the Provost will take place (to include, if the faculty member or Provost so desires, the Chairperson and/or HSB Dean). Uniform criteria will be used by all participants in the evaluation process. See Tenured Faculty (Self-Evaluations) subheading for full details on the self-evaluation process.

PORTFOLIO CONTENTS

It is the responsibility of the faculty member to present the strongest case for the action requested.

The deadlines for portfolio review are strict deadlines, and each candidate submitting a portfolio for review must meet the deadlines from this *Faculty Handbook*. For those requesting tenure, missing a deadline results in the issuance of a terminal contract. This strict adherence to deadlines applies only to materials the candidate prepares (everything except colleague letters). Though a candidate is expected to encourage the timely submission of these letters, he/she will not be penalized if those colleague letters are late. In the case of an extraordinary situation, a candidate could submit an appeal to the Review Committee for an extension of the portfolio deadline.

All portfolios must be submitted electronically as three PDF files: one for the portfolio proper, one for the appendix, and one for a common table of contents covering both the portfolio and the appendix. Portfolios must contain the items below.

Table of Contents Document

- 1) Table of Contents for both the portfolio and appendix

Portfolio Proper

- 2) Faculty member's letter requesting reappointment; a succinct and carefully prepared business letter approximately 5-10 pages in length, single-spaced, making a compelling argument is expected; strict adherence to an arbitrary length is not critical. The letter should focus on the

three areas of evaluation: teaching, professional activities and growth, and service. An analysis/interpretation of Student Response Survey (SRS) data must be included. The faculty member must show that the content, assignments and evaluation standards in each course actively encourage and support the learning of all students. The faculty member must show that the content, assignments and evaluation standards challenge and require growth from students and enable the instructor to distinguish between excellent, good, fair and poor student work.

- 3) Current letter from the Chairperson which:
 - a) Discusses the candidate's performance in the context of their discipline. This may include the Chairperson's peer review of teaching or it may be a separate document (see 6 below).
 - b) Offers insight and perspective to understand the significance of the candidate's contributions in all three areas of review.
 - c) Avoids redundancy and emphasizes accomplishments by the candidate that contribute to the functioning of the division and the university while directly addressing areas for improvement.
 - d) Does not exceed 3 pages.
- 4) Statistical summary of "Student Response Survey" data. SRS data presentation should include relevant summaries of SRS from all individual courses taught and an overview summary that is stratified by course classification as follows:
 - a) Core courses
 - b) Introductory-level courses
 - c) Intermediate-level courses
 - d) Senior-level courses

The Summary of SRS data should be provided in tabular or graphical form (with no raw data directly from electronic feedback). Examples of table templates illustrating sample formats for the two summary requirements stated above are provided in Appendix L. Applicants may choose to use these templates directly or may amend them as needed to achieve the best representation.

- 5) Summary of grade distributions over time categorized by:
 - a) core courses
 - b) introductory-level courses
 - c) intermediate-level courses
 - d) senior-level courses

The Summary of Grade Distribution data should be provided in tabular or graphical form. Example templates illustrating acceptable formats are provided in Appendix L.
- 6) One or two peer review of teaching letters or "Documentation of Peer Review" form (see Section III.I.2 for details). The Chair may include their peer review of teaching in their chair letter (see item 3 above).
- 7) Current *curriculum vitae*
- 8) Latest research (since previous review), e.g., materials submitted or accepted for publication or presented at conferences; performances or artwork
- 9) All previous Tenure and Promotion Committee reports
- 10) All previous letters of review from the Chairperson

- 11) All previous letters of review from Provosts or terminally qualified HSB Deans
- 12) All previous letters requesting reappointment, promotion, or tenure

Appendix

- 13) All raw Student Response Survey data since the last portfolio as well as all previous statistical summaries of Student Response Survey data
- 14) Publications other than most recent
- 15) Latest syllabi from all courses taught since last review
- 16) Representative tests from courses taught and/or paper assignments (if not explicitly discussed in the course syllabus)
- 17) The candidate may also choose to solicit letters of support from colleagues outside the university who are familiar with the faculty member's professional activity. Indication of the reviewer's qualifications should be included. These letters should clearly reference data that support the conclusions being drawn.
- 18) Anything else appropriate (needs to be referenced in the reappointment letter). Inclusion of letters from current or former students is inappropriate.

The tenure portfolio should add the following to the end of the portfolio proper:

- 19) Letters from all tenured faculty in the division (required)
- 20) Letters may also be included from Oglethorpe faculty outside the division (optional)

See Section III.V for a calendar to be followed for all faculty actions.

Notes:

- The scope for new data in a portfolio is the period of time since the last portfolio. For tenure-track faculty, this is usually a two-year period. For others, it is likely longer. Though the data presented in a portfolio should be from the time period of the portfolio, the candidate may need to address issues from earlier time periods using the new data. This allows a candidate to reflect upon items raised by previous Tenure & Promotion Committee reports, previous Division Chair letters, and/or previous Provost letters.
- Note that raw data should appear only once in submitted materials and should be placed in the appendix. The portfolio proper should contain only summary-type data.
- The Table of Contents document should list the page numbers (as indicated by the Adobe software when the PDF document is open) for the key documents in both the portfolio and appendix.

TENURED FACULTY SELF EVALUATIONS

All tenured faculty will prepare a self-evaluation every other year (based on his/her birth year, even or odd) unless they choose to do so yearly. Note: An academic year is an even year if its fall semester occurs in an even calendar year.

The guidelines and criteria to be used for self-evaluations are given below. The self-evaluation, accompanied by a current curriculum vitae, should be submitted to the respective Chairperson by March 1 for tenured faculty (October 1 for non-tenured faculty doing either an optional self-evaluation for tenure-track faculty or a required teaching self-evaluation for full-time, non-tenure-track faculty). The Chairperson will return the faculty member's self-evaluation materials along with the Chairperson's evaluation letter to the faculty member for comment by March 22 for tenured

faculty (October 22 for non-tenured faculty). The faculty member should submit the self-evaluation, Chair evaluation letter, and any rebuttal letter to the Provost/terminally qualified HSB Dean by April 1 for tenured faculty (November 1 for non-tenured faculty). When a sabbatical leave falls in the spring semester that a self-evaluation is due for a tenured faculty member, the faculty member may postpone the report until the following fall. It should be submitted to the respective Chairperson on October 1 and to the Provost/terminally qualified HSB Dean, complete with the Chair's evaluation letter, by November 1. (The faculty member may also include the sabbatical report at this time.)

The Provost will hold interviews with faculty members who have prepared self-evaluations (if the faculty member or Provost so desires, the Chairperson and/or terminally qualified HSB Dean may also be present) to discuss the evaluations and receive feedback about them.

EVALUATION OF FULL-TIME NON-TENURE-TRACK FACULTY

The following outlines a faculty evaluation system. Where a counterpart item is identified in the section **PORTFOLIO CONTENTS** for tenure-track faculty, see further details under Tenure-Track Portfolio Contents in III.I above. The required evaluation area for Lecturers will be limited to teaching and service, though a candidate may choose to discuss professional activities/growth. These same criteria will be employed at all times: self-evaluation, Chairperson's evaluation, Tenure and Promotion Committee's evaluation, HSB Dean's evaluation (if terminally qualified), and Provost's evaluation.

Faculty evaluation is a continual process based on data gathered from a number of sources and by several procedures. Faculty evaluation is done for the purpose of helping a faculty member improve his or her teaching and other professional activities. In addition, faculty evaluation is used for administrative decisions concerning faculty reappointment, annual salaries, and promotion. Specific sources of information include formal course evaluation by the students, faculty self-evaluation, and data collected by the Chairperson and the Provost/HSB Dean (if terminally qualified). These multiple sources of information are used to evaluate performance in teaching and service. The most important area is teaching.

1. Areas of Evaluation

a. Teaching

This most important area of evaluation—especially for Lecturers—covers the time and effort which a faculty member gives to direct teaching as well as indirect teaching activities. For a description of what activities fall under “Teaching,” see III.I.1.a above. If a Lecturer takes on intensive indirect teaching roles, they may revisit the terms of their contract with the Division Chairperson and Provost.

Through discussion with their Division Chairperson and the Provost about their preferences and their program's particular needs, each Lecturer will take on either a 4/3 (3/4) teaching load or 4/4 teaching load, specified in their contract, with the default being a 4/4 teaching load. Over the course of a multi-year contract, the default will be to maintain the same teaching load, though this could be changed based upon agreement among the Lecturer, Division Chairperson, and Provost.

Teaching is evaluated through a peer review process described below. Formal course evaluation by students is done with an online course evaluation survey; the results of these surveys contribute to the evaluation of faculty members. Non-tenured faculty will evaluate all sections of all courses.

b. Service

The amount of service required will be specified in the faculty member's contract as a percentage of effort devoted to each and will be evaluated accordingly, with a 4/4 teaching load generally involving a very modest, "reduced level of service" and 3/4 teaching load generally involving an "approved level of service" (see III.C.2). The service and teaching loads (and professional development, if desired by the Lecturer) may be modified in a Lecturer's contract through agreement of the Lecturer, Division Chairperson, and Provost.

For examples of service, see III.I.1.c under "Evaluation of Full Time Tenure and Tenure-Track Faculty." The list in III.I.1.c is not exhaustive, and the Tenure and Promotion Committee and the Provost will consider as service for Lecturers any and all indicators that a Lecturer has been effective outside of the classroom, in both academic and non-academic matters, supporting the development of the academic health of the university. The Provost and Division Chairperson also will provide Lecturers with examples of what constitutes service for both the "reduced" (4/4) and "approved" (3/4) levels of service identified in III.C.2.

2. Peer Review of Teaching

This process is similar to that outlined in III.I.2 for tenured and tenure-track faculty members. At least one non-Chair peer review is required for each teaching self-evaluation and promotion portfolio in the years prior to a year when a self-evaluation or promotion portfolio is submitted. Either the candidate or the Chair may request a second peer review by the Division Chair (see "Portfolio Contents" #6).

3. Sources for Collection of Data

The data sources Lecturers need to address in their self-evaluations and promotion portfolios are similar to what is outlined for tenured and tenure-track faculty in III.I.3.

NON-TENURE-TRACK FACULTY PROMOTION PORTFOLIOS

1) The following outlines a faculty evaluation system. The required evaluation area will be limited to teaching and service, though a candidate may choose to discuss professional activities/growth. The amount of service required will be specified in the faculty member's contract and will be evaluated accordingly. For the AY 2023-2024, all Lecturers requesting a promotion to the rank of Senior Lecturer must be in at least the fall of their third year to submit promotion portfolios; deadlines for Lecturers in the fall of their third year will vary slightly from Lecturers in their fourth year or beyond. Following the AY 2023-2024 Lecturer Promotion Calendar in III.V.d, the portfolio for all Lecturers seeking promotion will be presented first to the Chairperson, who will add to it his or her own evaluation. The portfolio will then be returned to the faculty member for possible comment. The faculty member will then forward the portfolio, including the Chairperson's evaluation, to the Chairperson of the Tenure and Promotion Committee. The committee will prepare a written evaluation and make a recommendation to be forwarded to the Provost or the Dean for HSB faculty for his or her evaluation and recommendation. The HSB Dean will prepare a written Evaluation and make a recommendation to be forwarded to the Provost for his/her evaluation and recommendation.

The following teaching-focused items from the tenure-track portfolio above are required for a promotion portfolio:

- Letter, limited to a maximum of five pages (T&P Portfolio #2)
- Statistical summary of SRS data, covering data since the last teaching self-evaluation (T&P Portfolio #4)

- Summary of grade distributions, covering grades since the last teaching self-evaluation (T&P Portfolio #5)
- Peer review of teaching: one non-Chair peer review is required for each teaching self-evaluation but either the candidate or the Chair may request a second peer review by the Division Chair (T&P Portfolio #6)
- Current CV (T&P Portfolio #7)
- All raw SRS data, covering data since the last teaching self-evaluation (T&P Portfolio #13)
- Latest syllabus for each course taught since the last teaching self-evaluation (T&P Portfolio #15)
- Representative sample of tests and assignments from courses since the last teaching self-evaluation (T&P Portfolio #16)
- All previous letters of review from a Division Chair (T&P Portfolio #10).

The Chair participating in the teaching self-evaluation process is the Chair whose Division houses the candidate's academic specialty, as listed in the Oglethorpe contract. If this specialty is Core Studies, then the Core Director(s) will function as the Division Chair. In an evaluation letter, the candidate's teaching is reviewed, and the recommendation by the Chair to the Provost/terminally qualified HSB Dean will be whether to reappoint the full-time, non-tenure-track faculty member undergoing review.

As discussed above, a meeting between the faculty member and the Provost/terminally qualified HSB Dean will take place (to include, if the faculty member or Provost/terminally qualified HSB Dean so desires, the Chairperson). Uniform teaching criteria will be used by all participants in the evaluation process, again unless the candidate has chosen to include other criteria.

The faculty member will be advised, at the time of initial appointment, of the substantive standards and procedures (see above) generally employed in decisions affecting renewal.

The non-reappointment of a non-tenured faculty member does not constitute a dismissal nor does it necessarily reflect adversely upon that individual's competence.

See Section III.V for a calendar to be followed for all faculty actions.

2) Notice of non-reappointment of non-tenured faculty should be given in writing in accordance with the following schedule:

Not later than March 1st of the first academic year of service, if the appointment expires at the end of the year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

Not later than December 15th of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during the academic year, at least six months in advance of its termination.

At least 12 months before the expiration of an appointment after two or more years at the institution. "At least 12 months before the expiration of an appointment" shall be interpreted as May 31st of the academic year preceding expiration.

NON-TENURE-TRACK FACULTY SELF EVALUATIONS

All non-tenure-track faculty will prepare a self-evaluation every year except the year in which seeking promotion.

The guidelines and criteria to be used for self-evaluations are given below (assuming a new system

is not in place). The self-evaluation, accompanied by a current curriculum vitae, should be submitted to the respective Chairperson by October 1. The Chairperson will return the faculty member's self-evaluation materials along with the Chairperson's evaluation letter to the faculty member for comment by October 22. The faculty member should submit the self-evaluation, Chair evaluation letter, and any rebuttal letter to the Provost/terminally qualified HSB Dean by November 1. The Provost will hold interviews with faculty members who have prepared self-evaluations (if the faculty member or Provost so desires, the Chairperson and/or terminally qualified HSB Dean may also be present) to discuss the evaluations and receive feedback about them.

NON-TENURE-TRACK PROMOTION IN RANK

Faculty members who decide to initiate the promotion process from Lecturer to Senior Lecturer may be considered for promotion in rank starting in the fall semester of their third year of being a Lecturer at Oglethorpe. A faculty member seeking promotion will prepare a promotion portfolio analyzing teaching effectiveness and addressing service, as described in “**NON-TENURE-TRACK FACULTY PROMOTION PORTFOLIOS**” and following the AY 2023-2024 Lecturer Promotion Calendar in III.V.d.

This portfolio will be first presented to the Chairperson, who will write an evaluation of the faculty member and then return the portfolio and the evaluation of the faculty member for possible comment. The faculty member seeking promotion will then present the portfolio, including the Chairperson's evaluation, to the Chairperson of the Tenure and Promotion Committee, which will prepare a written evaluation and make a recommendation, to be forwarded to the HSB Dean (if terminally qualified) then Provost for his or her evaluation and recommendation. The recommendation of the committee will be whether or not to promote the faculty member being considered for promotion. The recommendation of the committee is subject to the procedures detailed above (under Involvement of Review Committee, Section III.T.g) which specify the manner in which it and the Provost must attempt to resolve any differences.

J. TENURE-TRACK PROMOTION IN RANK

Tenure-track and tenured faculty members who decide to initiate the promotion process may be considered for promotion in rank according to the following schedule:

Promotion	Consideration
Assistant Professor to Associate Professor	May be considered during the sixth year in the rank of Assistant Professor
Associate Professor to Professor	May be considered during the eighth year in the rank of Associate Professor

The term “years in rank” is defined as full-time college teaching or its equivalent. In the event of a positive decision, the candidate is advanced in rank at the beginning of the next academic year.

In addition to the criteria given below, to be promoted in rank the candidate must possess an earned doctorate degree or equivalent terminal degree in the discipline in which originally appointed. For accounting faculty seeking promotion, an acceptable terminal degree equivalent is a master's in accounting with CPA certification. Any exception must be approved by the President, the Provost, and the Faculty Council.

A faculty member seeking promotion will prepare a cumulative portfolio (according to the instructions in Section III.I.1 of the *Faculty Handbook*) in the year the decision is to be made. Such

portfolios must also include all previous Tenure and Promotion Committee letters and all previous Provost letters whether or not the letters reported a favorable outcome. This portfolio will be first presented to the Chairperson, who will write an evaluation of the faculty member (see Portfolio Contents, Letter from Chairperson, Section III.I) and then return the portfolio and the evaluation of the faculty member for possible comment. The faculty member seeking promotion will then present the portfolio, including the Chairperson's evaluation, to the Chairperson of the Tenure and Promotion Committee, which will prepare a written evaluation and make a recommendation, to be forwarded to the HSB Dean (if terminally qualified) then Provost for his or her evaluation and recommendation.

The recommendation of the committee will be whether or not to promote the faculty member being considered for promotion. The recommendation of the committee is subject to the procedures detailed above (under Involvement of Review Committee, Section III.T.g) which specify the manner in which it and the Provost must attempt to resolve any differences.

See Section III.V for a calendar to be followed for all faculty actions.

If the Provost and the Tenure and Promotion Committee are in agreement on the case, the Provost makes his or her recommendation to the President. The President reviews the recommendation and acts on it. The Provost sends a letter to the candidate in which the decision is stated. Any candidate who has not been promoted is advised to consult with the Provost regarding the reasons for the negative decision and suggested methods for improvement.

If the Provost and the Tenure and Promotion Committee differ on a case, the Provost schedules a meeting with the committee at which time the differences are discussed and an attempt is made to reach a unified view.

If the attempt at reconciliation of views is not successful, the Provost will send the President the full portfolio, with an explanation of points of disagreement. The President reviews the information and recommendations provided, consults with other members of the university, and acts on each case.

K. TENURE

Academic tenure benefits both the individual faculty member and the institution.

For the individual, tenure provides the reasonable freedom to teach, conduct professional activities/growth, and participate in service without jeopardizing employment. Section III.B defines such academic freedom and responsibility for our institution.

For the institution, it provides a means by which to attract and retain qualified, engaged faculty.

At a practical level, tenure implies automatically renewing annual contracts at the institution until the faculty member retires or resigns or until the termination process described in Section III.O is followed.

L. EMERITUS STATUS

Tenured faculty members who have completed at least 12 years of continuous service and who have demonstrated consistent excellence, as described below, are eligible for consideration for the status of Emeritus Professor.

Faculty members and administrators should make nominations to the Tenure and Promotion Committee by February 1. Nominations letters should be from a divisional representative and be

one page maximum. Letters should address the contributions of the nominee and include confirmation of excellence following their most recent review. Nominations should also include a current CV and the most recent evaluation (self or full professor).

The Tenure and Promotion Committee will consider the nominee's teaching, professional accomplishments, and service during his or her time at Oglethorpe. The nominee should have a continuing record of excellent teaching, as measured, for example, by classroom performance, the development of honors seminars, the supervision of internships, and/or the development of new pedagogy. Professional accomplishments could include publications, conference presentations, and/or creative works. Examples of service considered by the committee include advising students, participating in faculty governance, work with student groups, and/or community service.

If approved, the Tenure and Promotion Committee will recommend the awarding of Emeritus status to the Provost who will pass the recommendation on to the Academic Affairs Committee of the Board of Trustees. The Academic Affairs Committee makes its recommendation to the Board, which takes final action on the recommendation.

Emeritus status is a tribute that carries with it respect and appreciation. Its material rights and privileges include such things as being listed in the *Bulletin*, receiving invitations to events with free admission when accorded to other faculty, library privileges, and eligibility to represent the university at off-campus events such as inaugurations of presidents of other universities.

M. GRIEVANCE PROCEDURE AND DISCIPLINARY ACTION

Grievance and Dispute Resolution Policy for Faculty

The grievance procedure described in this section is intended as a formal avenue for any faculty member who believes that a violation of University policies and procedures has occurred to resolve disputes or complaints with other faculty members. A faculty member must initiate the formal grievance no later than 30 days after the last event giving rise to the grievance. This process is not intended to address disputes involving appointment, promotion, and tenure (*Faculty Handbook III.N*), sexual harassment (*OU Bulletin Sec. 14*), or university nondiscrimination policies which are governed by separate procedures. The Hearing Panel in a grievance procedure will determine action(s) either to be a "Violation," or "Not a Violation." If the Hearing Panel judges action(s) to be a Violation, the following tiers of escalating severity give examples to be used to classify potential violations:

- I. Improper conduct that falls outside the protections of academic freedom such as name calling, bullying, and improper conduct at meetings (*Faculty Handbook IV.N*).
- II. Conduct in violation of *Faculty Handbook* guidelines and policies (without prior approval of extenuating circumstances from Faculty Council); improper use of faculty space, facilities, and equipment, where not governed by University Policy; failure to follow campus safety guidelines.
- III. Violations of university policy regarding conduct of research, treatment of intellectual property rights, plagiarism, continued failure to comply with safety guidelines after warnings.

Type I violations may result in recommended penalties such as a letter of apology to personnel treated inappropriately, or placement of faculty member on probation for their behavior such that continued violations may escalate to a Type II grievance.

Type II violations may result in recommended penalties ranging from: referral to counseling, suspension from interactions with other party or parties and/or attendance at meetings, to suspension from relevant University duties (with pay).

Type III violations will be referred to the Provost who may invoke the disciplinary procedure described in Section III.M of the Faculty Handbook.

GRIEVANCE PROCEDURE

- A. **Written Grievance.** The grievance process begins upon the aggrieved faculty member filing a written Grievance with the Chair of the Hearing Committee through the designated e-mail account. The Grievance should specify which policy, if any, has been allegedly violated.
- B. **Mediation & Informal Resolution.** If both parties are amenable, the Chair of the Hearing Committee coordinates an informal resolution process, which may include facilitated mediation or another form of guided resolution. Upon request from either party, the Division Chair(s) may be employed as a facilitator if they are not the subject of the grievance. If one party elects not to engage in an informal resolution process, they must record in writing the fact that this step did not occur before entering into the hearing stage.
- C. **Request for Hearing.** If an informal resolution process does not take place, or does not lead to resolution, within 60 days of the initial written Grievance, the aggrieved faculty member may submit a formal Request for Hearing documenting the dispute with the Committee Chair for the Hearing Committee. The original Grievance, or an updated version, may be resubmitted for this purpose.
- D. **Designation of Hearing Panel.** The Committee Chair designates a Hearing Panel. Each faculty member may strike one of the 6 members from inclusion in the Panel because of conflict of interest. The Hearing Panel will select one member to oversee and coordinate the hearing.
- E. **Grievance Validity.** The Hearing Panel then determines by a simple majority if the grievance has validity, fits within its jurisdiction, and may proceed. There may be times when the Hearing Panel will require access to legal counsel. In such cases, the Hearing Panel will contact the Provost, who will facilitate such consultation. If the grievance is judged invalid, the Hearing Panel will provide notice of such decision in writing to the aggrieved faculty member.
- F. **Scheduling the Hearing.** If the grievance is judged valid, the Hearing Panel will contact both the accused and aggrieved parties to notify them of the hearing, subject matter, provide opportunity for written response by the accused party, and schedule the hearing to take place ideally within 10 working days of their receipt of the Request for Hearing (and any supporting documents). Under exceptional circumstances, the Hearing Panel must document any reason for delay, including justification for the period of delay, and share it with the aggrieved and accused parties to the proceeding. The Hearing Panel may not delay a hearing indefinitely.
- G. **Hearing Proceeding.** The Hearing Panel will proceed by considering the Statement of Concern and the accused faculty member's written response before the time of the hearing. If the accused faculty member has not provided a written response, the committee may review other information accessible to them. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matters set forth in the Statement of Concern should be sought out by the Hearing Panel ahead of the hearing. Each party is responsible for

submitting evidence or witnesses that they deem relevant to the matter, and the Hearing Panel will consider whether they are relevant and accessible.

The Provost has the option of attendance during the hearing. The Panel will determine the order of proceeding, conduct the questioning of witnesses, and, if appropriate, secure the presentation of accessible evidence relevant to the case.

The faculty members may, within reasonable limits set by the panel, question all witnesses who testify orally. Where unusual and urgent reasons move the Hearing Panel to withhold this opportunity, or where the witness cannot appear, the identity of the witness, as well as the statements of the witness, will nevertheless be disclosed to the faculty member. Subject to these safeguards, statements may, when necessary, be taken outside the hearing and reported to it. All of the evidence will be duly recorded. It is not necessary to follow any formal rules of court procedure.

- H. **Consideration by Hearing Panel.** The Hearing Panel will reach its decision in conference on the basis of the hearing and the evidence in the record. The burden of proof is the preponderance of the evidence. The Hearing Panel will make explicit findings with respect to the Request for Hearing, and a reasoned opinion in writing will be produced. The Hearing Panel will provide their recommended resolution to the Provost. The recommendation may include minority opinions. The Hearing Panel will notify the Provost and the parties of their recommendation regarding the level of violation and suggested penalty, in writing, within 5 working days of the hearing. This marks the completion of the Hearing Panel's work.
- I. **After the Hearing.** The final step of the process depends on the type of violation. For Type I and II violations, the Provost will make a final decision and the determination of a penalty and notify all parties. For Type III violations, there will be no recommended penalty, and the Panel will refer the matter to the Provost who may invoke the disciplinary procedure in Section III.M.

Nothing in this process prohibits the Provost from independently initiating disciplinary proceedings for potential violations of the *Faculty Handbook* or *Employee Handbook*.

N. POLICY PROHIBITING BULLYING, DISCRIMINATION, HARASSMENT AND RETALIATION

Oglethorpe University defines bullying as “repeated inappropriate behavior, either direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment.” Such behavior violates our stringent expectation that all students and employees will be treated with dignity and respect.

Oglethorpe University considers the following types of behavior examples of bullying:

- Verbal bullying: Slandering, ridiculing or maligning a person or his/her family; persistent name calling that is hurtful, insulting or humiliating; using a person as the butt of jokes; abusive and offensive remarks.
- Physical bullying: Pushing, shoving, kicking, poking, tripping, assault or threat of physical assault; damage to a person's work area or property.
- Gesture bullying: Nonverbal threatening gestures that convey threatening messages.
- Exclusion: Socially or physically excluding or disregarding a person in work-related activities.

Oglethorpe University values the dignity of the individual, human diversity and an appropriate decorum for members of the campus community. Discriminatory or harassing behavior is indefensible as it makes the work, study or living environment hostile, intimidating, injurious or demeaning.

It is the policy of the University that all members of the Oglethorpe community are able to work, study, participate in activities and live on a campus free of unwarranted harassment in the form of oral, written, graphic or physical conduct which personally frightens, intimidates, injures or demeans another individual. Harassment directed against an individual or group that is based on race; age; color; religion; national origin; sex; sexual orientation; gender; gender identity or gender expression; marital status; pregnancy, childbirth or related medical conditions; disability or handicap; genetic information; citizenship status; veteran; or any other category protected by federal, state or local law is prohibited. The term harassment as used in this policy includes:

- Offensive remarks, comments, jokes, slurs or verbal conduct pertaining to an individual's personal characteristics or those of a group.
- Offensive pictures, drawings, photographs, figurines or other graphic images, conduct or communications including e-mail, text messages, postings, faxes, documents or copies pertaining to an individual's personal characteristics or those of a group.
- Offensive sexual remarks, sexual advances or requests for sexual favors.
- Offensive physical conduct including touching and gestures. Sexual harassment under Title IX is addressed in a separate policy; see Sec. 14 of the Bulletin.

Retaliation, which includes threatening an individual or taking any adverse action against an individual for reporting a possible violation of this policy or participating in an investigation conducted under this policy, is absolutely prohibited.

No member of the faculty has the authority to suggest to any student that the student's evaluation or grading would be affected by the student entering into (or refusing to enter into) a personal relationship with the faculty member or for tolerating (or refusing to tolerate) conduct or communication that might violate this policy. Such behavior is a direct violation of this policy.

O. DISCIPLINARY ACTION, INCLUDING TERMINATION OF APPOINTMENT OR ACADEMIC TENURE

Oglethorpe University is a community of scholars dedicated to the advancement of knowledge. If the academic community is to be sustained, it may be necessary under extraordinary circumstances for the Oglethorpe faculty to take action when commonly held standards of conduct are violated. Disciplinary actions or the threat of disciplinary actions may not be used to thwart faculty members in their legitimate exercise of academic freedom.

Progressive Discipline

The Provost administers the University's progressive discipline policy as needed for faculty disciplinary matters, aside from or up until any ultimate actions to suspend or terminate a faculty member. The University's progressive discipline policy is designed to provide a corrective action process to improve and prevent a recurrence of undesirable behavior and/or performance issues. The progressive discipline policy has been designed consistent with university values, HR best practices and employment laws. Outlined below are the steps of our progressive discipline policy and procedure. The University reserves the right to combine or skip steps in this process depending on

the facts of each situation and the nature of the offense. The level of disciplinary intervention may also vary. Some of the factors that will be considered are whether the offense is repeated despite coaching, counseling and/or training; the faculty member's work record; and the impact the conduct and performance issues have on the University. The following outlines Oglethorpe University's progressive discipline process:

- **Verbal warning:** The Provost or a designee verbally counsels an employee about an issue of concern.
- **Written warning:** Written warnings are used for behavior or violations that the Provost or designee considers serious or in situations when a verbal warning has not helped change unacceptable behavior. Written warnings are placed in a faculty member's personnel file and may include reference to previous verbal warnings. Faculty members should recognize the grave nature of the written warning.
- **Performance improvement plan:** If performance falls below acceptable standards, the Provost or a designee may, at his or her discretion, provide a written performance improvement plan (PIP), including a list of desired improvements in performance and a timetable for re-evaluation of performance after implementation of the improvement plan. PIP status will last for a pre-determined amount of time not to exceed 90 days. Within this time period, the faculty member must demonstrate a willingness and ability to meet and maintain the conduct and/or work requirements as specified by the supervisor and the University. Unsatisfactory performance or failure to satisfy the requirements of the performance improvement plan may result in disciplinary action up to and including dismissal.

The Provost reserves the right to determine the appropriate level of discipline for any inappropriate conduct, including verbal and written warnings, suspension and termination. Members of the faculty will be notified that they are entitled to respond in writing to any step(s) evidenced in writing to be maintained in their personnel file alongside the corresponding disciplinary information provided by the Provost or designee.

Termination and Suspension

Termination of the appointment of any tenured faculty member, or of any other faculty member prior to the termination of the term for which originally appointed, or suspension, with or without pay, must be based on one or more of the five grounds below.

1. Academic cause - sustained or egregious failure to meet the standards and expectations of the academic rank held, as outlined in Section IV of the Faculty Handbook.
2. Physical or mental disability of such a nature as to produce academic cause as defined in paragraph 1, above.
3. Personal conduct in flagrant conflict with the purposes of teaching and scholarship.
4. Any conduct of a faculty member that constitutes moral turpitude as defined by the 1940 American Association of University Professor's Statement on Academic Freedom, Tenure, and Due Process (*AAUP Redbook*, p. 16).
5. Bona fide financial exigency of the university or discontinuation of a program or department.

Termination and Suspension Procedure

If the Provost believes that a member of the faculty has met grounds for termination or suspension, or if an action has been determined to be a Type III violation from the Grievance Process, the following Disciplinary Procedure shall be followed:

1. *Preliminary Proceedings and Initial Assessment of Disciplinary Action.* The Chair, Dean, or Provost should ordinarily seek to discuss the matter with the faculty member in personal conference. In the absence of a resolution reached by mutual consent, the Provost will prepare a statement or letter with reasonable particularity of the grounds for the dismissal or suspension to take effect upon receipt or as otherwise indicated in the statement, to be delivered to the faculty member with a copy to President. The Provost may elect to undertake or commission a formal or informal investigation prior to drafting the statement.
2. *Option for Formal Proceedings.* The Provost will deliver their statement or letter which must inform the faculty member of their right to call a hearing within 30 days of such notice. The faculty member should be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded.
3. *Constitution of the Hearing Panel.* The accused faculty member must notify the Provost and Chair of the Hearing Committee in writing if they choose to exercise their right to call a hearing. The Hearing Committee Chair will then select 3 of its 6 members to serve on a Hearing Panel; the faculty member and Provost can each strike one of the 6 members from inclusion in the Panel because of conflict of interest. All aspects of the proceedings, both informal and formal, are to be kept confidential by the Committee Chair and the Hearing Panel.
4. *Preliminary Information Gathering.* The Hearing Panel should proceed by reviewing the statement of grounds for dismissal already formulated and any evidence provided by the Provost, and request the faculty member's response, evidence, and list of witnesses, prior to the hearing. If the faculty member does not provide a written response, the Hearing Panel should consider the case on the basis of the relevant and obtainable information. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matters set forth in the letter to the faculty member should be sought by the Hearing Panel.
5. *Hearing Process.*
 - a. The Hearing Panel, through its Chair, should set the date for the hearing to occur within fifteen (15) working days of receipt of all relevant written materials, including a list of the witnesses (if any) to be called. Any reason for delay must be documented and communicated to the parties.
 - b. All parties involved are notified in writing as to the date, time, location, and witnesses (if any) to be called at least ten (10) working days in advance of the hearing.
 - c. The Hearing Panel will conduct the hearing, setting reasonable time limits and enforcing decorum as needed. The hearing will involve the opportunity for the accused party to be heard (typically in the form of opening and closing statements), the presentation of witnesses, the questioning of the accused party by the Panel, and the questioning of witnesses by both the Panel and the accused party.
 - d. The accused party is given a minimum one (1) hour during the hearing, which may be divided up into separate parts, to present their position, which includes their statement(s) and the testimony and questioning of their witnesses. Additional time may be allowed at the discretion of the Panel.

- e. The accused faculty member has the opportunity to confront any other witnesses present at the hearing. Witnesses who are unable to attend the hearing may submit written statements in advance; student witnesses wishing to remain confidential will be questioned by faculty member by submitting questions for the Hearing Panel to ask of the witness in a closed setting.
 - f. Counsel for the accused party is permitted to attend the hearings; counsel is not permitted to question witnesses of either involved party or to address the Panel. The sole role of counsel is to advise and counsel the party they represent. The University may also elect to have counsel and/or another representative present at the hearing.
 - g. All proceedings during the hearing are recorded by the Hearing Panel, and, if requested, each party is provided a copy of the recording at their own expense. The record of the proceedings is retained in the Provost's office. No other parties are permitted to make their own recordings.
6. *Consideration by Hearing Panel.* Upon conclusion of the hearing, the Hearing Panel will meet in closed, executive session to consider its review of the termination and suspension and provide its recommendation(s). The burden of proof is preponderance of the evidence. The Panel must make an explicit judgment with respect to each of the grounds for removal or suspension, and a reasoned opinion in writing. The Panel recommendation(s) are decided by a majority vote. Those in the minority may choose to submit a minority report. Within five (5) working days of the executive session, the Hearing Panel must submit its written report to the accused party and the President.
7. *Final Consideration.* Upon receipt of the Hearing Panel's report and recommendations, the President along with two members of the Board of Trustees, will review all relevant evidence and information to make a final determination within five (5) working days. The President and Trustees will give serious consideration to both the Hearing Panel's recommendation as adjudicators and the Provost's decision as the University's chief academic officer. The President and Trustees may elect to: (a) terminate or suspend, (b) modify the disciplinary action, or (c) rescind any disciplinary action and reinstate the faculty member. Any member of the faculty who is reinstated by this process from termination or suspension without pay, shall be entitled to restitution from the University for all salary they would have been entitled to for the corresponding termination or suspension period. The decision of the President and Trustees is final and will be provided in writing to the party.

Upon any termination, an exit interview will be scheduled with the Human Resources Office regarding the faculty member's benefits status, and to schedule the return of items issued to them by Oglethorpe.

Termination in Accordance with Title IX. Notwithstanding the foregoing, termination of the appointment of any tenured faculty member, or of any other faculty member prior to the termination of the term for which originally appointed, can additionally be effectuated in accordance with Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. section 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106 by and through the University Title IX Process outlined in Section 14 of the *Bulletin*. The specific provisions of this Section O not contained in this paragraph, and appeals provisions under Section P, do not apply to termination under Title IX.

The Title IX process as outlined in the *Bulletin* provides that a Hearing Panel for faculty respondents will consist of members of the Faculty Hearing Committee described in Section III.T. of this *Handbook*. The Appeals Panel for faculty respondents will consist of the Provost and two members

of the Board of Trustees. If the Provost is conflicted, the Associate Provost or another Trustee may be substituted.

P. PROCEDURE FOR APPEALS

An appeal of the termination of an appointment for grounds specified in Section III.M requires consideration by a joint trustee-faculty committee consisting of the three faculty members serving on the Review Committee, three members of the Board of Trustees appointed by the Chairperson of the executive committee of the Board of Trustees, and the President. The trustee-faculty committee reports its recommendation on the case to the Board of Trustees.

In all cases in which the facts are in dispute, the faculty member involved has the opportunity to be heard by the committee. The faculty member will be informed in writing and prior to the hearing of the charges pending and will be permitted to have an advisor present. A full stenographic record of the hearing will be made available to the parties concerned.

In cases involving professional incompetence, the faculty member may introduce the testimony of other scholars in the same and related fields.

The final decision in all cases rests with the Board of Trustees.

Q. OUTSIDE EMPLOYMENT AND INTERNAL EXTRA COMPENSATION

Outside employment (or other business activity) which interferes with the contractual obligations of faculty members is strictly prohibited. Full-time faculty members are employed on a full-time basis and generally should not seek outside employment. Outside employment (or other business activity) which requires more time than that needed for the teaching and preparation of one course is not permitted.

All requests for employment other than that covered by the standard faculty contract must be presented in writing and must be approved by the Division Chairperson and by the President. Preference shall be given to outside employment which is relevant to the teaching area of the faculty member.

Faculty members may teach extra classes provided that they carry the maximum course load and are not employed outside the university.

To avoid conflict of interest on the parts of faculty and students, faculty are not to use their academic positions to market, engage in or develop professional services with or for students currently enrolled in their classes.

There are positions appointed from the full-time faculty which involve duties beyond those specified for full time faculty members in The Faculty Handbook. The Provost's office should keep a complete list of all such positions, the current occupant, the starting date for the current occupant, the length of appointment, and the method of compensation (for example, extra stipend or course release). This list should be available to the faculty.

For such appointments, a position announcement should be published to all faculty which gives the description of duties, the qualifications desired, the length of term, and the method of compensation (for example, extra stipend or course release). Faculty are then given the opportunity to apply. Faculty may also nominate colleagues for such a position, and the Provost will check with nominated faculty to ensure willingness to serve and to solicit an application. Then the Provost chooses from the completed applications.

Furthermore, such positions will have a term of office no longer than three years. Current occupants can reapply for a position; however, such an application is a part of the process described above.

MEETINGS, TRAVEL, AND RESEARCH

While success in classroom teaching is regarded as the prime factor in appointment to and promotion in the Oglethorpe faculty (see Section III.I above), the university encourages the continuing scholarly growth of faculty members. Research and publications are considered to be important indications of such growth.

The university further tries to cooperate in all cases in which an effort is made to secure a research grant from an outside agency.

The administration of Oglethorpe University strongly urges participation in learned societies on the part of faculty members. Funds are provided annually to each division or HSB for professional growth and development. The Division or HSB Chairperson makes the allocations in consultation with division members.

Travel expense vouchers, supported by receipts, ticket stubs, etc., must be filled out by all persons making trips for which they are compensated by the university.

There are various meetings during the year which are beneficial to the institution as well as the individual faculty member. Representatives from the faculty will be designated to attend these meetings and will be reimbursed for all expenses.

R. FACULTY TEACHING LOAD

The regular teaching load for tenured or tenure-eligible faculty members is three 4-semester-hour courses per semester (a total of 12 semester-hours per semester) for two semesters, though such teaching may be spread over the contract period of an academic year. Laboratories count as one-half of a regular course; thus, teaching two lectures and two labs in the sciences would be considered a regular teaching load. Tenured and tenure-eligible faculty teaching above the regular teaching load will be compensated at the university's overload rate.

No full-time faculty member (tenured, tenure-track, or non-tenure-track) may teach more than 20 credits/semester-hours in a fall semester or a spring semester. No tenured or tenure-eligible faculty member may teach more than 16 credits/semester-hours in a summer semester (totaled over all sessions).

S. LEAVES OF ABSENCE

SABBATICAL LEAVES

The purpose of a sabbatical leave is to enable a faculty member to undertake a scholarly or academic project which he or she would not be able to accomplish during the normal academic year or during the summer. The project should have a clear goal and a clear focus and should contribute to the state of knowledge in the faculty member's academic field, and/or to the broader public debate in a way that is informed by the faculty member's expertise, and/or to the faculty member's effectiveness as a teacher at Oglethorpe. The ultimate goal of a sabbatical leave should be:

1. to enable the faculty member to teach a new course which he or she is not presently qualified or prepared to teach,
2. to increase the faculty member's expertise in the courses which he or she already teaches (Work to improve present courses, however, should be extensive enough to justify special support and

should not fall within the normal professional responsibilities for course and curriculum development.) or

3. to produce some written work for eventual publication or other scholarly dissemination (i.e., reading a paper at a professional conference or convention).

A faculty member may take an approved sabbatical leave after completing seven years of teaching at Oglethorpe and receiving tenure. Subsequent approved sabbatical leaves may be taken after six years of teaching following the preceding year of initial sabbatical eligibility.

To apply for a sabbatical leave, the faculty member should first discuss his or her proposal at the division level with the Chairperson (and terminally qualified HSB Dean for HSB faculty), and with the division as a whole. The faculty member then submits a two- or three-page description of the project or program of study which he or she intends to pursue. The description should include:

1. What the faculty member hopes to accomplish. There should be a clear statement of the goal or purpose of the sabbatical activity.
2. How the faculty member intends to accomplish this goal. There should be a specific plan for how this goal is to be attained, with a timetable of dates for completion of tasks. The faculty member should state where the work will be done and also describe any possibilities for external support and funding for the project.
3. Why the goal should be accomplished. If the purpose is to produce written scholarship, there should be an explanation of the importance of this proposed scholarship in the context of current knowledge in the discipline. If the purpose is to prepare a new course, there should be an explanation of the importance of the new course in the curriculum at Oglethorpe. If the purpose is the improvement of already existing courses, there should be an explanation of why the faculty member needs a sabbatical leave to accomplish this task: What will be done during this leave which could not be accomplished during the normal academic year?

Along with the faculty member's application and an updated résumé, a report should be submitted by the faculty member's Chairperson, who will give his or her assessment of the quality of the proposal. Faculty members should submit the sabbatical proposal to their Chairperson no later than November 1st in the year prior to the requested leave; the proposal and the Chair's letter must be received by Faculty Development Committee no later than November 15th in the year prior to the requested leave.

The Faculty Development Committee will make its recommendations to the Provost/terminally qualified HSB Dean, who will respond directly to the faculty member with acceptance or non-acceptance of the proposal. Once a faculty member has taken a sabbatical, a time slot every seventh year thereafter is reserved for that faculty member. The time slot reserved may be used only for an approved sabbatical. As junior faculty members become eligible for sabbatical leaves, they are assigned the first available place in the rotation. Priority among junior faculty members of equal years of service at Oglethorpe is determined by the number of years of full-time college teaching experience prior to joining the Oglethorpe faculty. If a tie still results, the Faculty Development Committee will use another equitable method to determine who has priority. It is permitted for faculty members to exchange times of eligibility as long as such a change does not postpone any sabbatical eligibility for more than three years. Such an exchange will not affect future times of sabbatical eligibility.

A sabbatical proposal may be for one semester at full salary or for a full academic year at half salary.

A faculty member will receive any general salary increase or fringe benefits awarded during the

leave. Existing fringe benefits will continue during the leave. The faculty member, in taking the sabbatical leave, promises thereby to return to the university for a full academic year of service following the leave.

No more than eight faculty members may be gone on sabbatical leave in any given academic year. If, in the opinion of the Faculty Development Committee, more than the maximum number of sabbatical proposals is meritorious, all of these proposals will be placed in a lottery from which the stipulated number will be chosen. Those applicants whose proposals were not drawn in this lottery will be granted a sabbatical the following semester, and they will not lose their original place in the sabbatical eligibility cycle.

Before beginning a sabbatical leave, a faculty member should consult with his or her Chairperson to reassign temporarily or otherwise accommodate the faculty member's academic advisees. The specific reassignments or accommodations should be communicated to the students, posted on the door of the faculty member's office, and forwarded to the Registrar, HSB Dean (for HSB faculty) and the Provost.

A written report of sabbatical activities and an assessment of the degree to which sabbatical objectives have been achieved must be submitted to the Provost during the initial semester following the leave.

T. BY-LAWS OF THE FACULTY MEETING

PROCEDURES AND POLICIES

1. Persons Eligible to Vote

The only persons eligible to vote are faculty members as defined in Section A who are either tenured or tenure-eligible and, as defined in section C.2, NTT faculty with Continuing Appointments (fulltime) as Lecturers or Senior Lecturers. Recall, the President, Provost and Associate Provost, and a terminally qualified Dean of the Hammack School of Business shall be non-voting faculty members, and the University Librarian/Library Director and Reference Librarians shall be voting faculty members.

Each such person has one vote.

2. Time and Place

The first meeting of the faculty of each academic year will be held on the first Wednesday of the fall semester. Thereafter, faculty holds its regular meetings on the first Wednesday of every month during the academic year beginning at 1:00 p.m. at a place designated in advance. Special meetings of the faculty are called whenever, in the opinion of the President or the Provost, there is pressing business to be transacted. A special meeting of the faculty can be called when a majority of the faculty requests such a meeting through a petition to the Provost.

3. Attendance

Members of the faculty are expected to attend all Faculty Meetings unless excused by the President or the Provost.

4. Presiding Officer and Secretary

The Provost presides at meetings of the faculty and acts as secretary, or designates a secretary, keeping the minutes of the meetings. Any faculty member may have access to the minutes upon request. The Provost will distribute the agenda and all supporting materials at least 48 hours prior to the scheduled meeting time. Supporting materials must be provided to the Provost's office at

least 48 hours prior to distribution.

5. Order of Business

In meetings of the faculty, the usual order of business is:

- a. Call to order
- b. Comments by the President
- c. Reading and approval of the Minutes of the preceding meeting
- d. Consideration of recommendations from standing committees
- e. Unfinished business
- f. New business
- g. Announcements
- h. Adjournment

6. Agenda Items

Recommendations and motions from standing committees submitted to the Provost in a timely manner will be included in the agenda for the following Faculty Meeting, unless the Provost otherwise communicates a reason for delay. Motions will be presented by the standing committee or their designee.

7. Rules of Order

The rules of parliamentary procedure as found in the latest edition of *Robert's Rules of Order, Newly Revised*, govern the Faculty Meeting in all cases to which they are applicable and in which they are not inconsistent with the regulations of Oglethorpe University.

At the beginning of each academic year the faculty elects a parliamentarian.

8. Conduct in Faculty Meetings, Committees, and Councils

All faculty members are expected to conduct themselves in accordance with the expectations outlined in the *Faculty Handbook* (see specifically “Appendix G. Civility Statement” and “IV.N. Policy Prohibiting Discrimination, Harassment and Retaliation”). Faculty Meetings and/or committee meetings for all standing committees and councils are not the appropriate venue for airing grievances against other faculty members; if you have a grievance against another faculty member, you should refer to Sec. III.M. of the *Faculty Handbook* for information on the Grievance and Dispute Resolution Policy for Faculty.

9. Confidential Nature of Faculty Meetings

All discussions at Faculty Meetings are confidential.

All votes will be taken within the stated time of a faculty or committee meeting or tabled until the next meeting; proxy votes will not be allowed.

10. Public Announcement of Faculty Decisions

Public announcement of decisions made at Faculty Meetings shall be made only by the President or the Provost.

11. Jurisdiction

The role of the faculty in policy development is stipulated in the statements of function and procedure for the committees and councils of the Faculty Meeting, to include all items covered in Section III of this Handbook.

12. Open Committee Meetings

Committee meetings for all standing committees and councils (defined as those committees and councils listed in items a-j of this section of the *Faculty Handbook*) are open meetings: full-time faculty members (voting or non-voting) are welcome to attend such meetings in a non-voting, observational capacity.

The only exceptions are the Faculty Development Committee, Hearing Committee, Review Committee, and Tenure and Promotion Committee. The meetings for these four committees are closed meetings: only regular or ex-officio members of the committee and invited guests may attend.

All full-time faculty members (voting or non-voting) are welcome to attend Faculty Meeting.

13. Amendment of the By-Laws

Amendment of the By-Laws of the Faculty Meeting is by two thirds of the votes of the faculty members present and the approval of the President.

STANDING COMMITTEES AND COUNCILS OF THE FACULTY MEETING AND THEIR FUNCTIONS AND PROCEDURAL RULES

PROVISIONAL COMMITTEES AND COUNCILS FOR 2023-2024

a. Academic Athletics Committee

Composition: The director of athletics, serving as executive secretary; two faculty members, including the FAR; two appointees from the athletic administrative staff, chosen to provide gender balance; and two student athletes, one male and one female. The Provost appoints the faculty, the AD appoints the coaches, and the SAAC (Student Athletic Advisory Committee) selects the students. The non-student members of the committee elect the Chairperson.

Reports to: Both the Provost and the VP for Campus Life through the Director of Athletics, faculty athletic representative, or chair.

Functions: Advisory, policy formulation. The committee may receive proposals, suggestions, or concerns from any member of the campus community.

To help assure that the intercollegiate athletics program is an integral part of the University's total educational mission and to assess the impact of various aspects of the athletics program on University life and individual athletes.

To monitor the scope of the intercollegiate athletics program to ensure balance and integration within the academic, spiritual, and social aspects of the collegiate experience. In this function, the committee should regularly review general policy and recommend changes to the faculty regarding athletic eligibility rules, competition, practices, length of seasons, and number of contests.

To recommend other University policies regulating the intersection of athletics and academics.

To approve requests for exceptions to established guidelines.

To review regularly the annual budget for intercollegiate athletics for the purposes of ensuring gender equity.

b. Academic Program Committee

(See Schedule for Academic Program Committee below under III.V.8.)

Composition: Four tenured, voting faculty members (exclusive of members of Faculty

Council) to serve staggered two-year terms and three non-tenured, voting faculty members (exclusive of members of Faculty Council) to serve one-year terms elected by the voting faculty. The Provost, Registrar, and University SACSCOC Liaison serve as ex-officio, non-voting members. First-year faculty members are not eligible to serve on Academic Program Committee (nor Faculty Council). Each academic year, the committee elects, by secret ballot, its Chairperson from the tenured, voting faculty members serving on the committee. (For the sake of history and continuity, the Chairperson will pass a record of Minutes for that academic year to the newly-elected Chairperson at the beginning of the next academic year.)

Reports: To the Faculty Meeting.

Functions: The Academic Program Committee meets on the second Wednesday of each month to review and/or formulate curricular proposals, formulate recommendations on curricular matters and monitor the general effectiveness of the curriculum and the policies governing it. The committee will limit approval of new courses to those that will be taught by full-time faculty and will monitor the extent to which courses are taught by adjunct faculty.

To serve in a general advisory capacity to the Librarian on matters of acquisitions and library policy and to act as a liaison between the library and the faculty.

To formulate recommendations on faculty hiring priorities on a yearly basis and to forward these recommendations to the Provost.

With discontinuation of Admission and Financial Aid Committee (12-5-07) to communicate periodically as needed with Vice President for Enrollment and Director of Financial Aid concerning implementation of policies.

Procedures For Approval Of Courses, Majors, And Minors

1) New Course Approval

A new course may be proposed by a tenured or tenure-track faculty member for inclusion in the Bulletin as a regularly scheduled offering after it has been offered three times as a Special Topics course in the particular major. All new course proposals must first be approved by the Academic Program Committee (APC) before being forwarded to the full faculty for its approval.

The tenured or tenure-track faculty member proposing a new course must complete the course proposal form (found on O:\Public\Forms), include a proposed new course number, and attach a tentative syllabus to the proposal. Selection of an appropriate course number should be made in consultation with the Registrar. The course proposal form addresses issues related to the rationale for the new course, the frequency of offering, anticipated enrollments (based on Special Topics status enrollment patterns), the majors/minors that the course will serve, pedagogical techniques, learning outcomes and evaluation techniques, and adequacy of current resources (library holdings, software, etc.).

The APC reviews the course proposal form, and, if needed, invites the tenured or tenure-track faculty member who is proposing the course to the meeting to answer questions or address concerns regarding the proposal. The APC votes on whether to forward the proposal to the full faculty for their consideration at the next faculty meeting. Proposals not being forwarded to the full faculty are sent back to the tenured or tenure-track faculty member making the proposal for revision and resubmission.

When the APC votes to forward the proposal to the full faculty, the chair of the committee formally recommends the course for the faculty's consideration at the next

Faculty Meeting. The full faculty vote to accept or reject the course proposal at that Faculty Meeting.

2) Guidelines for Short-Term, Off-Campus Courses

Effective with courses offered in Fall 2006, all off-campus courses, including special topics courses and off-campus versions of existing on-campus courses, shall require the same documentation and go through the same approval process as new on-campus courses: from the division (or Core Committee) to the Academic Program Committee to the Faculty Meeting (see “New Course Approval” above). Courses to be taught in the GO program will be approved to be taught in any GO location and thus need only one approval.

The rationale for a new course shall explain how teaching it off-campus advances the goals of the academic program in which it is to be offered and how the course fits into that program’s system of prerequisites, required courses, course sequences and so forth.

Off-campus courses shall include the same level of contact hours and independent course-related student activities as is customary for on-campus courses in the same field or discipline. If the academic requirements for an off-campus course fall short of those in a four-credit on-campus course, the off-campus course may be offered for fewer credits.

Faculty are strongly encouraged to consider holding formal class meetings on campus before and/or after the off-campus phase of the course.

Adjunct instructors who put forth short-term, off-campus courses for approval must have a full-time faculty member accompany the class during the period of travel.

3) Independent Study Policy

An independent study requires submission of an application which contains a proposed, detailed outline of study, including a list of objectives, a schedule of meetings and assignments, a list of works which will be read and/or a description of projects which will be undertaken, proof that the required materials (including books) are on hand or have been ordered, and a specification of the means by which the student’s performance will be assessed. An application form may be obtained from the Registrar’s office (also found on O:\Public\Forms). The application (including an unofficial copy of the student’s transcript as well as additional supporting documentation) must be approved by the instructor, the Chair, the student’s advisor, a terminally qualified HSB Dean (if an HSB student), and the Provost or designated Associate Provost. The completed and approved application must be submitted to the Registrar’s office no later than the final day of the drop/add period of the semester of study. First-semester sophomore standing (at least 32 semester hours earned) and a cumulative grade point average of 2.0 or better are required. A student may take no more than 8 semester hours of independent studies at Oglethorpe and no request should duplicate a course that exists in the curriculum.

Once an independent study is approved, the name of both the student and the instructor, as well as a description of the project, may appear on the Oglethorpe University website and in other official publications and announcements, so that the broader community can see the type and scope of investigations which are currently being carried out by our students and their faculty mentors.

At the end of the semester during which the independent study is undertaken the

student must file a report which explains whether and to what extent each objective set forth in the original application was met. If some portions of the original proposal proved untenable the final report should detail how the independent study was modified to accommodate the unexpected problems which arose. The report must also address the details of the actual implementation of the independent study, being sure to discuss the usefulness and importance of the readings and/or other projects. The instructor must, by adding his/her signature, endorse the substance and the accuracy of the report, which is then submitted to the Provost or designated Associate Provost. All such reports are to be kept on file in the office of the Provost or in the office of his/her designee. The student will automatically be assigned the grade of "I" (Incomplete) for the independent study if the endorsed report has not been filed by the close of business on last day of final exams during the semester of study or if the endorsed report is judged by the Provost or designated Associate Provost to be inadequate. It will be the duty of the Provost or designated Associate Provost both to inform the Registrar to assign the "I" grade and also to inform the student and the instructor of the action taken. The "I" grade will persist until an acceptable endorsed report is submitted.

Only full-time faculty may supervise an independent study. Others may do so by invitation of the Provost. Directing two or more unrelated independent studies in any given semester requires pre-approval by the Provost.

4) New Major/Minor Approval

A new major or minor being proposed for inclusion in the Bulletin must receive approval from both the Academic Program Committee (APC) and the full faculty.

Faculty proposing a new major and/or minor must submit a proposal to the APC demonstrating divisional support. Proposals must describe the rationale for the new major/minor, the requirements for the major/minor, the learning outcomes for the major/minor and the adequacy of current resources to support the major/minor (e.g., library holdings, lab facilities, software, etc.).

The APC reviews the major and/or minor proposal, and, if needed, invites the faculty member, and possibly the Chair, who is proposing the course to the meeting to answer questions or address concerns regarding the proposal. The APC votes on whether to forward the proposal to the full faculty for their consideration at the next faculty meeting. Proposals not being forwarded to the full faculty are sent back to the faculty member making the proposal for revision and resubmission.

When the APC votes to forward the proposal to the full faculty, the chair of APC formally recommends the major and/or minor for the faculty's consideration at the next Faculty Meeting. The full faculty vote to accept or reject the major and/or minor proposal at that Faculty Meeting.

5) Service Learning Courses and Stipends

A service learning course integrates key course concepts with service to the community so that learning and service are inseparable and mutually reinforcing. The academic component of the course consists of course content presented within the context of service to a local or regional organization. The service component will directly support the portion of a recipient organization's mission that provides a public or social service (e.g., advocacy, research, education).

Grants are provided as incentives for all instructors and faculty members to

incorporate service learning into newly developed courses or into existing courses, at one of two recommended levels: “SL-X” for a minimum of 25 hours/student/semester or “SL”, a module option that incorporates a minimum of 10 hours/student/semester. These two options can be configured in association with 4-5 credit hour lecture/lab classes as well as in 1 credit hour options, such as unlinked laboratories, discussion sections, first year seminars or Honors courses. Depending on the number of service hours included in course requirements, faculty can receive up to \$1,500 for initially developing the course and up to \$1,000 for teaching a section of the course (first offering or otherwise). Specific logistical guidelines and stipend allowances are elaborated in the table below. The amount of the stipend will depend on the extent of course development or revision. To apply for stipended support to develop and teach a service learning course, faculty must complete a “Service Learning Course Proposal” form. To apply for a change in service learning designation of an existing SL/SL-X course, faculty must complete a “Service Learning Course Adjustment” form. (All relevant forms are located in O:\Public\Service Learning folder.) Completed forms must be submitted along with relevant course syllabi to the Academic Program Committee (APC).

Syllabi from courses designated as “SL-X” or “SL” must include:

- a) The course number annotated with the appropriate “SL-X” or “SL” designation.
- b) A statement that incorporates the service activity into the learning objectives of the course in a way that ties this approach into departmental and institutional learning goals.
- c) A statement of the number of hours of service required for completion of the course.
- d) An explanation of the requirements for service-based reflection/writing that conform to the grade allocations stipulated in the table below.
- e) A statement explaining penalties for students who fail to complete the expected service hours. (Exact penalties will be determined by individual instructor but should recognize that, as with any course-related assignment, full participation in the planned service activities is expected.)

Successful applicants will also agree 1) to include a CCE-sponsored “Volunteer Training” Session in their course, 2) to administer a service learning assessment survey to students at the completion of their class 3) to complete a “Service Learning Course Report Form” (located in O:\Public\Service Learning) and 4) to submit final assessment materials to the Provost’s office by the 4th week of the semester following the SL course offering.

All new SL/SL-X course applications and adjustment requests will be evaluated for academic merit by the APC. New service learning course proposals requesting formal inclusion into the *Bulletin*, (i.e., not those associated with Special Topics courses or courses already in the *Bulletin*) will be additionally vetted through the faculty in accordance with Section III.T. (See Schedule for Academic Program Committee under III.V.8.) If the service learning proposal is approved by APC (and, if necessary, the full faculty) the APC will recommend that (1) the Provost and the Director of the Center for Civic Engagement award a stipend to the instructor for course development and/or teaching a section (first offering or otherwise) and (2) that the course receive the appropriate service learning designation (SL-X or SL) in the course schedule every time it is taught as such. Once a course is designated SL/SL-X,

it need not be formally vetted again unless substantive changes are made to the course's learning objectives or to the type of SL designation (i.e., number of credit hours). Changes in service projects/partners may vary from offering to offering as needed to achieve the learning objectives of the course. Deadlines associated with the grant proposal are included in the table below; final approval and stipend award announcements will be made no later than one week prior to the semester of the SL course offering.

Stipended Service Learning Course Requirement Summary

Course Designation ¹	SL-X Full SL	SL-X Full SL	SL SL Module	SL SL Module
Course/Syllabus Requirements				
Course Cr. Hrs.:	4-5	1	4-5	1
Hrs. of Service:	25	25	10	10
% Grade Reflections/SL-Related Writing:	20%	50%	20%	50%
Other Instructor Requirements				
“Volunteer Training” Session:	Required of ALL SL/SL-X courses			
SL Surveys/Report Due Date:	4 th week of the semester following the SL course offering			
Academic Review				
ST Courses & OU Courses in Bulletin:	APC Approval Only			
New Courses Not Yet in OU Bulletin:	APC Approval + Full Faculty Vote			
APC Submission Deadline:	<u>October</u> Meeting for <u>Spring</u> SL courses			
	<u>February</u> Meeting for <u>Summer and Fall</u> SL courses			
Maximum Stipend				
Course Development (one time):	\$1,500.	\$1000.	\$1000.	\$750.
Teaching:	\$1,000.	\$750.	\$750.	\$500.

¹Designations to be reported in Course Schedule and on students' co-curricular transcripts and/or on student CVs

c. Core Curriculum Committee

Composition: One faculty representative from each core requirement (Core I, Core II, Core III, Core IV, mathematics, art/music/theatre and culture choice) chosen for two-year terms from among faculty teaching in the requirement over the coming year and elected by a vote of the full-time faculty teaching in that requirement; one faculty member who does not teach in the core, one faculty member at large, one non-voting faculty member elected by the full faculty (voting and non-voting); each elected to serve a two-year term; a university librarian; two student representatives selected by the Oglethorpe Student Government Association in consultation with the Core Committee; and the Core Director(s). The Core Director(s) is the Chairperson. All committee members are eligible to vote. The Provost (or their designee) serves as an *ex-officio*, non-voting member.

Reports: To the Academic Program Committee and the Faculty Meeting.

Functions: 1) To be responsible for assisting the Core Director(s) in the coordination and implementation of a plan for the annual assessment of the core program; 2) To plan faculty development opportunities and activities designed to promote connectedness and continuing education among instructors in the core, including core school; 3) To provide continuing oversight of the goals and operation of individual courses, and the overall curriculum. To periodically engage in a review of the core program, and to make recommendations to the Academic Program Committee, and from there to the faculty at large, for modifications of

the current core when these are warranted. Any changes – either in individual courses or in total – in the current core program, including the development of a new Core course, will be submitted to the Academic Program Committee and the full faculty for feedback and approval.

d. Faculty Council

Composition: Eight Chairpersons (including one from the HSB); one of the Core Director(s); and three non-tenured, voting faculty elected by the voting faculty. The Provost serves as an ex-officio, non-voting member. First-year faculty members are not eligible to serve on Faculty Council (nor Academic Program Committee). The council will elect a Chair from among the serving Chairpersons who prepares the agenda for each meeting, soliciting items from council members, and presides over the meeting. The Chairperson will distribute the agenda and all supporting materials at least 48 hours prior to the scheduled meeting time of the council. The council member most senior in service to the university serves as Chairperson in the Chairperson's absence.

Reports: To the President or to the Faculty Meeting as appropriate.

Functions: The Faculty Council meets on the third Wednesday of each month or more frequently as needed.

The Faculty Council performs functions in two different capacities:

- as an independent board and
- as a standing committee of the Faculty Meeting.

As an independent board, the Faculty Council:

- 1) Serves as a voice to the President from the faculty. The Faculty Council indicates faculty views on various issues and policies, including fringe benefits.
- 2) Advises the President on matters of administration and assists the President in emergency situations.
- 3) Acts on student petitions for readmission to the university referred to the council by the Provost for disposition.
- 4) Participates in the process of faculty recruitment as stipulated in that policy. (See Section III.G.)
- 5) Elects four voting faculty members to the Budget Advisory Committee. (See Section III.T.)
- 6) Elects three tenured, voting faculty members serving two-year staggered terms and two non-tenured, voting faculty members serving one-year terms to the Faculty Development Committee.
- 7) Screens and recommends to the President candidates for honorary degrees.

As a standing committee of the Faculty Meeting, the Faculty Council:

- 1) Makes recommendations on policy matters, initiates studies, and gathers information.
- 2) Edits and updates The Faculty Handbook, submitting any wording changes to the President, the Faculty Meeting and relevant faculty committees for review. Interprets and clarifies existing policies that have been adopted by the Faculty Meeting.
- 3) Reviews and clarifies the criteria and mechanisms for the evaluation of faculty members. Reviews and clarifies the sources of information that are applied in faculty evaluation.

e. Faculty Development Committee

(See Section III.V, Schedule for Faculty Development Committee.)

Composition: Three tenured, voting faculty members serving two-year staggered terms and two non-tenured, voting faculty members serving one-year terms, selected by Faculty Council; and the Provost or their designee (in an ex-officio, non-voting capacity). Those applying for a sabbatical leave are ineligible for service on the committee. The committee elects its Chairperson. (For the sake of history and continuity, the Chairperson will pass a record of Minutes for that academic year to the newly-elected Chairperson at the beginning of the next academic year.)

Reports: To the Faculty Meeting on matters of policy. (See also Sabbatical Leave and Summer Research Grants below.)

Functions: To recommend approval or denial of proposals for sabbatical leave and forward to the Provost; to review and make recommendations on sabbatical leave policy; to establish and update a two-year advance schedule for sabbatical leaves.

To solicit, receive and rank applications for summer research grants and forward the recommendations to the Provost (or terminally qualified HSB Dean for HSB faculty).

To allocate funds budgeted for general faculty development to sabbatical or other proposals for research or development of faculty members in harmony with university goals and needs.

All proposals are to be subjected to competitive screening, including extra-institutional peer review as needed. Proposals shall be individually ranked by each committee member, with weighted average rankings to determine priorities for awards. No committee member may rank or vote on his or her own proposal. Individual faculty members who determine there is a conflict of interest may withdraw from the rank and vote.

Faculty Development Grants

Money is available for faculty members who wish to pursue scholarly or academic activities, either in connection with a sabbatical leave or during the academic year. The purpose of such grants is to recognize the value of the activity and to assist the faculty member in undertaking the activity in addition to his or her normal duties at Oglethorpe.

The committee's funds will be disbursed in two rounds each year. Proposals ought to be received by the committee no later than October 15 for the first round and no later than March 5 for the second. The committee may allocate as much as one-half of its new funds. Proposals submitted in the fall that the committee deems meritorious but not urgent may be deferred for reconsideration in the spring. The guidelines for faculty development grants are the same as those for sabbaticals – including an updated résumé (see Section III.S) – though they need not be supported by an evaluation from the faculty member's Chairperson. In general, requests for faculty development grants ought to be presented in the academic year prior to their use, but in some instances the committee may entertain applications before or after the activity has been completed in the same academic year.

Faculty members who find that the original grants awarded by the committee are insufficient are encouraged to apply for additional funds at either time. Faculty members who become aware of development opportunities after a deadline are also encouraged to apply during the next phase.

A faculty member receiving a grant must submit a report describing the outcome of the

activity and the extent to which the aims of the activity were attained. This report should be submitted to the Provost (or HSB Dean for HSB faculty) during the first semester after the completion of the activity. In the event the activity is part of a long-term project, a progress report should be submitted to the Faculty Development Committee within six months after the expenditure of the funds, but in no case later than 18 months after the date of the award of the grant.

Summer Research Grants

Summer research grants provide funds to support significant research projects carried out over the summer months.

Summer research grants provide a faculty stipend of up to \$3,000 and cover additional direct costs associated with the research project up to an additional \$1,000. Proposals that include significant collaboration with Oglethorpe students may also apply for student summer research grants of \$1,000 per student.

Proposals for summer research grants should be submitted to the Faculty Development Committee by November 1 of the year preceding the summer of proposed research. The proposal should include an updated résumé, a letter of support from the Division Chairperson, as well as a two- to four-page description of what the faculty member hopes to accomplish and how the summer research will move toward that goal.

The Faculty Development Committee will rank the proposals and forward those recommendations to the Provost, who will award the grants in consultation with the President and based on funds available.

All full-time faculty, except visiting professors on one-year appointments, are eligible for summer research grants. Recipients of summer research grants are discouraged from teaching in the summer sessions. No recipient may teach more than one course in the summer covered by the grant.

A report on the project will be due to the Provost and Faculty Development Committee by September 15 during the semester following the summer research. Recipients will be required to give a public presentation in the semester subsequent to their research.

f. Instructional Technology Committee

Composition: Four voting faculty members elected by the voting faculty; the Instructional Technology Librarian (as an ex-officio, voting member); and the chief information officer (as an ex-officio, non-voting member).

Reports: To the Faculty Meeting.

Functions: To represent the interests of the faculty in establishing and implementing programs, policies, and expenditures that affect the use of technology (broadly understood) in any educational setting whose purpose is to further the goals of an Oglethorpe education.

g. Review Committee

Composition: Three voting, tenured Full Professors, all elected for a two-year term by the voting faculty.

Reports:

To the faculty candidate who has petitioned for a procedural review of a tenure or promotion

decision or for an extension to a portfolio deadline; to the Chairperson; to the Tenure and Promotion Committee; to the HSB Dean for HSB faculty; and to the Provost.

Functions:

(For reappointment or tenure appeal) The committee meets when a candidate for reappointment or for tenure files a formal complaint asserting that the decision-making process did not follow the procedures outlined in the *Faculty Handbook*. The committee's responsibility is to review the procedure followed in the case. It is not authorized to substitute its judgment for that of the Chairperson, the Tenure and Promotion Committee, the terminally qualified HSB Dean, or the Provost.

(For portfolio deadline appeal) The committee meets when a candidate submitting a portfolio files a formal appeal to the deadlines from the *Faculty Handbook*. The committee's responsibility is to review the argument and evidence provided in such an appeal and the calendar of the Tenure and Promotion Committee's workflow in making a decision. The committee will report its decision to the candidate, the Tenure and Promotion Committee, the terminally qualified HSB Dean, and the Provost.

h. Tenure and Promotion Committee

(See Section III.V, schedule for all faculty actions.)

Composition: For tenure-track submissions, the T&P Committee members participating should consist of five tenured, voting faculty members, of which at least three are full professors and one associate professor – the fifth coming from either category.

For Lecturer promotion submissions, the committee members participating should consist of any three tenured members from the T&P Committee—including the Chairperson—and two senior lecturers with at least five years' experience as lecturers at Oglethorpe.

All committee members are elected by secret ballot by the voting faculty at the first or second faculty meeting of the academic year, for two-year terms. To be eligible for membership, one must not have served on the committee for the last two years. The committee selects as its Chairperson one of the continuing members. (The Chairperson will take careful steps to ensure that hard copies of any confidential material are destroyed – other than the record copy.)

Reports: To the Provost. In the case of the HSB, the Tenure and Promotion Committee reports first to the Dean (if terminally qualified), who then forwards the report with his or her recommendation to the Provost.

Function: The committee participates in the promotion and tenure process as described above.

i. Budget Advisory Committee

Composition: Four voting faculty members elected by the Faculty Council to serve three-year staggered terms, one staff member appointed by the Vice President for Business and Finance, and all Vice Presidents.

Reports: To the President

Function: To assist in preparing a budget to recommend to the President. To advise the President on the formulation of the annual operating budget of the university.

j. Hearing Committee

Composition: Six tenured faculty members, and one senior lecturer with a minimum of five years of teaching experience at Oglethorpe, serving staggered three-year terms, elected by the voting faculty. No more than two members shall be from a single division. For each specific Hearing Panel, three members will serve, with no chosen members having a conflict of interest. The senior lecturer member will only serve on Hearing Panels involving non-tenure-track faculty. Ideally, members of one Hearing Panel should not have served on a panel previously concerned with the case (e.g., a member who serves on a Hearing Panel under the Grievance Procedure should not serve on a Hearing Panel for the same case under the Disciplinary Procedure). Each academic year the committee will elect a Chair. All Hearing Committee members are required to receive Title IX Hearing Panel training. Where appropriate or required, the Hearing Committee must consult with University Counsel, HR, the CFO, or other relevant University offices.

Reports: To the Provost

Functions: Three members of the Hearing Committee serve as panelists on a given Hearing Panel in Title IX cases with Faculty Respondents. The Committee also serves as an impartial body in the grievance process for faculty members who believe that a violation of the policies and procedures outlined in the Faculty Handbook has occurred or that they have been otherwise unjustly treated by other faculty members. Administrators and staff who teach may also use the grievance procedures for issues arising from their teaching-related responsibilities. Finally, the Committee serves as an impartial body in formal disciplinary proceedings after a Division Chair or the Provost has submitted a letter of complaint against a faculty member, and informal proceedings have not been successful. This Committee does not hear grievances associated with tenure and promotions.

Procedural Rules for Committees and Councils

All committees and councils described above shall conduct business in conformity with the procedures stipulated in the most recent edition of *Robert's Rules of Order, Newly Revised*, particularly as follows:

1. Record-Keeping

Each committee Chairperson is responsible for seeing that a record is kept of committee proceedings for the academic year in the form of official Minutes. The Minutes should show which members were present. The complete, official Minutes of each committee or council, except the Tenure and Promotion Committee, the Hearing Committee, and the Review Committee are to be filed with the Provost at the conclusion of the spring semester, but in no case later than June 15.

2. Quorum

A committee or council quorum is defined as a majority of its voting membership. All votes will be taken within the stated time of a faculty or committee meeting; proxy votes will not be allowed.

3. Selecting Chairpersons and Calling Meetings

Unless otherwise specified above, each committee or council selects its Chairperson. The first meeting of the academic year shall be called by the Chairperson or, pending election of a Chairperson, a committee member designated by the Provost.

4. Reports

Committees and councils report policy recommendations to a regular or specially convened Faculty Meeting, unless otherwise specified above. A report can contain only what has been agreed to by a majority vote at a properly called meeting with a quorum present. Decisions on

particular or routine cases are recorded in the Minutes but need not be reported to the Faculty Meeting.

A report which is made for the purpose of presenting policy recommendations should include at its conclusion the proposed resolution(s) to be moved at the Faculty Meeting. Such resolutions should always be in written form and filed with the Provost in advance of the meeting for distribution along with the agenda for the meeting.

Policy recommendations which have been approved by the faculty, the President, and, if appropriate, the Board of Trustees become official policies of the university and are recorded in the Minutes of the Faculty Meeting, The Faculty Handbook and in other appropriate documents, previous policies to the contrary notwithstanding.

Additional Procedures for Faculty Council

- a) The Faculty Council sets its own agenda, which is prepared by the Chair.
- b) At the beginning of each semester, all items of unfinished Faculty Council business from the previous agenda must be included on the next Faculty Council agenda,
- c) An agenda item in Faculty Council can be removed only by vote by the Council.

U. PARTICIPATION IN STANDING COMMITTEES OF THE BOARD OF TRUSTEES

There will be one voting faculty member elected by the voting faculty as liaison for a two-year term to each standing committee (7) of the Board of Trustees, with the exception of the Committee on Trustees and the Executive Committee. At the first Faculty Meeting of each academic year, the Provost shall present a list of nominees (one per committee) as part of elections by the voting faculty. Nominations will also be taken from the floor.

The elected liaisons will attend board committee meetings as non-voting representatives. Following each full board meeting, each faculty liaison will submit a written report to the Provost to be included on the agenda of the next meeting of the full faculty. (The President will continue to report to the faculty after each full board meeting.)

V. CALENDAR OF DATES FOR ALL FACULTY ACTIONS

1. Cases to be considered in Fall Semester by Tenure and Promotion Committee

- a. Tenure-track faculty in their second year seeking reappointment to third year
This action needs to occur in the fall semester in order to follow current policy that notice of non-reappointment of non-tenured faculty should be given in writing “not later than December 15th of the second academic year of service if the appointment expires at the end of that year.” (See Section III.I.)
- b. Tenure-track faculty in their fourth year seeking reappointment to fifth year
Notice of non-reappointment of non-tenured faculty should be given “at least 12 months before expiration of an appointment after two or more years at the institution – by May 31st of the academic year preceding expiration.” (See Section III.I.) Although this action could then be deferred until the spring and still meet the May 31st date, the Tenure and Promotion Committee will have other actions in the spring to occupy their time.
- c. Non-tenure track faculty in their second year of a two-year contract
(The same December 15th notice necessitates fall action.)

Interim Evaluation Calendar

September 10

Faculty member (second and fourth year review) submits completed portfolio to Chairperson for evaluation.

September 24

Chairperson returns portfolio to faculty member with chair's evaluation added.

October 1

Faculty member submits portfolio (with Chairperson's evaluation and any critique of chair's evaluation) to Chairperson of Tenure and Promotion Committee for full committee consideration.

November 20

Chairperson of Tenure and Promotion Committee submits portfolio and written evaluation with recommendation to Provost.

December 15

Negative decision reported to tenure-track faculty in their second year and to non-tenure track faculty in the second year of a two-year contract.

2. Cases to be decided in Spring Semester by Tenure and Promotion Committee after Fall portfolio submissions

a. All tenure actions

These include tenure-track faculty in their sixth year seeking reappointment to seventh year with tenure and tenure-track faculty who have received credit toward tenure and are requesting tenure prior to the seventh year.

b. Non-tenure track faculty in at least their third year of being a Lecturer at Oglethorpe.

c. All promotion actions

Tenure and Promotion Calendar

October 15

Letters due from all tenured faculty in the division for tenure-track faculty in their sixth year seeking reappointment to seventh year with tenure, for faculty seeking promotion to full professor and for faculty on term contracts as follows: in the second year and the year prior to the final year of the initial contract and in the year prior to the final year of all subsequent contracts. Copies of each letter are given to the chair of the Tenure and Promotion Committee and to the candidate for inclusion in the portfolio.

November 1

Faculty member submits completed portfolio to Chairperson for evaluation.

November 15

Chairperson returns portfolio to faculty member with Chairperson's evaluation added.

December 1

Faculty member submits portfolio (with Chairperson's evaluation and any critique of chair's evaluation) to Chairperson of Tenure and Promotion Committee for full committee consideration.

February 20

Chairperson of Tenure and Promotion Committee submits portfolio and written evaluation with recommendation to Provost (and the HSB Dean if terminally qualified, as pertains to HSB faculty).

March 1

Negative tenure decision or decision not to reappoint to another non-tenure track contract reported to faculty member.

March 15

Deadline for candidate to petition the Review Committee to evaluate a negative decision.

March 31

Deadline for Review Committee's recommendation regarding a negative decision.

April 15

All relevant materials regarding tenure and promotion recommendations (from the Chairperson, the Tenure and Promotion Committee and the Provost) are forwarded by the Provost to the President.

In the case of promotions that do not involve tenure concurrently and that receive positive recommendations, including the President, the Provost informs the candidate of the decision.

The President, if he or she decides to recommend the candidate for tenure, presents the above recommendation materials plus his or her recommendation to the Board of Trustees.

When the Board has acted, the President informs the candidate and, if tenure is not granted, provides a summary of the reasons if requested.

AY 2023-2024 Lecturer Promotion Calendars

For lecturers in their **third** year seeking promotion to the rank of senior lecturer:

December 1

Faculty member submits completed portfolio (pending Fall SRS scores) to Chairperson for evaluation.

December 15

Chairperson returns portfolio to faculty member with Chairperson's evaluation added.

January 15

Faculty member submits portfolio, including Fall SRS scores (with Chairperson's evaluation and any critique of chair's evaluation) to Chairperson of Tenure and Promotion Committee for full committee consideration.

February 20

Chairperson of Tenure and Promotion Committee submits portfolio and written evaluation with recommendation to Provost (and the HSB Dean if terminally qualified, as pertains to HSB faculty).

March 1

Negative promotion decision reported to faculty member.

March 15

Deadline for candidate to petition the Review Committee to evaluate a negative decision.

March 31

Deadline for Review Committee's recommendation regarding a negative decision.

April 15

All relevant materials regarding lecturer promotion recommendations (from the Chairperson, the Tenure and Promotion Committee and the Provost) are forwarded by the Provost to the President.

For lecturers in at least their **fourth** year seeking promotion to the rank of senior lecturer:

November 1

Faculty member submits completed portfolio to Chairperson for evaluation.

November 15

Chairperson returns portfolio to faculty member with Chairperson's evaluation added.

December 1

Faculty member submits portfolio (with Chairperson's evaluation and any critique of chair's evaluation) to Chairperson of Tenure and Promotion Committee for full committee consideration.

February 20

Chairperson of Tenure and Promotion Committee submits portfolio and written evaluation with recommendation to Provost (and the HSB Dean if terminally qualified, as pertains to HSB faculty).

March 1

Negative promotion decision reported to faculty member.

March 15

Deadline for candidate to petition the Review Committee to evaluate a negative decision.

March 31

Deadline for Review Committee's recommendation regarding a negative decision.

April 15

All relevant materials regarding lecturer promotion recommendations (from the Chairperson, the Tenure and Promotion Committee and the Provost) are forwarded by the Provost to the President.

3. Deadlines for notification of termination of non-tenured faculty positions

March 1

Notification of termination at year's end of a tenure-track or term faculty appointment for first year faculty members.

May 31

Notification of termination at end of subsequent academic year for tenure-track or term appointments after two or more years at the university.

4. Self evaluation schedule for tenured or term-contract faculty

October 1

Faculty member whose spring sabbatical of previous academic year falls during a self evaluation cycle submits self evaluation and curriculum vitae to Chairperson.

November 1

Faculty member submits self evaluation, curriculum vitae, Chairperson's evaluation and any response to Provost.

March 1

Faculty member submits self evaluation and curriculum vitae to Chairperson.

March 15

Chairperson returns self evaluation materials and Chairperson's evaluation to faculty member.

April 1

Faculty member submits self evaluation, curriculum vitae, Chairperson's evaluation and any response to Provost (and the HSB Dean if terminally qualified, as pertains to HSB faculty).

April 8

Provost begins scheduling conferences with individual faculty members.

5. Review for tenure-track faculty in year one

February 1

Chairperson submits letter of evaluation to faculty member and Provost.

February 15

Faculty member submits any comments in response to Chairperson and Provost (and the HSB Dean if terminally qualified, as pertains to HSB faculty).

March 1

Notification of termination at year's end of tenure-track appointment.

6. Self evaluation schedule for tenure-track faculty in years three and five – optional

October 1

Faculty member submits self evaluation and curriculum vitae to Chairperson.

October 15

Chairperson returns self evaluation materials and Chairperson's evaluation to faculty member.

November 1

Faculty member submits self evaluation, curriculum vitae, Chairperson's evaluation and any response to Provost (and the HSB Dean if terminally qualified, as pertains to HSB faculty).

November 8

Provost begins scheduling conferences with individual faculty members.

7. Schedule for Faculty Development Committee

September 15

Report following spring sabbatical due.

October 15

General faculty development grant proposals are due.

November 1

Summer research grant proposals are due.

November 15

Sabbatical proposals and Chairpersons' reports assessing quality are due.

February 15

Report following fall sabbatical due.

March 5

General faculty development grant proposals are due.

8. Schedule for Academic Program Committee

September meeting

Committee reviews courses to be taught with a service learning component in the following spring semester. Proposals should be presented to the Committee one week prior to the meeting for perusal.

January meeting

Committee reviews courses to be taught with a service learning component in the following fall semester. Proposals should be presented to the Committee one week prior to the meeting for perusal.

April meeting

Committee considers hiring priorities for the next academic year.

Note:

If a deadline falls on a weekend or holiday, the effective due date is the subsequent business day.

SECTION IV. INDIVIDUAL RESPONSIBILITIES OF FACULTY MEMBERS AND SERVICES PROVIDED TO FACULTY MEMBERS

A. NEW FACULTY MEMBERS

New faculty members will receive an office assignment, appropriate key(s), a copy of *The Faculty Handbook*, and other university-related materials. Employment paperwork such as federal and state withholding forms and the employment eligibility verification form should be completed and submitted online to the Human Resources Office upon hire. A parking permit should be secured online and picked up at the Lupton mailroom at the beginning of the academic year. An ID card (Petrel Pass) should be requested through the Human Resources Department or directly from petrelpass@oglethorpe.edu. You will need to include a front-facing headshot photo for your ID.

New faculty members are expected to attend New Faculty Orientation, which is scheduled by the Office of the Provost prior to the first day of school each fall.

At approximately mid-term of the first semester of teaching, a new faculty member should schedule a conference with the Provost. At this meeting the Provost will respond to any questions which the faculty member may have concerning *The Faculty Handbook* or any other matter.

B. PERSONNEL RECORDS AND TRANSCRIPTS

As required by Oglethorpe's accrediting body, The Southern Association of Colleges and Schools, all persons who teach courses for academic credit must have official transcripts of all graduate work on file. It is the faculty member's responsibility to arrange to have transcripts mailed or submitted electronically directly from their graduate school(s) to the Office of the Provost.

By vote of the Faculty Meeting, October 10, 1989, a policy of open faculty files was adopted to be effective on that day.

Members of the faculty are requested to notify the Provost of any new degrees, publications, honors, etc., for entry into the faculty member's personnel record; changes of address or telephone numbers should also be reported as soon as possible to the Provost and Human Resources Offices. Any changes in marital status or in number of dependents should be reported to the Human Resources Office so that appropriate changes may be made in taxes withheld.

C. OFFICE HOURS

One of the strengths of this university is student access to faculty. In order to ensure access, faculty members should be available for a minimum of one hour per week per course; this is usually configured as three hours per week for the regular teaching load. During registration week, advising week, and the Drop/Add period, greatly extended office hours should be maintained. A written schedule of office hours should be included on all course syllabi (See IV.D below). A copy of the schedule must be posted on the faculty member's door.

At least a week before the beginning of final exams, faculty must plan to be available for at least four hours during final exam week, must post those hours, and also inform their classes.

D. SYLLABI AND CREDIT HOUR FORMS FOR COURSES

Faculty members should submit syllabi and credit hour forms for all courses taught by them to syllabi@oglethorpe.edu. A copy should also be sent to the appropriate Division Chair. A syllabus file for each course is maintained and is available for reference purposes on the network: O:\Public\Syllabi.

ALL COURSE SYLLABI must include:

1. Instructor's name, course title, course number and section, meeting time of class, semester and year.
2. Instructor's office hours. (See IV.C above.)
3. A statement of the instructor's learning objectives for the course.
4. A statement describing the overall organization of the course.
5. A list of reading assignments and dates (or approximate dates) when these are to be completed.
6. A list of the written assignments and their due dates.
7. The dates of all examinations and the materials to be covered on these examinations.
8. Grading policy: A statement describing the basis or procedure for determining the final grade, including the relative importance of various course activities.
9. A statement concerning policy on incompletes. (The policy should be summarized on the syllabus or students should be referred to the complete reading of the policy in the most current [*Bulletin*](#).)
10. A statement of attendance policy: Faculty members set individual attendance policies. Indicate clearly your policy and how it affects grades. If attendance is not considered in the grade, express the policy in terms that nonetheless show that attendance is important for success in the course. For example, "While attendance is not a factor in grade determination, regular participation is expected and essential to achieve...."
11. The Honor Code defines cheating and gives our processes for handling alleged incidents of academic dishonesty (see Appendix H for the complete Honor Code and Appendix I for an alleged violation reporting form).

The Secretary of the Honor Council will circulate more extensive notes and guidelines on the Honor Code to be shared in course syllabi.

E. CAMPUS STORE

It is the responsibility of the faculty member to order textbooks in time to have them available when classes begin. Faculty should discuss book orders with your division chair and submit your request online to the eCampus bookstore: <https://oglethorpe.ecampus.com/adoptionform>. Our physical Campus Store does not stock textbooks. Students must purchase books through eCampus, so make sure that your orders are in at least one month before classes begin. Even if you are not requiring your students to purchase materials, you must complete the form and indicate that no course materials are required. For assistance, contact teamexpress@eCampus.com.

F. ACADEMIC ADVISING

Oglethorpe University is committed to providing quality advising through its dedicated faculty and the office of student success as an integral part of the educational process. The primary purpose of advising is to assist students in the development of meaningful educational plans compatible with the attainment of their life goals. Students who work closely with their advisors are more likely to meet

their goals and achieve collegiate success. Students should maintain regular contact with their advisors and are expected to work with them each semester to ensure the proper sequencing of courses, discuss completion of degree requirements, explore post-graduation plans, and inquire about any other academic matter.

Effective advising is characterized by a good working relationship between the advisor and the student. It adapts to the experiences and changing needs of the student. Quality advising also requires understanding, affirming, and respecting the individual differences within the University community. The advisor is expected to develop the knowledge, experience, and interest for successfully communicating with students in a genuine, sincere, accurate, and confidential manner. Students are expected to understand University and program requirements and accept responsibility for fulfilling them. Together, advisors and students are expected to maintain a professional and mutually respectful relationship as they progress toward the attainment of educational objectives.

All new TU students (both first-time freshmen as well as transfer students) will be assigned a faculty or student success advisor. The advisor is responsible for both curricular and co-curricular advising. Each advisor will work closely with their students to ensure the transition to Oglethorpe goes smoothly. Advisors will assist students with registering for classes and will monitor their academic progress, help identify learning opportunities, and connect students with the proper resources to allow for a successful transition to Oglethorpe. For students enrolled in first year seminars, the instructor will serve as their faculty mentor.

Students who declare multiple majors may be assigned multiple advisors, one in each of the student's intended fields of study. For example, a student who chooses to double major may receive two major advisors, one in each disciplinary home. Students with more than one advisor should meet with and receive approval from each of their advisors before registering for courses each semester.

Advisor information is listed on a student's record in multiple places in OASIS and in Navigate.

Students may request to change their advisor. This is often expected when a student changes majors. Here are the ways in which a student obtains a new academic advisor:

1. Students submit the appropriate form online requesting a change to a specific new academic advisor. That new advisor must agree to serve as the student's new academic advisor. The Registrar's Office will change the assignment, and the new advisor information will display in OASIS and in Navigate.
2. Some majors will require a student to have an advisor assigned from within the content area of the major. When a student changes majors into one of these majors, if they have not obtained the signature of a new advisor from within that major as outlined above, they will be assigned a new advisor by the new academic program and sent notification to their OU email account about the new advisor assignment. Enrollment services will change the assignment, and the new advisor information will display in OASIS.

All ADP students will be assigned an initial academic advisor from the student success staff. The staff advisor can later request the student be assigned an academic advisor appropriate to an ADP degree program in which the student has declared a major.

Specialized Advising for Students Interested in Certain Career Options

Students should communicate their intended career, graduate, or professional school aspirations to their academic advisor early in their academic career to ensure the proper courses and degree programs are considered to achieve those goals. Students interested in pursuing careers in biomedical sciences and allied health studies (that is, those wishing to eventually attend schools of nursing, physical therapy, occupational therapy, clinical laboratory science, etc.), or those interested in medical school or other similar healthcare professional school (dentistry, optometry, pharmacy, veterinary medicine, etc.) should seek specialized advising. The primary academic advisor can assist students in connecting with the proper resources to understand course and program requirements, prepare for potential graduate-level admissions exams, and navigate the application process for any schooling needed after Oglethorpe.

G. STUDENT ACADEMIC RECORDS

The academic records of students maintained in the Registrar's Office are confidential. To assure the confidentiality of these records the following procedures are followed:

1. Authorized access to student records is extended, as deemed appropriate by Registrar's Office personnel, to university faculty and staff.
2. Transcripts are issued only to the student's academic advisor. Release of an official transcript to any agency, institution or person requires authorization by the student.
3. To ensure the rights of students, any requests for exceptions to the above statements are reviewed by the Registrar.
4. Students may have access to their records by following the procedures outlined in the *Bulletin*.

H. GRADING

Faculty are required to maintain any graded student work (papers and exams) not returned to students for at least one year. Placing graded work outside office doors is a violation of Family Educational Rights and Privacy Act (FERPA) regulations.

For each session, faculty members submit mid-term reports to the registrar's office on class rolls indicating performance of Satisfactory or Unsatisfactory ("S" or "U") at a minimum. Those faculty that want to assign standard letter grades (A through F) at mid-term may do so. These mid-term reports are not part of the student's permanent record.

Faculty members submit letter grades at the end of each session. These grades become part of the student's official record once the semester in which the session is housed is complete. Once entered, a grade may not be changed except by means of an officially executed grade change. (See also the Grade Appeal policy in the *Bulletin*, Section 6.20.)

If a faculty member is unable (for reasons including but not limited to retirement, termination, illness and death) or unwilling to assign a grade or to execute a formal grade change, then the chair of the division in which the relevant course is housed will be responsible for acting in the faculty member's stead. If the faculty member who is unable or unwilling to assign or change a grade is a division chair, then the provost will act in the chair's stead in all matters related to grading.

The letter grades used at Oglethorpe are defined below. See the current *Bulletin* for what does and does not calculate in the student's GPA.

Grade	Meaning	Quality Points	Numerical Equivalent
A	Superior	4.0	93-100
A-		3.7	90-92
B+		3.3	87-89
B	Good	3.0	83-86
B-		2.7	80-82
C+		2.3	77-79
C	Satisfactory	2.0	73-76
C-		1.7	70-72
D+		1.3	67-69
D	Minimal Passing	1.0	60-66
F	Failure	0.0	0-59
FA	Failure due to excessive absences*	0.0	
W	Withdrew**	0.0	
WF	Withdrew Failing*	0.0	
I	Incomplete***	0.0	
NS	No-Show**	0.0	
S	Satisfactory****	0.0	70-100
U	Unsatisfactory*	0.0	
CR	Credit****	0.0	60 - 100
NC	No Credit**	0.0	0 - 59
AU	Audit**	0.0	
NG	No Grade yet assigned**	0.0	

* Grade has same effect as an "F" on the GPA.

** Grade has no effect on the GPA; no credit awarded.

*** See Incomplete Policy, below.

**** Grade has no effect on the GPA; credit is awarded.

I. ACADEMIC POLICIES FROM THE *BULLETIN*

The definitive source for official university policy on academic matters is the *Oglethorpe University Bulletin*. Faculty members should be familiar with Section 6 of the *Bulletin*: "Academic Policies, Procedures, and Requirements." Several important policies included in Section 6 are: Grade Appeals (Section 6.20.6); Incomplete Policy (Section 6.20.2); Credit/No Credit Option and Satisfactory/Unsatisfactory Option (Section 6.13); Leaving/Re-entering/Withdrawal (Section 6.24); and Drop/Add/Withdrawal (Section 6.16).

J. ENDS OF SESSIONS AND FINAL EXAMINATIONS

For Courses Offered in Full Semester Sessions

No examination of any type may be given on the final day a class is scheduled to meet. For all students (TU and ADP), final examinations, up to a maximum of three hours in length, are given in courses at the end of each semester. The final examination schedule is compiled in the registrar's office and is available on the website.

The three hours allotted for the final exam in every course counts toward the class meeting time. Therefore, if an instructor opts to not give a final exam, the instructor may still meet with his/her class for the 3-hour period which otherwise would be devoted to the final exam.

Instructors are not permitted to alter the final exam schedule. If a final exam is to be offered for a given section of a particular course, it must be offered only on the day and at the time specified on the final exam schedule. However, see the exception for individual students in the next paragraph.

If a student feels that he/she has an intolerable or unfair final exam schedule (such as might happen when the student has three or more final exams scheduled on a given day), he/she may appeal to his/her instructors in the hopes that one of them would be willing to make special accommodations which would allow the student to take one of the final exams either a day (or more) early or a day (or more) late. Such an act is voluntary on the part of instructors. Such an act is also only in response to unusual circumstances which exist for individual students. Instructors cannot move final exam dates and times for course sections, only for individual students experiencing extraordinary circumstances. Instructors should inform their division chair if they arrange for any accommodations as described in this paragraph.

Instructors are required to grade all final exams they administer. They may not use others to help in the process.

For Courses Offered in All Sessions Other than a Full Semester Format

The final exam (if there is to be one) is administered on the last day of class. Most other procedures and regulations delineated in the *Bulletin* ([Section 6.18](#)) continue to apply to courses offered in sessions other than the full semester format.

K. SUBSTANTIVE CHANGE POLICY AND PROCEDURE (*Bulletin*, Section 3.2)

Rationale

Oglethorpe University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC or “the Commission;” see *Bulletin* Section 2.5.). Comprehensive Standard 3.12 of *The Principles of Accreditation: Foundations for Quality Enhancement* states, in part:

“When an accredited institution significantly modifies or expands its scope, changes the nature of its affiliation or its ownership, or merges with another institution, a substantive change review is required. The Commission is responsible for evaluating all substantive changes to assess the impact of the change on the institution’s compliance with defined standards. If an institution fails to follow the Commission’s procedures for notification and approval of substantive changes, its total accreditation may be placed in jeopardy.”

Further, the Commission’s policy statement related to *Substantive Change for SACSCOC Accredited Institutions* indicates that:

“Member institutions are required to have a policy and procedure to ensure that all substantive changes are reported to the Commission in a timely fashion.”

The purpose of this policy is to assure compliance with the above requirements.

All potential substantive changes—whether proposed by students, faculty, staff, administration or board of trustees—must be discussed with and reviewed by the SACSCOC accreditation liaison, who is appointed by Oglethorpe’s president. Once informed of impending potential substantive changes, it is the responsibility of the accreditation liaison to ensure that potential substantive changes are reported to and, when warranted, approved by SACSCOC according to timeframes and relevant protocols established by the Commission.

What is a substantive change?

Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution.
- Any change in legal status, form of control, or ownership of the institution.
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours.
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus.
- Closing a program, off-campus site, branch campus or institution.
- Entering into a collaborative academic arrangement that includes only the initiation of a dual degree program or a joint degree program with another institution.
- Acquiring another institution or a program or location of another institution.
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution.
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

What are the procedures for reporting substantive change?

SACSCOC has identified three procedures for addressing the different types of substantive changes. These include:

- Procedure One, for the review of substantive changes requiring notification and approval prior to implementation,
- Procedure Two, for the review of substantive changes requiring only notification prior to implementation, and
- Procedure Three, for closing a program, site, branch campus or institution.

The different types of substantive change, the specific procedure to be used for each, their respective approval notification requirements and their reporting timelines are included in the policy statement on Substantive Change for SACSCOC Accredited Institutions (available at <http://www.sacscoc.org/pdf/081705/SubstantiveChange.pdf>).

Procedures for the institutional changes such as mergers, acquiring or adding programs, or changes in governance or legal status can be found in a separate document, Mergers, Consolidations, Change of Ownership, Acquisitions, and Change of Governance, Control, Form, or Legal Status (available at <http://www.sacscoc.org/subchg/policy/Mergers.pdf>).

The initiation or revision of programs not offered for academic credit and that are not eligible for federal financial aid does not require reporting; however, such programs are subject to review at the time of reaffirmation.

Identifying and reporting substantive change

Oglethorpe's president is responsible for:

- Designating the accreditation liaison as his/her representative to submit substantive change notification letters and associated documentation to the president of SACSCOC or submitting such letters and documentation him/herself (while providing copies of all such correspondence to the accreditation liaison).

Oglethorpe's president and vice presidents are responsible for:

- Informing relevant personnel under their supervision about the existence of the SACSCOC policies concerning substantive change and the need to check with the accreditation liaison regarding any and all significant changes in policy to determine if they may meet the criteria for a substantive change as defined in the policy.
- Consulting with the University's accreditation liaison regarding questions about substantive changes within their divisions.
- Providing sufficient time to notify SACSCOC prior to the implementation of any changes.
- Assisting with the writing of appropriate documentation and notification of substantive changes as needed by SACSCOC.

Oglethorpe's accreditation liaison is appointed by the president and is responsible for:

- Staying up-to-date with SACSCOC policies and requirements related to substantive change.
- Serving as the contact person and communication liaison between SACSCOC staff and the University regarding substantive change matters.
- Meeting with the president and vice presidents yearly to review this policy and planned initiatives.
- Working with the appropriate vice president to develop a plan of action and timeline for any substantive change actions possibly requiring approval from SACSCOC.
- Preparing substantive change prospectus in collaboration with the appropriate administrators and faculty.
- Submitting substantive change notification letters and associated documentation to the president of SACSCOC, as authorized by the president.
- Maintaining a record of substantive changes, initiatives, action plans and their statuses.

L. POLICY ON COMPUTING ETHICS, EMAIL AND COMPUTER USE

Statement of Computing Ethics

All users of Oglethorpe University electronic resources have the responsibility to use information technology in an effective, efficient, ethical and lawful manner. The ethical and legal standards that must be maintained are derived directly from federal, state and local laws, as well as from standards of common sense and common decency that apply to the use of any public resource. Violations of any conditions will be considered to be unethical and may possibly be unlawful. In accordance with established university practices, violations may result in disciplinary review which could result in legal action. The following list, though not comprehensive, specifies some responsibilities that accompany computer use, be it on centralized computing hardware or any other Oglethorpe electronic resource.

1. Use of resources must be employed only for the purpose in which they are intended. University-supported computing includes: authorized research, instructional and administrative activities.

Personnel and computing resources cannot be used for commercial purposes, monetary gain or unauthorized research.

2. Computer users must not search for, access or copy directories, programs, files, disks or data not belonging to them unless they have specific authorization to do so. Programs, subroutines, and data provided on Oglethorpe's central computers cannot be downloaded or taken to other computer sites without written permission. Programs obtained from commercial sources or other computer installations may not be used unless written authority to use them has been obtained. Oglethorpe equipment, network or software may not be used to violate the terms of any license agreement.
3. Individuals should not encroach on others' use of the computer. This includes:
 - a. Using electronic resources (including, but not limited to, Peer-to-Peer programs such as Bit Torrent) for non-academic activities or other trivial applications such that it prevents others from using these resources for their primary intended purpose;
 - b. Sending frivolous or excessive messages or mail either locally or over the networks;
 - c. Using excessive amounts of network bandwidth, hard disk storage space and/or printing excessive amounts of digital documents, programs, files or data;
 - d. Running grossly inefficient programs when efficient ones are available.
 - e. Recording another user's keystrokes by any means (such as a key logger device or key logger software, a video camera, a cellphone video, etc.).
4. Individuals must not attempt to:
 - Access, modify, change or impede any aspect or component of Information Technology Systems.
 - Corrupt, encrypt or do any other harm to the system.
 - Subvert the restrictions associated with computer accounts, networks or computer software protections.

Policy on Email and Computer Use

Oglethorpe University provides a wide variety of computing, networking and other technology facilities in order to promote and support academic pursuits. Information technology services (IT Services) maintains and supports computing and networking services as well as other technologies in support of the university mission.

By using university technology resources, all users agree to abide by all university rules and policies, as well as any and all local, state and federal laws. All users have the responsibility to use computing technology resources in an effective, efficient, ethical and lawful manner. Violations of this policy may result in suspension, without notice, of privileges to use the resources and services, disciplinary action, including possible termination and/or legal action. Any questions regarding this and other policies should be addressed to the director of IT services.

Use of, or access to, Oglethorpe's computer, network and telecommunication resources and services constitutes acceptance of this Policy on E-mail and Computer Use.

General Responsibilities

1. Individual use: Network and computing accounts are for individual use and should only be used by the person to whom it has been issued. Users are responsible for all actions originating

through their account or network connection. Users must not impersonate others or attempt to misrepresent or conceal their identity in electronic messages and actions. Users must not use university resources for any purpose inconsistent with Oglethorpe's status as a non-profit entity. Users may not send mass e-mail to the University or subgroups of the University via already existing lists or lists gleaned from the global address book without prior written authorization.

2. Email use: Oglethorpe University encourages the appropriate use of email. All users are expected to adhere to the bounds of decency, law, ethics, common sense and good taste in email communications. Confidentiality of email is not guaranteed. Users should not assume that messages they send or receive are absolutely private. Views expressed by individual users are not necessarily the views of Oglethorpe University. Users should use caution when reviewing email to decrease the chance of being deceived into providing personal information. It is the responsibility of all users not to provide personal information in response to an unsolicited email or other correspondence. Questionable requests should be directed to the IT Services Help Desk for review.
3. Intellectual property: Users must comply with all copyright laws and fair use provisions, software licenses and all other state and federal laws governing intellectual property. Inappropriate reproduction and/or distribution of copyright music, movies, computer software, text, images, etc., is strictly prohibited.

Privacy

Oglethorpe University will take reasonable efforts to ensure that user files and email messages remain private. Further, the university does not routinely monitor the contents of user files and/or messages. However, given the nature of computers and electronic communications, the university cannot in any way guarantee, unless legal requirements dictate otherwise, the absolute privacy of files and information. Users must take reasonable precautions and understand that there is a risk that in some circumstances others can, either intentionally or unintentionally, gain access to files and/or messages. Where it appears that the integrity, security or functionality of the university's computer or network resources are at risk, Oglethorpe University reserves the right to take whatever actions it deems necessary (including, but not limited to, monitoring activity and viewing files) to investigate and resolve the situation.

The university will treat personal files and communications as confidential and will only examine or disclose their contents when authorized by the owner or under the following circumstances:

1. Criminal investigation: IT services will comply with any criminal or civil legal proceedings, and provide any and all data requested in a legal subpoena in a timely fashion. The user will be informed of this action unless IT services is legally bound to secrecy or circumstances prohibit the release of the information.
2. Termination of employment: IT services will, upon written request of a department head and/or vice president, and after verification that a user has left the university, allow the appropriate department head or director access to data associated with the former employee's account.
3. Internal administrative request (e.g., harassment allegation, discrimination, job performance, suspected honor code violation, suspected code of student conduct violation, etc.): Any request of an internal nature to examine a user's email or electronic data must be made in writing to the director of IT services. Once this request is received, the combined authorization of the chief information officer and the appropriate provost and/or vice president is necessary to approve the request and outline the scope and method of the search, who will be provided the results of the search and decide whether the affected user will be notified and if so, if it will be before or after the search is completed. In general, users will be notified of the search unless the circumstances

of the request dictate otherwise. Final approval for the search rests with Oglethorpe's president. All professional staff members of the IT services department are required to sign a confidentiality agreement regarding any and all user information they may come across in the performance of their duties.

M. POLICY ON ACCESSIBILITY PROGRAMS AND SERVICES

Oglethorpe University strives to ensure that all University goods, services, facilities, privileges, advantages and accommodations are meaningfully accessible to qualified persons with disabilities in accordance with the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Section 504 of the Vocational Rehabilitation Act of 1973, and other pertinent federal, state and local disability anti-discrimination laws.

Accessibility services coordinates services, and provides information upon request, to students with disabilities. When possible, students with disabilities are asked to contact the accessibility services office to register for assistance and ensure that appropriate accommodations are implemented. The office responds to inquiries regarding campus accessibility, approves reasonable academic and housing accommodations, proctors examinations, and can assist with filing disability-related grievances and complaints. Additional information is available at <http://success.oglethorpe.edu/accessibility-services/>.

See also *Appendix A. Guidelines for Teaching Students with Disabilities*.

N. POLICY PROHIBITING DISCRIMINATION, HARASSMENT AND RETALIATION

Oglethorpe University values the dignity of the individual, human diversity and an appropriate decorum for members of the campus community. Discriminatory or harassing behavior is indefensible as it makes the work, study or living environment hostile, intimidating, injurious or demeaning.

Harassment directed against an individual or group that is based on race; age; color; religion; national origin or ancestry; sex; sexual orientation; gender; gender identity or gender expression; marital status; pregnancy, childbirth or related medical conditions; disability or handicap; genetic information, including family medical history; citizenship status; service member status; or any other category protected by federal, state or local law is prohibited. The term harassment as used in this policy includes:

- Offensive remarks, comments, jokes, slurs or verbal conduct pertaining to an individual's personal characteristics or those of a group.
- Offensive pictures, drawings, photographs, figurines or other graphic images, conduct or communications including e-mail, text messages, postings, faxes, documents or copies pertaining to an individual's personal characteristics or those of a group.
- Offensive sexual remarks, sexual advances or requests for sexual favors.
- Offensive physical conduct including touching and gestures.

Oglethorpe University has adopted an internal grievance procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by this policy and/or conduct in violation of Title VI, Title VII, Title IX, Section 504, the Age Discrimination Act and the Americans with Disabilities Act (ADA) Amendments Act (ADAAA) of 2008. Retaliation, which includes threatening an individual or taking any adverse action against an individual for reporting a possible

violation of this policy or participating in an investigation conducted under this policy, is absolutely prohibited and is an independent basis for a violation of this policy which may also be pursued under the grievance procedure

Sexual harassment under Title IX is addressed in a separate policy; see Sec. 14 of the *Bulletin*.

Members of the faculty are also covered by this policy and are prohibited from engaging in any form of harassing, discriminatory or retaliatory conduct.

Grievance Procedures

The following University officials have been designated to respond to allegations regarding any such violation: the vice president of diversity, equity and inclusion, vice president for student affairs, the provost, the director of human resources, or the designee of any of the listed individuals.

Complaints alleging misconduct as defined in this policy should be reported within 90 days of the alleged offense. Complainants may seek informal or formal resolution. The complaint form for students can be found here: <https://conduct.oglethorpe.edu/non-academic-student-complaints-appeals-form/>. Staff should contact HR to make a complaint.

A university official with authority over a case may seek to resolve it, where appropriate, with an informal resolution which focuses on communication, education, and resolution, while formal procedures focus on investigation and discipline. Informal resolutions will typically be carried out within 30 business days from the complaint, or indication of interest in an informal resolution by the complainant. If the situation results in an impasse, the complainant will be given a notice of impasse and may elect to pursue a formal complaint within 30 business days of the date of notice of impasse.

The formal complaint process initiates an investigation. The person alleged of misconduct or discrimination will be provided the opportunity to submit a written response to the allegations. A written determination will be issued based on the investigation within 60 business days of the receipt of the formal written complaint. If the procedure requires an extension of time, the complainant will be informed in writing of the reasons, the status of the investigation and the probable date of completion.

If the complainant disputes the findings or is dissatisfied with the recommendations, the complainant may request reconsideration of the case to the university president in writing within 30 business days of receipt of the written determination. Complainants also have the right to file with the appropriate state or federal authorities as set forth in the applicable statutes.

Cases that require disciplinary action will be handled according to the established discipline procedures of the University. Student organizations in violation of this policy may be subject to the loss of University recognition.

Nothing in this policy statement is intended to infringe on the individual rights, freedom of speech or academic freedom provided to members of the Oglethorpe community. The scholarly, educational or artistic content of any written or oral presentation or inquiry shall not be limited by this policy.

O. COMMENCEMENTS AND UNIVERSITY FUNCTIONS

Members of the faculty are expected to attend Commencements and special functions, such as Opening Convocation and the Honors and Awards ceremony. Faculty members are encouraged to show genuine interest in student affairs by attending several athletic, academic and other social

functions of students each semester.

Faculty members wear academic regalia at Commencements and special events. If a faculty member does not own academic regalia, arrangements may be made to rent regalia through the Registrar's Office.

P. ABSENCES FROM THE UNIVERSITY

Members of the faculty are expected to meet all regularly scheduled classes unless excused by the Provost.

If an emergency situation develops which makes it impossible for an instructor to meet a class, the Provost and the Division Chair should be notified immediately. If possible, the instructor should make arrangements for another faculty member to substitute.

Faculty members who plan to be away from the university for an extended period of time, such as a sabbatical or vacation, are asked to leave their forwarding addresses with the Provost's Office.

Q. FACULTY LEAVES OF ABSENCE

A faculty member may request an unpaid non-medical leave of absence. Such a request should be made in writing to the Provost after discussion with the Division Chair. The Provost may approve or deny the leave. For tenure-track faculty, a one-year leave will constitute a similar postponement of the tenure and promotion review schedule and eligibility for sabbatical. For tenured faculty and faculty with term contracts, a one-year leave will result in a similar postponement of sabbatical eligibility and, if applicable, eligibility for promotion to Full Professor. A leave of one semester will not result in the postponement of the tenure and promotion review nor alter the calendar for sabbatical review.

Faculty on leave of absence are not eligible for benefits during the absence; benefits may be re-instated upon return. Leaves taken under the Family and Medical Leave of Absence (FMLA) Policy are not covered by this policy.

R. TOBACCO AND SMOKING POLICY

Oglethorpe aspires to be a tobacco-free campus. Use of tobacco, vaping and smoking are prohibited in all campus buildings, including classrooms, offices, meeting rooms, lounge areas, rest rooms, corridors, stairwells, the library, all residence halls (including the Traer courtyard), the field house, Greek housing, the student center and any other interior spaces in buildings. Smoking, vaping and tobacco use are only permitted in designated areas. More information is online at <http://health.oglethorpe.edu/tobacco-policy/>.

S. PUBLIC RELATIONS

Faculty members are urged to report to the University Communications office any information of their speaking engagements, radio or TV appearances, participation in meetings or learned societies or professional organizations and any other items that might be helpful to the university in its public relations.

A speaker's file is maintained of members of the university community who are willing to address clubs and participate in the speaker's bureau.

T. CAMPUS SAFETY AND PARKING REGULATIONS

The university employs several full-time campus safety officers and gatehouse attendants to maintain order, protect property and generally to ensure the safety of individuals. However, members of the university community have primary responsibility for taking precautions to protect their own persons and property.

Members of the campus safety force patrolling the campus are uniformed. Campus safety officers and guards are authorized when deemed necessary to question any person leaving or entering any building on the campus.

Any member of the University faculty, student body or staff using University roadways or parking spaces at any time on campus property must register his or her vehicle with campus safety and exhibit a permit as proof of registration. Please see Section 3.7 of the *Bulletin* for Parking, Driving and Vehicle Registration Policies and Regulations.

U. FACULTY OFFICES AND SUPPLIES

Office space is assigned to new faculty members by the Provost. Every attempt is made to give faculty members as much privacy as possible for student conferences, classroom preparations and research.

Each faculty office has standard office furniture and a computer with standard Microsoft office software and Internet access. If additional furniture is needed, a written request should be submitted to the Division Chair for approval, who will forward the request to the Provost.

Office Supplies may be ordered through your budget manager via an Oglethorpe Amazon Business Account. Ordinary office supplies such as paper, pencils, file folders, paper clips, etc., are available in the Campus Store in the Turner Lynch Campus Center. Such items may be charged to the faculty member's division account with prior approval from the Division Chair. (For additional/special needs, see the Business Office section of the Oglethorpe Intranet.)

Faculty members who have retired from full-time teaching are asked to vacate the offices occupied at the time of retirement. This allows faculty members teaching on a full-time basis access to offices which are best suited to their needs.

V. MAINTENANCE NEEDS

Faculty members may submit work requests (such as replacing light bulbs, fixing a broken drawer, or reporting non-functioning heat/air) online via Asset Essentials: [OU Facilities Request](#). Addressing major needs, such as painting or new furniture and carpeting, may be submitted to the Division Chair for approval, who will forward the request to the Provost.

W.FACULTY LOUNGE

The Pattillo faculty lounge on the third floor of Phoebe Hearst Hall is available to faculty and administrative staff for relaxation and conversation. The lounge is limited to faculty, staff, and off-campus guests. Faculty members are also encouraged to use the community and study spaces in the Library, Cousins Center, and Turner Lynch Campus Center.

X. MAIL SERVICES

U.S. mail and package deliveries are received in the office of mail services located on the ground floor of Lupton Hall. Mail is processed year-round, Monday through Friday, except on federal holidays. Window hours are 8:30-11:25 a.m. and 1:00-4:55 p.m. If a faculty member leaves the

university, first-class letters and packages can be forwarded upon request. In all cases, faculty members are responsible for providing an accurate forwarding address. If no forwarding address is made available, mail will be returned to the sender.

Y. CLASSROOM NEEDS

Audio-visual, multi-media, and technology equipment not permanently placed in classrooms should be reserved in advance with IT Services for a particular class session. Faculty members are responsible for making a timely request, operating needed equipment, and ensuring the security of the equipment after its use.

Issues with classroom technology equipment should be reported to IT Services, 404-364-8880 or helpdesk@oglethorpe.edu.

To request changes in classroom configuration or to request new classroom furniture, a faculty member should submit a written request to the Division Chair, who will forward it to the Provost for approval. If the request is approved, the Provost's Office will contact the appropriate staff to implement the request.

SECTION V. THE PHILIP WELTNER LIBRARY – POLICIES AND SERVICES

LIBRARY MISSION AND TASKS

The Philip Weltner Library is vital to the scholarly environment of Oglethorpe as both a destination and a body of resources, the library supports the mission of the University through its varied collections and programs. It provides a scholarly atmosphere for the pursuit of academic excellence and encourages collaborative learning and individual study. The mission of the library is to enhance, strengthen and champion academic research within the Oglethorpe University community. By imparting lifelong learning skills, providing authenticated knowledge resources and engaging users, the library prepares stakeholders to appropriately find and evaluate information in the 21st century global environment.

To accomplish its mission, the library:

- Develops an appropriate collection of resources based on the needs of the community.
- Organizes, describes, and houses the collection for effective access and preservation.
- Provides prompt and equitable access to the collection.
- Provides instruction and assistance in the use of the library to deliver resources and promote lifelong learning.
- Provides enhanced access through formal consortial agreements with other colleges and universities.

The collection houses a variety of types and formats. Purchase of resources is heavily influenced by Oglethorpe community involvement. The library strives to develop a collection that reflects the diversity and makeup of the campus community. A balance is maintained between print and electronic resources as both are necessary to the development of critical thinking and writing skills emphasized by the University.

GALILEO (GeorgiA Library LEarning Online) is an online library portal to authoritative, curated resources. The Oglethorpe community may access hundreds of databases indexing tens of thousands of periodicals and scholarly journals. Other resources include encyclopedias, business directories, government publications, primary and archival sources, and images.

In addition to GALILEO, the library subscribes to a number of scholarly, discipline-specific databases. Consortia memberships in AMPALS (Atlanta-Macon Private Academic Libraries), GPALS (Georgia Private Academic Libraries), and ARCHE (Atlanta Regional Council of Higher Education) provide Oglethorpe with access to members' libraries and services including interlibrary loan and interlibrary use privileges.

Access services include circulation, interlibrary loan, and print and electronic reserves. Students access appropriately licensed online materials through the campus learning management system. The Library also circulates Chromebooks, laptops, and calculators to students. Library resources are a shared collection and prompt return of materials, especially reserve items, is an expectation of both the Honor Code and the Code of Student Conduct. Damaging library resources is also a violation of

both codes. A current PetrelPass or government-issued photo identification must be presented at the time of check out.

Library staff members are available during regular hours or by appointment. Reference librarians offer research assistance to students and provide information literacy instruction at the request of faculty members.

A scaffold-based information literacy program ensures that students gain proficiency in using a variety of resources and formats applicable to their classes as they progress through academic levels. This acquired skill set is a lifelong learning tool and adheres to information literacy standards created by the Association of College and Research Libraries (ACRL). The information literacy program provides outreach and instruction sessions for students as well as customized guides at the request of the faculty.

SECTION VI. FRINGE BENEFITS AND SERVICES

Please see the *Oglethorpe University Employee Handbook* available from Human Resources for benefits related to:

- medical, dental and vision insurance
- group life insurance, supplemental life, accidental and dismemberment insurance
- short-term disability insurance
- long-term disability insurance
- COBRA
- employee assistance program
- unpaid leave through Family and Medical Leave Act
- flexible spending account
- health savings account
- worker's compensation

A. TUITION BENEFITS AT OGLETHORPE AND AWAY FROM OGLETHORPE

Tuition Waivers to attend classes at Oglethorpe are available for employees and dependents (spouse or child as defined by the Internal Revenue Service) who meet admission requirements. Employees interested in enrolling in classes, must complete a Tuition Waiver which needs to be approved by their direct supervisor before registering for class. All Waivers must be completed and approved prior to each semester in which the employee or dependent plan to enroll. Tuition Waivers cover only the cost of tuition. Other items such as supplies, textbooks, lab fees, technology fees, etc. are not covered costs.

Employees are limited to two (2) classes per semester and may attend classes only during non-working hours. In order to apply for a Tuition Waiver, the recipient must meet Oglethorpe University's standards of academic performance and personal conduct. Employees with performance concerns are not eligible for this benefit.

Full-time employees and their dependents are eligible for Tuition Waiver benefits after completing six (6) months of service from hire date. Employee dependents include spouse and qualifying children under the age of 24 as defined by the IRS. Regular, part-time staff who work at least 20 hours per week year-round and their dependents are eligible for discounted tuition (50%) after one year of service.

Dependents are allowed to utilize tuition waiver benefits for up to a maximum of 10 (ten) semesters, assuming the recipient remains in good standing as defined by the standards of satisfactory academic progress outlined in the *Bulletin*. Attendance during the summer will not count against the maximum of 10 semesters. Students dismissed for failure to meet academic standards or violations of student conduct policies will not be considered for any further Tuition Waiver benefits.

The human resources office *must* certify eligibility each semester for all employee and/or dependent tuition waivers. Employees (and their dependents) must apply for any financial aid (with the exception of loans) for which they may be eligible to receive. Failure to do so may result in the loss of the tuition waiver benefit. Employee (and dependent) waivers shall be reduced by any financial aid (with the exception of loans) for which the employee or dependent qualifies.

Tuition Exchange (TE), of which Oglethorpe is a member, is a consortium of over 500 schools around the country offering competitive tuition exchange scholarships to members of faculty and staff families employed at member institutions. TE is a scholarship program (not a guaranteed benefit) in which children of full-time employees may apply to participate. Most TE schools require application and acceptance for admission before considering the TE application. The TE scholarship

in most cases matches the tuition at the host institution, but not always, due to differences between high-cost tuition schools and low-cost tuition schools.

Each TE school has a Tuition Exchange Liaison Officer. The Director of Human Resources is Oglethorpe's Tuition Exchange Liaison Officer. A current list of participating TE schools and more information is available from www.tuitionexchange.org.

1. Eligibility – defined as follows:

- a. "Full-time" means any employee who is eligible for such benefits as are offered to all full-time employees.
- b. Eligibility begins one year after hire for full-time employment.
- c. Any natural or legally adopted children who meet requirements of dependency as defined by the Internal Revenue Service. (Must also be a full-time student who has not reached age of 24 by end of the tax year.)
- d. For employees who have more than one child eligible to participate in TE concurrently, participation for each successive child will be reviewed annually and continued participation will be based on the balance of "exports" and "imports."

2. Other Criteria

Active membership in the TE program is dependent entirely on the equal flow of "exports" and "imports" from each school. This requires monitoring by both the member institution and Tuition Exchange. For this reason, no matter how well qualified the applicant, actual receipt of a scholarship cannot always be guaranteed either by the host institution or the sponsoring institution.

- a. Applicants for TE should notify the Oglethorpe Tuition Exchange Liaison Officer approximately 12 months in advance of using the program so that TE application forms may be completed. Since TE scholarships are competitive, starting the process a year in advance is advised. Each application form is for one year and a renewal form must be completed for each successive year.
- b. In the event of termination of employment, a child already participating in TE would be allowed to complete that academic semester, but not beyond.
- c. In the event of death of the employee, a child already participating in TE would be allowed to complete that academic year, but not beyond.
- d. In the event of death of the employee, a child certified/accepted in TE but not yet attending school, would be allowed to participate for one year.

While Oglethorpe has not experienced an imbalance of "exports" and "imports," and has therefore not experienced any restrictions from Tuition Exchange, the following criteria would be set in place in the event of a projected or actual imbalance:

- a. First priority will be given to employee children currently enrolled at Tuition Exchange schools. Among these, seniority of the full-time employee would determine the ranking.
- b. Second priority would be given to employee children currently enrolled in a non-Tuition Exchange school who desire to transfer to a Tuition Exchange school after their freshman or sophomore year. Among these, seniority of the full-time employee would determine the ranking.
- c. Third priority would be given to employees with high school children enrolling in Tuition Exchange schools. Among these, seniority of the full-time employee would determine the ranking.

Any change of criteria on the part of Oglethorpe will be made in writing one year prior to the effective academic year. While it is intended that this program will continue indefinitely, Oglethorpe reserves the right to modify, change or discontinue it at any time.

B. RETIREMENT SAVINGS 403(b) PLAN

All full-time employees are eligible and encouraged to participate in the university's retirement program, which is affiliated with Lincoln Financial.

For elective deferrals, all eligible employees may begin participation in the Elective Deferral portion of the Plan the 1st of the month following date of hire with the university. For Matching Contributions, all Eligible Employees may begin participation in these portions of the Plan as of the 1st day of the first complete payroll period after completing one year of eligibility service.

There is no minimum contribution required to participate in the retirement plan. However, to receive the university's matching contribution employees must contribute a minimum 5% of annual salary. The university offers a 7% match of annual salary. The university will notify participants of any changes to the matching contribution it intends to make at least 30 days prior to the payroll period the matching contribution will become effective. An employee's gross pay is used for this calculation.

Individual payments upon retirement depend upon contributions to the Lincoln Financial program.

C. EARLY RETIREMENT AND CAREER CHANGE POLICY

Oglethorpe's early retirement and career change policy provides financial support to faculty members who wish to retire earlier than age 70 or who wish to make a career change out of higher education into some other field. An initiative of this kind is viewed as particularly appropriate in a period of slow to no growth in most colleges and universities during which opportunities for mobility from one academic institution to another are extremely limited.

1. Eligibility and Application Procedure

Members of the teaching faculty who hold full-time appointments in the university, who have completed at least 12 years of service (normally 24 semesters) at Oglethorpe, and who have decided to retire or to leave the field of higher education are eligible to apply for the benefits provided by this policy. This policy does not apply to faculty members whose primary duties are administrative, such as the President, the Provost, and the Director of the Library, nor would it apply to a retiring administrator or staff member who had been a member of the teaching faculty prior to taking a staff position.

A letter of application must be filed with the Provost at least six months before the date on which full-time employment will cease. No more than three applications will be accepted in a given academic year. Applications will be considered and acted upon in the order in which they are received.

Oglethorpe University reserves the right to terminate or to revise at any time the provisions of this policy as they may apply to new participants. An existing signed agreement between an individual faculty member and the university is not, however, subject to change.

2. Benefits and Limitations

The policy provides for the annual payment of an amount of money equal to 30% of the faculty member's final full-time contract. Calculation of the compensation includes the employer's

contribution to the Oglethorpe University 403(b) Retirement Plan; it excludes compensation for teaching additional courses or additional administrative duties such as associate provost, division chair or director of a particular program. The payments are made in 24 equal installments on the 15th and last day of the month beginning in the September or March following the nearest final period (spring, summer, or fall) of full-time employment. The payments continue for five years (60 months) unless the faculty member: 1) attains age 70, 2) resumes full-time employment at a college or university or 3) dies. If anyone or any combination of the three conditions stated above exists, the payments shall cease immediately.

3. Medical Insurance Options

Participants in the early retirement and career change policy have several options with regard to medical insurance coverage.

Participants may end their coverage under the university's policy and obtain their own coverage. In this case an amount equal to the monthly insurance premium that the university paid on behalf of the faculty member during his or her final period of full-time employment shall be added to the monthly payment made under the terms of this policy. Such payments shall cease, however, if the faculty member attains age 70, or becomes eligible for another group medical insurance plan through another employer before the end of the five-year policy benefit period.

Participants may continue to be covered by the university's policy on the same terms as full-time employees during the five-year policy benefit period or until age 70, whichever period of time is shorter. (Under federal laws an active employee may continue coverage under the group contract beyond age 65. If the employee retires and chooses to remain on the university's group insurance plan, this coverage becomes secondary to Medicare at age 65.) Those who elect this option and who have not attained age 65 by the end of the five-year benefit period and are not employed or self-employed or otherwise eligible for medical insurance may continue to participate in the university's medical insurance plan for an additional 18 months under the COBRA provisions.

4. Tax Implications

Each individual who participates in this policy is responsible for obtaining information and guidance on the income tax and Social Security implications of his or her participation. The information available to the university indicates that the payments made under the terms of this policy will be viewed as regular income and subject to the withholding of taxes and the payment of both the employer's and the employee's Social Security tax. The university will pay the employer's share of the Social Security tax.

5. Part-Time Teaching at Oglethorpe University

Faculty members who participate in this policy may be employed as part-time instructors at Oglethorpe University, if invited by the university, without affecting their eligibility for continued benefits under this policy.

D. FMLA, DISABILITY, AND MATERNITY LEAVE POLICY FOR FACULTY MEMBERS

Oglethorpe University offers several types of leave for faculty members. This policy provides information about the types of leave available as well as eligibility and requirements for use of the leave programs. The attendance expectations for faculty members can be found in the Faculty Handbook.

Occasional Absence due to Personal Illness or Emergency

Any faculty member who unexpectedly must be absent from classes or other responsibilities due to a personal illness or emergency for a brief period of time are expected to notify their Division Chair and the Provost, and to assist with any necessary arrangements for coverage. There is no disruption in pay for an occasional brief absence.

FMLA Leave

There may be times when a faculty member finds it necessary to be absent for an extended period due to pregnancy, serious illness, disability, or care for qualified family members. Qualified faculty members may take up to 12 work weeks of job-protected leave under the Family and Medical Leave Act ("FMLA") in a rolling 12-month period for specified family and medical reasons. Oglethorpe may also grant an additional 4 weeks for a total of up to 16 weeks (full semester) of job-protected leave. Additionally, faculty members may also qualify for up to 26 work weeks of job-protected leave under the FMLA in certain situations related to a covered family member's service in the Armed Forces.

FMLA is typically unavailable for employees during the first year of employment in accordance with federal law. However, Oglethorpe will make job-protected leave available beginning the first year of employment for regular, full-time, benefits-eligible faculty members who are tenured, tenure-eligible, or non-tenure eligible on a multi-year contract.

If any faculty member anticipates being absent, or is absent, for three or more consecutive days for personal illness or injury, the faculty member is expected to inform both the Provost and Human Resources. Faculty members are responsible for completing any necessary paperwork to determine eligibility for disability benefits and/or leave under FMLA and the University's policies. However, the University may, where appropriate, designate leave as Family and Medical Leave absent the employee's request for such leave and may dock any paid leave which is accrued in accordance with this policy.

Pay During Leave

Job protected-leave ensures that an individual's position will be available to them upon return. The University understands that gaps in pay sustained during such leave can be a hardship on faculty members and has adopted the following policies:

Accrued Paid Leave: Eligible faculty members accrue up to two (2) weeks of paid FMLA after each full calendar year in which they are employed, up to a maximum of 16 weeks (640 hours) for use with personal illness or other events which meet the definition of FMLA leave. This benefit is available to regular, full-time, benefits-eligible faculty members who are tenured, tenure-eligible, or non-tenure eligible on a minimum one-year contract. This benefit is not available for adjunct, part-time, or library faculty.

Long-Term Disability Insurance: Long-Term Disability (LTD) is a University provided insurance program that provides partial income continuation for faculty members with personal illness or injury who are unable to work for a significant period of time which extends beyond the 90 day waiting period. The program replaces 60% of covered earnings up to \$10,000 per month for approved claims. For employees continuing to meet the definition of disabled, LTD benefits may continue until a faculty member's normal retirement age. The University's provision of this benefit is not a guarantee of continued employment. For further information about LTD benefits, please contact Human Resources. LTD is available to any benefits-eligible faculty member.

Short-Term Disability Insurance: Faculty members may purchase Short-Term Disability coverage through the University designated carrier. This voluntary employee paid benefit provides 60% of covered earnings up to \$1,500 per week for up to 12 weeks for approved claims. Short-Term Disability coverage may be purchased by any benefits-eligible faculty member.

Paid Maternity Leave: Eligible faculty members who have had one full calendar year of service prior to the date of giving birth to a child, will be granted one semester of paid leave with full salary and continuation of benefits. This paid leave will not count against a faculty member's accrued pay bank, and the accrued pay bank may not be used to extend the period of paid leave. The leave may be taken during the semester in which the most substantial portion of the 12 weeks of FMLA leave would occur. Eligible faculty members who wish to utilize their one semester of paid maternity leave by working reduced hours during the full academic year may do so as long as the reduced course load is within the same academic year. This paid leave, to the extent possible, will run concurrently and be counted against the job-protected FMLA leave. Any faculty member planning for maternity leave is advised to consult with her Division chair and the Provost as soon as practical, so as to allow the University the maximum opportunity to provide for coverage of her duties during leave. This benefit is available to regular, full-time, benefits-eligible faculty members who are tenured, tenure-eligible, or non-tenure eligible on a multi-year contract. This policy does not provide paid maternity leave for adjunct, part-time, library faculty, or faculty on a single-year contract.

Process for Requesting Leave

Both paid and unpaid leave will require the employee to complete the **Employee Certification of Serious Health Condition** available in Human Resources.

When possible, the request for leave should be submitted at least 30 days in advance of the leave. However, to minimize disruption for students, the request is appreciated as soon as practical after the need for the leave is foreseen. Adjunct instructors may be hired for the semester to assume the duties of a faculty member on extended leave. The Division Chair is responsible for arranging coverage of the faculty member's duties. Responsibility for covering the cost of replacement instructors will be determined by the Division Chair and Provost.

Faculty members absent for more than one semester due to extended illness will be required to submit a written statement from their physician certifying the medical necessity for an extended leave of absence. The Provost and the Human Resources Director reserve the right to require a second medical opinion from a University designated physician before approving extended leave benefits. Should the medical opinions of the employee's physician and the University designated physician concerning the medical necessity of the leave differ, a third physician, chosen mutually by the employee and the University, will be asked to render an opinion. The majority opinion of the three physicians will be binding.

Returning from Leave

After the leave of absence or other adjustment of employment obligations, the University may require that the faculty member have a health care provider certify that the faculty member is fit to resume duties. The University makes the ultimate decision as to the faculty member's fitness to resume duties.

Impact on Tenure

Time spent on extended disability leave may be considered a break in service in terms of tenure. The tenure clock can be stopped by mutual agreement between the Provost and the faculty member.

SECTION VII. UNIVERSITY OFFICERS AND ORGANIZATION

A. ORGANIZATIONAL STRUCTURE

Oglethorpe University, Inc. is an independent, non-denominational college of arts and sciences granting baccalaureate degrees.

The University is under the general direction and control of a Board of Trustees. The Board governs the institution through by-laws and resolutions. Standing committees of the Board review issues to be brought before the Trustees and make recommendations to the Board. The standing committees are Executive, Governance & Nominating, Academic Affairs, Fiscal Affairs, Advancement & Community Relations, and Student and Campus Affairs. The Executive Committee is empowered to act for the Trustees in between meetings of the full Board.

B. OFFICERS OF THE UNIVERSITY

The **President** shall supervise and direct the educational activities and operations of the University in conformity with the policies of the Board of Trustees and within current budgetary limitations. He/she shall formulate the courses of study, select instructors, recommend faculty appointments, maintain discipline and encourage sound learning. He/she shall execute all notes, contracts, and other similar instruments in the name and on behalf of the corporation. Further, he/she shall furnish such information as may be requested by the Chair of the Board of Trustees or the Chair of any Standing or Special Committee. Reporting to the President are the senior administrative officers:

1. Provost and Vice President for Academic Affairs
2. Chief Financial Officer and Vice President for Business and Finance
3. Vice President for Advancement
4. Vice President for Student Affairs
5. Vice President for Enrollment Management
6. Vice President for Marketing and Communications
7. General Counsel & Chief of Staff
8. Special Advisor to the President for Diversity, Equity and Inclusion

The **Provost and Vice President for Academic Affairs** is the chief academic officer of the institution and is directly responsible to the President for all academic affairs. Responsibilities include: faculty recruiting, in-service training of faculty, class scheduling, teaching assignments, evaluation of instruction, preparation of budgets, the University library, the University museum, student records, adult degree program, provision of instructional support services, institutional research, and liaison with external academic bodies. Reporting to the Provost are the chairpersons of the eight academic divisions; the Dean of the Q. William Hammack, Jr. School of Business; the Associate Provost; the University Registrar; the Director(s) of the Core Curriculum; the Director of the Honors Program; the Director of Library Services; the Director of the Museum; the Director of the Rich Foundation Urban Leadership Program; and the Director of the Environmental Studies Program.

The **Chief Financial Officer and Vice President for Business and Finance** is directly responsible to the President for the business and financial affairs of the University. Responsibilities include: oversight of accounting; information technology; financial planning; investments, including the University's endowment; operating and capital budget preparation; auxiliary enterprises; buildings and grounds, including campus improvement projects; special events, including facility rentals; business insurance; tax filings; payroll and payroll tax administration; human resources and benefit

plan administration; and all other business affairs of the University. Reporting to the Vice President are the Controller, the Director of Human Resources, the Director of University Events, the Chief Information Officer and Director of Information Technology Services, the Director of the Campus Store, the Assistant Director of Business and Finance, and the Director of Facilities.

The **Vice President for Advancement** is directly responsible to the President for fundraising and alumni relations. Reporting to the Vice President are the Senior Director of Advancement, the Senior Director of Development, the Director of Engagement, the Director of Alumni Engagement and Giving, and the Director of Philanthropic Communications.

The **Vice President for Student Affairs** is directly responsible to the President for out-of-classroom and co-curricular informal educational experiences, extracurricular campus life activities and programs, support services for students, residence life, food services, Greek life, the Conant Performing Arts Center, and the development of a sense of community among faculty, staff, and students. Reporting to the Vice President are the Associate Dean of Students & Director of Residence Life, the Senior Director for Student Success, the Director of Athletics, the Director of Campus Safety, the Director of Career Services, and the Director of the Counseling Center.

The **Vice President for Enrollment Management** is directly responsible to the President for all areas involved in the recruitment and enrollment of students, including the undergraduate admission office and the office of financial aid. Reporting to the Vice President are the Offices of Admission and Financial Aid.

The **Vice President for Marketing and Communications** is directly responsible to the President for University-related marketing and communications, including brand management, strategic marketing and advertising, media relations, crisis communications, and web and social media strategy. Reporting to the Vice President is the Senior Director for University Communications.

The **General Counsel & Chief of Staff** is directly responsible to the President for overseeing and coordinating the University's commitment to remain compliant with all applicable legal and regulatory obligations, representing the University in all legal matters, updating policies, bylaws and other documents and providing counsel to the Board of Trustees, the President, and university administrators in their official capacities; and for oversight of all presidential office operations and efforts in support of advancing institutional priorities and strategic initiatives, coordinates internal and external communications, and serves as the primary liaison to the Board of Trustees.

The **Special Advisor to the President for Diversity, Equity and Inclusion** is directly responsible to the President for supporting efforts to improve diversity, equity, and inclusion processes across the university; and supporting a university-wide agenda of access, inclusion, and belonging for all community members.

Appendix A. Guidelines For Teaching Students With Disabilities¹

I. INTRODUCTION

Oglethorpe University, like all colleges that receive federal funds, is required to assure that *qualified* individuals with disabilities are not denied admission or subject to discrimination because of their disability. In a letter to faculty the Provost stated: “Both university policy and law, including Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), require that students with documented disabilities receive reasonable accommodation to access classroom information and to demonstrate mastery of course material. Oglethorpe is committed to complying not only with the letter of the law, but the spirit of the law in making its programs and activities accessible to persons with disabilities.”

With the expanded ADA Amendments Act passed by Congress in 2008, the definition of a disabling condition was expanded. As such, we must make a good faith effort to provide students with disabilities meaningful access to all of our programs. That commitment is not a guarantee of success, identical results or levels of achievement, but rather the same opportunities as other students to be successful on the basis of intellectual abilities and academic achievements. We must assess students by their abilities, not their disabilities, and treat them the same way we treat similarly situated students without disabilities. As such, Oglethorpe has developed a **Policy on Disability Programs and Services** to ensure compliance with relevant disability anti-discrimination laws and regulations.

II. CAMPUS RESOURCES

Students with documented disabilities are served through the Office of Accessibility Services (OAS, phone x8335; <http://success.oglethorpe.edu/accessibility-services/>) located in the A_LAB, Turner Lynch Campus Center, 2nd floor. The Human Resources Director (x8325) located in Lupton Hall serves as the ADA Coordinator for faculty and staff.

III. DEFINITION OF DISABILITY

The Americans with Disabilities Act defines a *person with a disability* as “any person who has a physical or mental impairment which substantially limits one or more major life activities or bodily, has a record of such an impairment or is regarded as having such an impairment.” *Major life activities* include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. *Major life activity* also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. A *qualified person with a disability* is someone who meets the academic and technical standards required for admission to our educational programs and activities.

¹ Adapted in part from the Association on Higher Education And Disabilities® (AHEAD) and Stanford University Office of Accessible Education

IV. PROCEDURES FOR STUDENTS TO OBTAIN DISABILITY SERVICES

The following steps have been established to meet the needs of students with disabilities and/or disability-related issues at Oglethorpe:

1. All students must meet established university admission requirements and program technical standards.
2. Disability documentation should be mailed, faxed, or emailed at least 7 days prior to meeting with OAS staff to ensure adequate time for processing. Note: students are encouraged to begin the accommodations process before or at the beginning of the semester but are able to initial and complete the process at any time throughout the semester, however by law accommodations are not retroactive.
3. Upon review, OAS staff will notify the student via email the next steps that must be taken in the accommodations process.
4. Eligibility for accommodations and services will be determined by the Assistant Director of Accessibility Services. If eligible, the student will then complete the initial intake form and sign a contract of responsibility which outlines responsibilities of the student in the accommodations process. Denials may be appealed to the Assistant Provost as instructed under Grievance Procedures.
5. Students can complete and print the initial intake form prior to or in consultation with a staff member in the OAS.
6. After completing all of the intake paperwork, the OAS staff will create a letter of accommodation (LOA) for the student to provide to the instructor of record or action plan for services and resources. All information is kept in strict confidence.
7. The OAS staff will make arrangements with service providers and /or makes purchases of auxiliary aids and materials that are supported by documentation and determined by the OAS staff to be reasonable and appropriate. **NOTE: In some cases, it may take up to three weeks to secure the requested service or auxiliary aid.**
8. The OAS staff will seek to obtain the required appropriate assistive technology, such as electronic text. The student will need to provide the OAS staff with the necessary information for purchase of said materials and/or equipment. For etext (electronic textbooks), students must provide a copy of the textbook receipt in order to satisfy copyright requirements. No action can be taken until the proof of purchase is satisfied.
9. Students that have note-taking as part of their accommodations will need to complete the note-taking request form (see <http://success.oglethorpe.edu/formsanddocuments/notetaker-request>) indicating which courses they would like note-taking services. The OAS staff will seek to recruit volunteer peer notetakers. The student will need to work closely with the OAS staff to ensure coordination of said efforts and to monitor the quality and efficiency of said services.
10. Students are responsible for meeting with their professors to discuss needs and how to implement identified accommodations. The OAS staff will be available to assist as required. **NOTE: Accommodations are not retroactive and cannot be applied to previously administered tests or assignments.**
11. The student should work closely with the faculty in making arrangements for alternate testing and assignment details (e.g. extended time, reduced distraction environments, etc.). The OAS staff can provide alternative testing environments, but requires 3 school days advance notice. Requests less than 3 school days out cannot be guaranteed. Requests must be made by the

student and should be completed via the test proctoring request form (<http://success.oglethorpe.edu/accessibility-services/accommodation-services/proctoring/proctor-request-form/>).

Technical standards are essentials to which all students must adhere in a program of study. Students with disabilities may be eligible for accommodations; however, these students are still required to meet all of a program's technical standards. Applicants should be aware that certain programs and degrees require the ability to perform specific critical skills. Some students may not be admitted to or able to complete a program or degree because their disability cannot be accommodated in a manner that enables them to perform the required critical skills and meet the critical standards of the program. Students, along with their advisor, should, prior to applying for or beginning a program of study, review all requirements that are necessary for completion of the program.

V. PROCEDURES FOR STUDENTS TO ADDRESS ISSUES OF CONCERN

Oglethorpe has developed means for persons with disabilities to seek resolution of any grievance arising out of perceived discrimination on the basis of disability. Students registered with OAS should take the following steps to resolve issues of concern and complaints of discrimination based on disability:

1. The student should discuss his/her problem with the instructor of the course or appropriate department representative (academic or non-academic) directly, unless extenuating circumstances prohibit doing so.
2. If a conversation with the course instructor or department representative does not resolve the concerns, the student should then discuss the problem with the head of that department or division.
3. If a meeting with the head of the department does not resolve the grievance, the student should discuss issues of concern with the OAS staff by emailing accessibility@oglethorpe.edu to request a meeting.
4. If the OAS staff is unable to assist in resolving the problem(s), the student will be advised to file a formal complaint, in writing, following the steps provided below under Grievance Procedures (<http://success.oglethorpe.edu/accessibility-services/grievance-procedures/>).

VI. ACADEMIC ADJUSTMENTS

Faculty are chiefly responsible for providing reasonable academic adjustments for students with disabilities in their classes. Students with disabilities may be eligible for accommodations; however, these students are still required to meet all of a program's technical standards. *Technical standards* are defined as essentials to which all students must adhere in a program of study. Conduct rules apply to all students regardless of disabilities.

Faculty looking for ways to meet the individual needs of students with disabilities might want to make an announcement on the first day of class or consider a general statement on course syllabi such as the following:

“If you are a student with a disability or disability related issue and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact Accessibility Services at 404-364-8335 or

VII. EXAMPLES OF ACADEMIC ACCOMMODATIONS

Academic accommodations may simply entail allowing students to tape record lectures, use technology in the classroom, or more sophisticated requests such as changing the format of a test or modifying the manner in which a course is taught. The accommodations will vary according to the students' individual needs. Except as described below, Oglethorpe University Policies shall not be waived nor exceptions made for students with disabilities. Instead, means shall be sought to assist students in meeting requirements through academic adjustments including modifications of instructional techniques and testing procedures. Instructors should provide adjustments that are reasonable and effective, that are not excessive and do not lower academic standards including, but not limited to:

- Early/Priority registration – In order to ensure that students with disabilities will obtain the appropriate classes, Oglethorpe has established a mechanism that allows students with certain disabilities (i.e., those with physical limitations or undergoing medical treatment) to select and register for their courses early and on a priority basis. By doing this, faculty, students, and the offices that serve students with disabilities are able to get a head start in preparing for the necessary accommodations such as electronic textbooks and extended test time.
- Alternate-testing format – Due to difficulties in areas such as organization of ideas, reading (both word decoding and interpretation), handwriting and spelling, it may be necessary to allow students with disabilities more time to complete examinations, use a word processor, or use a scribe. Oglethorpe has established a “**Test Accommodation Procedure**” to ensure not only that qualified students have appropriate accommodations but also that the examinations are handled in a confidential and secure manner. Additionally, test questions may need to be presented orally, or students may need to demonstrate mastery of the material through oral, rather than written, response.
- Auxiliary aids and services – Students may require use of various auxiliary aids and services such as electronic textbooks (etext), taped lectures, calculators, modified equipment/materials, early syllabi, notetakers, readers, scribes, proofreaders, library assistance, and learning strategy instruction.

Other examples of academic accommodations that faculty may provide include:

- Evaluation of methods that accurately measure a student achievement rather than measure the student's impaired cognitive, sensory, manual or communication abilities.
- Extended time on quizzes, written assignments and exams.
- Relocation of test to individual rooms or areas with reduced distractions.
- Varied test schedule to accommodate flagging energy levels or the effects of medications. Arrange tests around eating schedule, or allow food in the room.
- Use of written exams rather than scan sheets.
- Use of a computer with spell check.
- Oral exams for students who are print impaired.
- Use of a formula sheet if memorizing formulas is not a stated objective of the course. (Prior to the exam the instructor should approve formula sheets.)
- Handouts or testing materials in large print or Braille.
- Information for obtaining textbooks on tape.
- Assistance in identifying qualified notetakers, readers or scribes.

- Accommodation of sign language interpreters and real-time reporters in the classroom.
- Use of closed-captioned films.
- Use of an assistive listening device.

VIII. TEST ACCOMMODATION PROCEDURE

- A. After obtaining accommodations letters, the students will be responsible for meeting with their instructors at the beginning of each semester to arrange test accommodations. Noncompliance with the Test Accommodation Procedure on the part of the student may result in delays in or denial of the provision of accommodations.
- B. Students will be responsible for contacting their instructors prior to a scheduled examination to remind them of the accommodations necessary.
- C. Students will be responsible for contacting OAS, if arrangements need to be made for pick up and delivery of the examination to the office. This should be done no less than three (3) school days before the date of the examination. Instructors should contact OAS if other assistance is needed to provide the accommodation.
- D. If test proctoring is needed in the Office of Academic Success, the student should complete a “Test Proctoring Request Form” (see <http://success.oglethorpe.edu/accessibility-services/accommodation-services/proctoring/proctor-request-form>).
- E. Once the test proctoring request form is received, OAS will contact the course professor directly for any special instructions including how the completed test will be returned to instructor and a list of the materials, if any, the student is allowed to bring and use during testing.
- F. Students will indicate to OAS if a reader or scribe is necessary or if any other test accommodation is necessary. If needed, the instructor will identify a reader qualified in the subject area for tests or exams that include graphs, charts, diagrams, illustrations, or other course- specific materials. Otherwise, the instructor may provide an audiotope to describe the material, or if appropriate, reformat the test to eliminate graphs or illustrations.
- G. OAS will make arrangements with the instructor for pick up and delivery of examinations. Tests can be delivered electronically to accessibility@oglethorpe.edu. Campus mail will not be used for delivery of exams to the OAS. Examinations will be kept in a secure and confidential area of the office.
- H. Students shall arrive promptly (at least ten minutes prior to time of test) to take the examination at the designated testing area and at the time prearranged. The time allotted for the test will not be extended due to tardiness. Instructors will be notified of late arrivals and no shows. All established honor and student conduct codes apply. ***Note: Computer use and breaks during testing will only be allowed if pre-approved (no extra time is allotted for breaks).***
- I. Students shall contact their instructor and OAS staff, if due to an unforeseen extenuating circumstance, they are unable to take the test at the prearranged time and need to reschedule. Instructors must approve any schedule changes.

- J. Completed examinations will be scanned to an email and sent directly to the professor. The original copy will also be delivered via campus mail.

The following are answers to questions instructors may have when assisting students with test accommodations:

Should I contact OAS if I am providing the test accommodations in my classroom?

It is not necessary for the instructor or the student to contact OAS if the instructor does not need assistance making arrangements to provide the accommodations.

How do I know what test accommodations to provide?

Each semester students who qualify for test accommodations must provide you with a letter from OAS indicating the testing accommodations needed. Test accommodations may include, but are not limited to those listed in this document under “**Examples of Academic Adjustments.**” Specific accommodations will be outlined in the letter.

What constitutes a distraction-reduced environment?

Some individuals, because of their disability, may require a testing environment that minimizes distraction as much as possible. Depending upon the disability, distractions may result from noise, or movement, or both. Normally the best way to provide a distraction-reduced testing space is to place the individual alone in a room without phones, street noise, or other distractions. If this is not possible, positioning the individual facing away from windows, other test-takers, and other sources of movement or distraction may minimize visual distraction.

Noise distraction sometimes can be minimized through the use of sound-suppression earphones or earplugs, although some individuals may find this as distracting as the noise. Some individuals may require a private testing environment in order to perform at their best and not disturb others taking the test. Some, because of the way they process information, perform best if they are able to talk aloud. Others, when channeling their energies to the test, may have verbal outbursts or body tics. Even if these manifestations can be eliminated, the effort required could result in a loss in concentration that may affect their performance on the test.

It is important to discuss the proposed testing environment with the student in order to determine its appropriateness. A quiet room or office, or a smaller classroom with fewer students should be suitable. Schedule the student's test when the appropriate room is available. **NOTE: the hallway is never a suitable testing environment.**

Do I have to allow students to use technology in my courses?

There are instances when a student with a qualifying disability will need to use various technologies in your class. This accommodation will be listed in the letter of accommodation. This may include, but is not limited to, a laptop to take notes, a tape recorder to audio record class lectures, and other types of technology as needed.

What if I have a policy specifically banning the use of laptops?

If a laptop is an approved accommodation, a policy modification for the student with a disability is reasonable. In order not to publicly identify the student with a disability, the instructor is encouraged to state on the syllabus something like the following: "Exceptions for the use of a laptop may be granted. Students requesting an exception should contact the instructor directly."

Am I required to lower the standards of a required assignment because the student has a

disability?

No. Standards are the same for all students; however, some students with disabilities may use accommodations to exhibit their knowledge, their production, and their meeting of other course expectations differently than their peers. For example, a student with low vision may produce an essay exam by using a computer or scribe rather than writing out an answer. The quality of the work should be the same.

What should I do if I believe an accommodation listed in the Letter Of Accommodation fundamentally alters an essential element of my course? Do I have any recourse if I disagree about recommended accommodations?

Yes. Academic adjustments listed in the student's letter of accommodation are recommendations based on specific disability related needs supported by documentation. You can bring your concerns about specific accommodations to the Assistant Director of Accessibility Services as soon as possible. You must continue to provide the accommodation in the original letter of accommodation until you receive a modified letter of accommodation. It may be that a different accommodation would be better suited to your particular course and OAS can help develop the alternative.

A student came to me in the sixth week of the semester requesting accommodations. Do I have to provide accommodations for someone this late?

Yes, you are expected to provide the requested accommodations moving forward. However, accommodations are not provided retroactively. Questions about how to handle accommodations moving forward or how to handle a student's request for a variance on previous assignments should be directed to OAS.

I have a student who is having difficulty in my class. I think he or she may have a disability. What should I do to help him?

First, never ask a student if they have a disability or suggest that they have a disability. Feel free to discuss your observations and concerns with the student and refer them to OAS for further follow up.

IX. COMMUNICATING WITH PEOPLE WITH DISABILITIES

Some of the major obstacles students with disabilities have encountered are myths and stereotypical attitudes related to their disability. These attitudes may arise from fear or a simple lack of understanding of disabilities. Having accurate information will help you to overcome any fears and increase your awareness of issues related to people with disabilities.

The following are common **myths** held by society about people with disabilities:

- All people with disabilities are handicapped and/or crippled.
- People with disabilities are physically unhealthy, dependent and lonely.
- People with disabilities lead totally different lives than others do.
- A disability is a frustrating tragedy.
- People with disabilities are brave and inspirational by being able to overcome their handicaps.
- A learning disability is a form of mental retardation or an emotional disorder.

OAS offers outreach and education to increase the awareness and sensitivity of faculty, staff, and students. Faculty who would like more information about specific disabilities are encouraged to

contact the ASC staff. The following are suggestions to help you as you begin to interact with students who have disabilities.

General Considerations

- If a student shares with you the nature of their disability do not share this information with others unless you have permission from the student.
- Do not refer to the disability unless it is relevant or a student discloses his or her disability directly to you.
- Remember that a student who has a disability is first and foremost a person. This student is like everyone else, except for the limitation(s) imposed by his or her disability.
- Speak directly to the individual with the disability. Do not let a companion be a go-between for conversation.
- Do not portray persons with disabilities who succeed as superhuman. This implies that it is unusual for people with disabilities to have talents or skills.
- Offer assistance if asked or if the need seems obvious. Do not insist. Respect the person's right to indicate the kind of help that is needed, and to accept or decline.
- Be aware that individuals with disabilities vary in lifestyles, activities, and personality characteristics, as do individuals without disabilities.
- Appreciate what the student can do. Remember that the difficulties he or she may be facing could stem more from society's attitudes and barriers than from a disability.
- Be considerate of the extra time it might take for this person to get things done or said. Let him or her set the pace in walking or talking.
- Keep in mind that people with disabilities differ in how they are affected by their disability and how they react to having a disability.
- Not all students have the same needs, even if they have the same disability. Some students may not need or want any accommodations.
- Relax. If you do not know what to say or do, allow the person who has the disability to help put you at ease.
- Do not expect the same performance from students with disabilities as others.
- Provide honest feedback as you would with any student. Everyone needs to know how he or she is performing.
- Keep in mind that your attitude toward the student and his or her disability has the potential of being more handicapping to the individual than the disability itself.

“People First” Terminology:

- Place the person before the disability and do not sensationalize the disability. Say “person with a disability,” rather than “disabled person.” Avoid terms such as “a victim of” or “afflicted with.”
- Avoid labeling, grouping or referring to people by the disability they have, e.g., “an epileptic,” “blind people.” A person is not a condition. Rather, refer to “a person with epilepsy,” or “people who are blind.”
- People are not “bound” or “confined” to wheelchairs. They use them to increase their mobility and to enhance their freedom. It is more accurate to say, “wheelchair user” or “person who uses a wheelchair.”
- Do not refer to student’s without disabilities as “normal” instead refer to them as “non-disabled individuals.”

Physical Disabilities

- Do not make assumptions about what a person can and cannot do. A person with a physical disability is the best judge of his or her own capabilities.
- Do not push a person's wheelchair or grab the arm of someone walking with difficulty, without first asking if you can be of assistance. Personal space includes a person's wheelchair, crutches, or other mobility aid.
- Never move someone's crutch, walker, cane, or other mobility aid without permission.
- When speaking to a person using a wheelchair for more than a few minutes, try to find a seat for yourself so the two of you are at eye level.

Visual Disabilities

- Identify yourself when you approach a person who is blind. If a new person approaches, introduce him or her.
- It is appropriate to touch the person's arm lightly when you speak so that he or she knows you are speaking to him or her.
- Face the person and speak directly to him or her. Use a normal tone of voice.
- Do not leave without saying you are leaving.
- If you are offering directions, be as specific as possible, and point out obstacles in the path of travel. Use clock cues ("the door is at 2 o'clock").
- Alert people who are blind or visually impaired to posted information.
- Never pet or otherwise distract a guide dog unless the owner has given you permission.
- You may offer assistance if it seems needed, but if your offer is declined, do not insist. If your offer is accepted, ask the person how you can best help.

Hearing Disabilities

- Ask the person how he or she prefers to communicate.
- If you are speaking through an interpreter, remember that the interpreter may lag a few words behind, especially if there are names or technical terms to be finger-spelled – so pause occasionally to allow the interpreter time to translate completely and accurately.
- Talk directly to the person who is deaf or hard of hearing, not to the interpreter. However, although it may seem awkward to you, the person who is deaf or hard of hearing will look at the interpreter and may not make eye contact with you during the conversation.
- Before you start to speak, make sure you have the attention of the person you are addressing. A wave, a light touch on the shoulder, or other visual or tactile signals are appropriate ways of getting the person's attention.
- Speak in a clear, expressive manner. Do not over-enunciate or exaggerate words.
- Unless you are specifically requested to do so, do not raise your voice. Speak in a normal tone; do not shout.
- To facilitate speech reading, face into the light and keep your hands and other objects away from your mouth.
- If the person is speech reading, face the person directly and maintain eye contact. Do not turn your back or walk around while talking. If you look away, the person might assume the conversation is over.
- While you are writing a message for someone who is deaf or hard of hearing, do not talk. The person cannot read your note and your lips at the same time.

- If you do not understand something that is said, ask the person to repeat it or to write it down. The goal is communication; do not pretend to understand if you do not.
- If you know any sign language, try using it. It may help you to communicate, and it will at least demonstrate your interest in communicating and your willingness to try.

Speech Disabilities

- Talk to people with speech disabilities as you would talk to anyone else.
- Be friendly; start up a conversation.
- Be patient, it may take the person a while to answer.
- Give the person your undivided attention.
- Ask the person for help in communicating with him or her. If the person uses a communication device such as a manual or electronic communication board, ask the person how best to use it.
- Speak in your regular tone of voice.
- Tell the person if you do not understand what he or she is trying to say. Ask the person to repeat the message, spell it, tell you in a different way, or write it down.
- To obtain information quickly, ask short questions that require brief answers or a head nod. However, try not to insult the person's intelligence with over-simplification.

Cognitive Disabilities

- Treat adults with cognitive disabilities as adults.
- When speaking to someone who has a cognitive disability, try to be alert to his or her responses so that you can adjust your method of communication, if necessary. For example, some people may benefit from simple, direct sentences, or from supplementary visual forms of communication, such as gestures, diagrams, or demonstrations.
- Use language that is concrete rather than abstract. Be specific, without being too simplistic. Using humor is fine, but do not interpret a lack of response as rudeness. Some people may not grasp the meaning of sarcasm or other subtleties of language.
- People with brain injuries may have short-term memory deficits and may repeat themselves or require information to be repeated.
- People with auditory perceptual problems may need to have directions repeated and may take notes to help them remember directions or the sequence of tasks. They may benefit from watching a task demonstrated.
- People with perceptual or "sensory overload" problems may become disoriented or confused if there is too much to absorb at once. Provide information gradually and clearly. Reduce background noise if possible.
- Repeat information using different wording or a different communication approach if necessary. Allow time for the information to be fully understood.
- Do not pretend to understand if you do not. Ask the person to repeat what was said.
- In conversation, people with processing disorders or mild mental retardation may respond slowly, so give them time. Be patient, flexible, and supportive.
- Some people who have a cognitive disability may be easily distracted. Try not to interpret distractions as rudeness.
- Do not expect all students to be able to read well. Some students may use assistive reading devices or other electronic reading programs.

Service Dog Information and Etiquette

- Service Dog definition: “[A]ny dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.”
- By ADA law there are only 2 questions you can ask a student regarding their service dog.
 1. Is the dog required because of a disability?
 2. What work or tasks is the dog has been trained to perform?
- Do not ask the student about their diagnosis or try to guess the reason why they have a service dog, or ask them to disclose their private medical history.
- There are no papers, documentation, ID, certification, or other required information of any kind for a student to have a service dog in public. Not only is there no documentation necessary, but it’s illegal for you to ask for any.
- Service dogs are not required to wear a vest or harness indicating that they are a service dog.
- Service animals must be permitted in all areas where public, students, and other participants in services, programs or activities are allowed to go.
- When a service dog is with a student, please know that the dog is working and you should not engage with it in any way, even if the dog is resting by the student.
- Avoid creating distractions for the service dog, the best way to avoid creating distractions is to ask the handler if it’s okay to interact with the animal.

X. CONCLUSION

We recognize that faculty may have limited time and resources to adequately provide the student with the requested accommodations. Faculty who need assistance, desire additional information to accommodate students with disabilities, or require consultation on teaching and testing techniques should contact Accessibility Services at 404-364-8335.

Appendix B. Guidelines For Conducting A Peer Review Of Teaching Observation

(Effective Fall 2003)

Peer review cultivates an environment that encourages an ongoing discussion about teaching and helps faculty members critically evaluate and improve their teaching abilities. Development of an effective teacher is an ongoing and interactive process. Requiring faculty members to reflect on their work encourages this process, offers a way to document one's teaching activities and instills a level of professionalism into our teaching.

Once you have agreed to conduct a peer review, there are four steps to the process:

1. Prior to visiting a class or watching a videotape you should discuss the pedagogy used in the class, specific goals of the class meetings observed and any problems or issues of which the faculty member would like you to be aware or provide feedback.
2. During your observations you may find it useful to take notes on the behaviors listed on the next page. It is not necessary that each of the categories be discussed in your letter but try to refer to specific behaviors when providing feedback.
3. A meeting should be scheduled as soon as possible after reviewing the tape or visiting three classes. This meeting will allow you to discuss your observations and give feedback to the faculty member prior to writing a final summary of observations. Moreover, this will be an opportunity for the faculty member to provide his or her thoughts on their own performance.
4. You should submit a summary of your observations, in letter form, to the faculty member. The faculty member will sign this letter (to acknowledge receipt) and retain it for his or her records. Your letter should include constructive feedback from your observations. If the faculty member chooses not to include the results of the review in his or her portfolio you will be asked to sign a Documentation of Peer Review form.

Your letter should also include the following information:

- a. Semester and course(s) you observed in person or on tape
- b. Date of the post-observation meeting
- c. A place for both your and your colleague's signatures

Behaviors to look for when measuring good teaching

1. Creates environment of respect/rapport
 - solicits questions
 - manages disruptive students effectively
 - frames answers to questions in a manner that encourages more questions
 - encourages and fosters actively participation by all students
 - faces the class
2. Demonstrates flexibility/responsiveness to student questions and comments
 - takes time to ask questions
 - waits a sufficient period of time before moving on after soliciting questions
 - digresses if necessary to fully answer a question or clearly articulates the context when the question would be addressed
 - takes the time to call attention to content that has been developed in response to students' interests and comments
 - admits they don't know an answer to a question but promises, and does, provide an answer at a later date
3. Communicates clearly & accurately
 - speaks clearly and audibly
 - maintains a reasonable pace
 - defines terms when needed
 - reviews major concepts and ideas frequently
 - calls attention to connections between current theme and previous themes
 - uses board/AV effectively (outlines or puts key concepts on board)
 - faces the class
4. Engages students in learning
 - asks questions of the students frequently
 - provides a variety of learning situations
 - a variety of students answer questions (no few dominate the class)
 - most students are taking notes or otherwise paying attention
5. Establishes proper context for material
 - reviews major themes at the start of class
 - recaps frequently
 - introduces important terms in context with a definition and/or example
 - uses key terms frequently and in context
6. Uses details and examples
 - takes the time to illustrate important terms and concepts
 - examples used aid in the comprehension of the concept
 - students respond as if their question was adequately answered

Documentation of Peer Review

I have completed the peer review process during period _____ (Semester / year).

Class periods reviewed:

1. Course number _____
Course Title: _____
Date(s) recorded: _____
2. Course number _____
Course Title: _____
Date(s) recorded: _____
3. Course number _____
Course Title: _____
Date(s) recorded: _____

I have a letter of review based on the above class periods from the following individuals:

1. Reviewer #1: _____
(signature)
2. Reviewer #2: _____
(signature)
3. Reviewer #3 (optional): _____
(signature)

Signature _____ Date _____

Appendix C. Institutional Review Board Information And Procedures

Amended Proposal Adopted by Faculty Meeting October 4, 2000

General Information and Procedures

The purpose of an Institutional Review Board (IRB) is to help ensure that researchers observe ethical guidelines developed to protect the well-being of research participants. Under most circumstances, all faculty, staff, and students planning to conduct research involving human participants must obtain approval by the IRB prior to any data collection. Approval also must be obtained prior to any changes in approved procedures that will affect the confidentiality or risk of harm to participants. Most protocols will be approved for one year, although the review interval may be shorter if the IRB determines that the degree of risk is more than minimal. It is the responsibility of the investigator to make sure that ongoing research is submitted for review before the approval lapses. More specific guidelines and recommendations are provided below.

When is it necessary to submit a research project to the IRB for review?

Faculty, staff, and student research that includes human subjects **must** be submitted for review if **any** of the following criteria apply:

1. The research involves interaction with participants, **or**
2. The research collects identifiable data of a personal nature (from participants or records) that the participants would reasonably expect to be confidential, **or**
3. The research involves collecting data from participants from an especially vulnerable population, such as infants, children, people with mental illnesses, prisoners, or people undergoing medical procedures. You should consult with the IRB to obtain more information on relevant safeguards for special populations such as these, **or**
4. The research involves more than minimal risk of physical or psychological harm or discomfort to participants. According to federal regulations (45 CFR 46), minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life. Your assessment of harm and discomfort should include consideration of emotional discomfort such as embarrassment or emotional pain, **or**
5. The research involves deception of the participants at some point in the project, **or**
6. The research project involves the solicitation of external funding. In this case, be aware that as of 10/1/00, the federal government requires that all submissions for federal grants regarding research with humans be accompanied by a certificate of proof that the submitter has completed a course or workshop on the ethical treatment of human participants. Please contact the chair of the IRB for more information on this requirement if it applies to your project.

Research by students that involves human participants can be reviewed and approved through academic program procedures approved by the IRB if **all** of the following criteria are met:

1. The research is not externally funded, **and**
2. The research collects only anonymous data from participants and records, **and**
3. The research does not involve collecting data from participants from an especially vulnerable population (e.g., infants, children, people with mental illnesses, prisoners, people undergoing medical procedures), **and**
4. The research involves no more than minimal risk of physical or psychological harm or discomfort to participants (see definition of minimal risk of harm above), **and**

5. The research does not involve deception of participants

Academic programs where students frequently use human participants in research projects must develop a procedure for evaluating student projects that meet the five points above. The procedure must be approved by the IRB prior to implementation. The psychology program endorses and follows the ethical standards of the American Psychological Association when it evaluates student research projects that meet the five points above. These guidelines are recommended for other academic programs as well.

Special Note: Individuals outside of the Oglethorpe University community who wish to conduct research on campus must submit their proposals for IRB review.

When is it not necessary to obtain IRB approval or departmental approval?

To address this issue, consider the guidelines adopted by the psychology program. The psychology program traditionally uses humans as research participants more than any other program. In that program, human participants are used in research projects in three ways. First, the faculty in the program sometimes use humans as participants in their own projects. For example, one professor measures people's abilities to accurately decode nonverbal forms of communication. Second, the students in the program sometimes use humans as participants in their own projects. For example, a student may create a personality questionnaire and distribute the questionnaire to students via campus mail as part of an advanced research project, independent study, or honors project. Third, instructors in the program sometimes conduct small experiments in class to illustrate a point or to collect data for statistical analysis. For example, one instructor arranges for a person to unexpectedly enter a classroom and "steal" the instructor's notebook. After a passage of time, the students (witnesses) answer a series of questions about what happened. They then use the data to test several hypotheses about eyewitness testimony and memory.

In the first two cases (i.e., faculty and student research), the psychology program must follow the IRB guidelines for review and approval. In the third case (in-class experiments), the program believes that these are pedagogical exercises, not research *per se*. Consequently, instructors are given the freedom to use activities that they believe are appropriate, as long as those activities conform to the ethical standards of the American Psychological Association. In short, all research in the psychology program will conform to the American Psychological Association's ethical standards and, when appropriate, research projects will be submitted to the IRB for its review.

Academic programs in similar situations, with similar types of classroom projects, do not need to submit them for IRB or program approval. Note, however, that some ethical standards should be adopted and followed even in those pedagogical exercises.

What is the procedure for submitting proposals to the IRB?

The Oglethorpe University IRB conducts two types of reviews, standard and expedited. For a standard review, all IRB members read and review your proposal. For expedited reviews, only the IRB Chairperson will review the request. You may request an expedited review of your research if either of the following two points apply:

1. Your study is an ongoing project that already has been approved by the IRB and has not changed or has changed in a way that will not affect confidentiality or risk of harm to participants.

Whether or not changes in the procedures are introduced, all ongoing research must be reviewed by the IRB at least once a year.

2. Your study involves no more than minimal risk of physical or psychological harm or discomfort to participants and does not involve deception or the use of participants from an especially vulnerable population. If the IRB Chairperson is concerned that your study may place participants at risk for more than minimal harm or discomfort, your project will be reviewed through the standard IRB procedures.

The materials to submit for standard and expedited reviews are identical and they should be submitted to the IRB Chairperson. Please submit 2 hard copies of all materials. For standard IRB reviews, the procedure normally takes about four weeks. For expedited IRB reviews, the procedure normally takes about one week. Currently, the IRB Chairperson is:

Lisa Hayes, Ph.D.
Associate Professor of Psychology
Oglethorpe University
4484 Peachtree Road, N.E.
Atlanta, GA 30319

Phone: 404-364-8391
Email: lhayes1@oglethorpe.edu

What are the materials to submit for IRB review?

To request approval of your project by the IRB, you need to submit:

1. A completed IRB Approval Request Form (see attached sheet).
2. A copy of your proposed informed consent form (see attached guidelines).
3. Copies of any measures or questionnaires to be used in the study.
4. If the investigator believes that written consent is not appropriate, he or she must provide the IRB with a statement of the reasons why written consent should be waived. Alternatively, a script (which includes all the elements of consent) is sometimes used in obtaining oral consent from the participant. In this case, a copy of the script must be provided to the IRB.

Special Note: Be advised that if you plan to collect data at an off-campus facility (e.g., school, daycare center, hospital) you are responsible for contacting that facility to inquire about its own IRB procedures. In most cases, schools, hospitals, prisons, and other settings have their own IRB procedures. Thus, if your project involves off-campus research, your protocol will need to be reviewed and approved by the Oglethorpe University IRB and possibly by a second IRB at the off-campus facility.

What if an IRB committee member wishes to submit a proposal for consideration?

If a standing member of the committee wishes to submit a proposal, it should be sent to the chair of the IRB for the appropriate type of review (standard or expedited). If the chair of the committee wishes to submit a proposal, she or he will submit it to another member of the committee who will make the decision regarding standard versus expedited review. In all cases, if a standard review is necessary for a committee member's proposal, the submitting member will be excused from all voting responsibilities regarding her/his proposal.

What happens when an approved research project is completed?

The IRB committee asks that investigators notify the committee chairperson once their project is completed and submit a brief summary of the results. This will help the committee keep records on all projects in the event of an external audit of research conducted at Oglethorpe University.

For additional information, please see:

<http://psychology.oglethorpe.edu/research/oglethorpe-university-institutional-review-board/>.

Approval Request Form

Oglethorpe University Institutional Review Board

Date:

Name(s) of Principal Investigator(s):

Department(s):

Phone Number(s) for contact:

Project Title:

Funding: ☐ not requesting ☐ will request ☐ requested ☐ obtained from:

Are you requesting a standard or expedited review? ☐ standard ☐ expedited

Is this project identical to one approved by the IRB within the past 12 months that is ongoing or being sent to a different funding source? ☐ yes ☐ no

If you answered yes, you need not address criteria 1-6 below. Simply refer the IRB to your earlier submission. If the project is nearly identical, with only subtle changes to a previously approved project, please highlight the changes but do not resubmit all materials. If the project involves changes that will affect confidentiality or risk of harm, you must address all six criteria below.

(Use separate sheets as needed)

1. Summarize procedures to be used and specify the types of data to be collected. Attach copies of any surveys or questionnaires that will be used. Very specific detail is required about procedures that involve more than minimal harm or discomfort, unusual distress, invasion of privacy, deception, or the use of invasive procedures. In these cases, provide justification for the procedures and explain why alternative methods cannot be used. Also describe specific steps that will be taken to minimize and monitor this risk or stress.
2. Describe characteristics of the proposed population of study and summarize the rationale for using any special populations (e.g., infants, children, those with mental or physical disabilities, prisoners) whose ability to give ordinary informed consent may be in question.
3. Describe the procedures that will be used to recruit/select participants, obtain data from them, and, when appropriate, debrief them regarding the nature/results of the study. As noted above, very specific detail is required for any procedure that could potentially be harmful.
4. Describe how confidentiality will be protected and how participants will be informed of their rights regarding participation in your project (this also should be included in your consent form).
5. What are the potential risks and potential benefits to the participants and to the public?
6. If there is any aspect of the study that cannot be revealed to the participant(s) prior to beginning the interview or experimentation, please explain and justify. Pay particular attention to explaining and justifying the use of deception and why alternative methods cannot be used.

Certification of Principal Investigator:

“I certify that I have read and agree to comply with the Oglethorpe University IRB compliance with DHHS Regulations for Protection of Human Research Subjects and that the information I have provided is a true representation of the research to be undertaken. In my judgement, the investigative procedures herein are in conformity with professional standards.”

Signature of Principal Investigator:

Date:

Guidelines for Obtaining Informed Consent

Oglethorpe University IRB policy regarding informed consent from research participants follows guidelines set forth by the Federal Policy for the Protection of Human Subjects. There may be instances when informed consent is implied without a signed consent document or an oral agreement. For example, a mail survey may be conducted where the basic elements of informed consent are provided in a cover letter. Return of the survey may be viewed as implying the participant consented to participate in the research.

A. Obtaining Informed Consent

1. Research investigators are responsible for obtaining informed consent as required by the IRB and for ensuring that no human participant will be involved in the research prior to obtaining such consent.
2. Unless otherwise authorized by the IRB, research investigators are responsible for ensuring that legally effective informed consent shall:
 - a. be obtained from the participant or the participant's legally authorized representative. If a legal representative provides consent, the consent form must explain how the representative shall be able to review the progress of the research and for that review to be documented;
 - b. be in language understandable to the participant or the representative;
 - c. be obtained under circumstances that offer the participant or the representative sufficient opportunity to consider whether the participant should or should not participate; and
 - d. not include exculpatory language through which the participant or the representative is made to waive or appear to waive any of the participant's legal rights or releases or appears to release the research investigator, the sponsor, the institution, or its agents from liability for negligence.
3. In no instances would it be appropriate for coercive techniques or threats to be used to gain informed consent. An effort always should be made to allow the consenting party to reach his or her decision via a thorough study and assimilation of the information available. Further, if the goals or procedures change as the research project progresses, additional consent shall be obtained; blanket permission shall not be assumed.

B. Basic Elements of Informed Consent

1. Unless otherwise authorized by the IRB, research investigators at a minimum shall provide the following information to each participant in the consent form:
 - a. A statement that the study involves research, an explanation of the purposes of the research and the expected duration of the participant's involvement, a description of the procedures to be followed, and identification of any procedures that are experimental;
 - b. A description of any reasonably foreseeable risks or discomforts to the participant (including any monetary costs, physical and psychological risks or discomforts);
 - c. A statement that the particular procedure or treatment may involve risks that currently are not expected and, if such risks become evident as the study progresses, all participants will immediately be informed. Similarly, the consent form should state that any new findings developed during the course of the research which may relate to the participant's willingness to continue participation will be provided immediately;
 - d. A description of any benefits to the participant or to others which may reasonably be expected from the research;
 - e. A statement describing the extent, if any, to which confidentiality of records identifying the participant will be maintained (e.g., anonymous data, random coding of data, reporting only aggregate data);
 - f. A statement that participation is voluntary and that refusal to participate will involve no penalty or loss of benefits to which the participant is otherwise entitled, and that the participant may discontinue participation at any time without penalty or loss of benefits to which the participant is otherwise entitled;
 - g. A statement specifying an expiration date for the informed consent;
 - h. An explanation of whom to contact for answers to pertinent questions about the research and the research participants' rights. This should include the name, address, phone number, and institutional

affiliation of the principal investigator(s). It also should refer the participant to the Chairperson of the IRB if there are any issues that cannot be resolved by the principal investigator(s). Thus, the name, address, and phone number of the Oglethorpe University IRB Chairperson must be included in the form.

- i. A signed and dated statement by the investigator or a witness stating that the procedures have been read by and/or explained to the participant and the investigator or witness believes the participant has understood the procedures (this usually appears next to the participant's dated signature or the representative's dated signature);
 - j. When research involves more than minimal risk, an explanation about whether there is compensation available and an explanation about whether any medical treatment is available if injury occurs and, if so, what they consist of, or where further information may be obtained. The form also should clearly state whom to contact in the event of a research-related injury to the participant;
 - k. When applicable, a statement that access to participant records (e.g., academic, vocational, medical) will be involved and in what way they will be used;
 - l. When applicable, a disclosure of appropriate alternative procedures or course of treatment, if any, that might be advantageous to the participant;
 - m. A statement describing any anticipated circumstances under which the participant's involvement in the study may be terminated by the investigator without regard to the participant's consent;
 - n. The approximate number of participants involved in the study;
 - o. Where recordings, tapes, films, or photographs of a participant are to be made, a statement to this effect should be part of the consent form. If these materials are to be used solely for the purpose of documenting research interviews and if they will be viewed only by the investigator(s) as part of the research project, then further releases are not required. If any other uses are intended or later develop or if individuals other than the investigator(s) view the materials at any time, then further signed releases by the participant are required;
 - p. A statement that the original signed consent form will be maintained by the researcher and the participant will be given a copy for his or her records. Note that some facilities, such as hospitals and prisons, often require a copy of the signed consent form for their records too. Under such circumstances, this should be noted in the consent form.
2. Be advised that research involving vulnerable populations, or populations who may not be able to provide truly informed and voluntary consent (e.g., infants, children, prisoners, people with mental or physical disorders, people undergoing medical or psychological treatment) has special requirements. If your project involves a vulnerable population, you should contact the chair of the IRB for more information regarding providing informed consent for these participants.
 3. In the event that a representative of the participant, such as a parent or legal guardian, is ethically and legally responsible for making decisions regarding consent to participate in a project, every attempt still should be made to gain the assent of the participant.
 4. Be aware that many projects involving children may require parental consent and the children's consent, depending on the age of the children.
 5. Researchers are responsible for retaining the consent documents signed by participants for at least seven years with the records of the research protocol. Please note that as of 9/00, this guideline is being re-evaluated by the federal government. It may be necessary to retain records for a longer period of time in the near future.

Appendix D. GUIDELINES FOR ENDOWED CHAIRS

January 31, 2001

Funds that support endowed chairs increase the size of the University's endowment as well as the strength of the faculty. When a donor wishes to endow a chair, the University will consider both its own requirements and the interest of the donor.

When the University determines that a prospective donor has the means and the interest to endow a chair, the vice president for advancement and/or his/her representative will solicit guidance from the provost who will consult with appropriate faculty committees. When the donor's interests focus on a particular discipline but it is not the top priority established by faculty, but is still consistent with the mission of Oglethorpe University, then the donor's interests are likely to be accommodated. Any relief to the annual operating budget resulting from the endowment gift will be used to strengthen faculty and academic disciplines consistent with the priorities of the Oglethorpe strategic plan and the criteria below.

1. Endowed chairs will be established only in disciplines that are consistent with the mission of Oglethorpe University.
2. Endowed chairs will be held by tenured professors at either the associate or professor rank or may under special circumstances be established for visiting or limited term non-tenured appointments.
3. A donor may endow a chair to be held by an existing Oglethorpe professor with a gift of \$1.2 million. Selection of the occupant of the chair is the University's responsibility in accord with established procedures and guidelines. The provost will appoint a selection committee that will employ procedures and evidence analogous to those employed for promotion in making their recommendations to the provost.
4. When an endowed chair is established for an existing position, the benefit to the annual operating budget will be applied to support a new position in accord with the established faculty priorities or to support another academic priority as established by the strategic plan.
5. A donor may endow a chair for a new position with a gift of \$2 million. When a donor wishes to endow a chair to establish a new and additional faculty position within a designated department, the decision as to who will occupy the endowed chair will be made by the provost based upon recommendations by the appropriate search committee.
6. Professors who are selected to occupy endowed chairs will be those who excel in their field of study and in their teaching skills. Such excellence will be established in consultation with the president, the provost and the appropriate faculty committee.
7. A donor who endows a chair may name the chair.
8. A professor occupying an endowed chair will receive, in addition to the salary and benefits that accrue from his or her position on the faculty, a stipend (amounting to a minimum of 5% of the income from the endowment) to be used at the professor's discretion for research, professional development, student assistance and/or enhancements.
9. The professor occupying an endowed chair is expected to exercise leadership on campus. He or she should be a resource for the entire institution.

Appendix E. University Documents

I. ARTICLES OF AMENDMENT AND RESTATEMENT TO THE ARTICLES OF INCORPORATION OF OGLETHORPE UNIVERSITY, INC.

Oglethorpe University, Inc., a corporation organized and existing under the laws of the State of Georgia, hereby certifies as follows:

1. The name of the corporation is Oglethorpe University, Inc. (the “Corporation”).
2. Pursuant to Section 14-3-1006 of the Georgia Nonprofit Corporation Code, these Articles of Amendment and Restatement amend and restate the Corporation’s Articles of Incorporation, as amended (the “Articles of Incorporation”). The Corporation does not have any members. These Articles of Amendment and Restatement do not contain an amendment to the Articles of Incorporation requiring approval by any person other than the Board of Trustees. These Articles of Amendment and Restatement were duly adopted by the Board of Trustees of the Corporation in accordance with the provisions of Section 14-3-1002 of the Georgia Nonprofit Corporation Code at a meeting held on February 23, 2002.
3. The Articles of Incorporation of the Corporation as heretofore amended or supplemented are hereby further amended and restated to read in the entirety as follows:

AMENDED AND RESTATED ARTICLES OF INCORPORATION OF OGLETHORPE UNIVERSITY, INC.

ARTICLE I NAME

The name of the Corporation is Oglethorpe University, Inc.

ARTICLE II ORGANIZATION

The Corporation is organized pursuant to the Georgia Nonprofit Corporation Code.

ARTICLE III NO MEMBERS

The Corporation shall have no members.

ARTICLE IV REGISTERED OFFICE AND AGENT

The registered office of the Corporation is located at 4484 Peachtree Road, N E, Atlanta, DeKalb County, Georgia 30319. The registered agent of the Corporation at such address is James T. Hakes.

ARTICLE V

PURPOSES. DURATION. POWERS AND RESTRICTIONS

(a) The Corporation is organized and shall be operated exclusively for charitable, educational and scientific purposes within the meaning of Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended (the “Internal Revenue Code”) (or the corresponding provision of any future United States internal revenue law), and not specifically prohibited to nonprofit corporations under the laws of the State of Georgia. The Corporation shall have all powers necessary to carry out its purposes, including the powers now or hereinafter enumerated in the Georgia Nonprofit Corporation Code.

(b) The Corporation shall have perpetual duration.

(c) No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its Trustees, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above.

(d) Notwithstanding any other provision of these Articles of Incorporation, the Corporation is not organized and shall not be operated for profit; no substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation; the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office; and the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States internal revenue law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States internal revenue law).

ARTICLE VI

BOARD OF TRUSTEES

(a) The affairs of the Corporation shall be managed by a Board of Trustees. The President of the University shall be an ex-officio member of the Board of Trustees. Except as expressly limited hereby and by the by-laws of the Corporation, the Board of Trustees shall exercise all of the powers and authority of the Corporation. The number, qualification, terms of office and exact manner of election or appointment of the Trustees shall be as set forth in the bylaws of the Corporation.

(b) Any action required by law to be taken at a meeting of the Board of Trustees, or any action which may be taken at a meeting of the Board of Trustees or of any committee thereof, may be taken without a meeting if written consent setting forth the action so taken is signed by at least two-thirds (2/3) of the members of the Board of Trustees or at least two-thirds (2/3) of the members of the committee, as the case may be, and is filed with the minutes of the proceedings of the Board of Trustees or the committee, as the case may be.

ARTICLE VII

OFFICERS

The officers of the University shall be the President, one or more Vice Presidents, and such additional officers and assistant officers as the Board of Trustees may determine, who shall be

elected by the Board of Trustees and shall serve at the pleasure of the Board of Trustees. The officers shall have such duties as may be delegated by the Board of Trustees as set forth in the by-laws of the Corporation.

ARTICLE VIII

LIMITATION OF LIABILITY

No Trustee of the Corporation shall be liable to the Corporation for monetary damages for any action taken, or any failure to take any action, as a Trustee, except liability: (i) for any appropriation, in violation of his or her duties, of any business opportunity of the Corporation; (ii) for acts or omissions which involve intentional misconduct or a knowing violation of law; (iii) for the types of liability set forth in Sections 14-3-860 through 14-3-864 of the Georgia Nonprofit Corporation Code; or (iv) for any transaction from which the Trustee received an improper personal benefit. If the Georgia Nonprofit Corporation Code is amended to authorize corporate action further eliminating or limiting the liability of Trustees or directors, then the liability of a Trustee of the Corporation shall be eliminated or limited to the fullest extent permitted by the Georgia Nonprofit Corporation Code, as amended. Neither the repeal or modification of this Article VIII nor the adoption of any provision of these Articles of Incorporation inconsistent with this Article VIII shall eliminate or adversely affect any right or protection of a Trustee of the Corporation existing immediately prior to such repeal, modification or adoption. The limitation of liability conferred in this Article VIII is intended to be in addition to and not in lieu of all other limitations, immunities and indemnities conferred by law, these Articles of Incorporation or the by-laws of the Corporation.

ARTICLE IX

INDEMNIFICATION

The Corporation shall indemnify its Trustees and officers to the fullest extent permitted under the Georgia Nonprofit Corporation Code. Such indemnification shall not be deemed exclusive of any additional indemnification that the Board of Trustees may deem advisable or of any rights to which those indemnified may otherwise be entitled. The Board of Trustees of the Corporation may determine from time to time whether and to what extent to maintain insurance providing indemnification, for Trustees and officers, and such insurance need not be limited to the Corporation's power of indemnification under the Georgia Nonprofit Corporation Code.

ARTICLE X

DISSOLUTION

Upon dissolution of the Corporation, the Board of Trustees shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute, transfer, convey, deliver and pay over all of the assets of the Corporation then remaining in the hands of the Corporation to any other organization qualifying under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States internal revenue law) as an exempt organization, to be used exclusively for charitable, religious, educational and scientific purposes, as described in Article IV of these Articles of Incorporation. In the event that, for any reason, upon dissolution of the Corporation the Board of Trustees shall fail to act in the manner herein provided within a reasonable period of time, the Judge of the Superior Court of DeKalb County, Georgia shall make such distribution, exclusively for such purposes, or to such organizations as are organized and operated exclusively for such purposes, as the Court shall determine.

ARTICLE XI **AMENDMENT**

The Articles of Incorporation of the Corporation may be amended upon resolution duly authorized by a two-thirds (2/3) majority vote of the Board of Trustees attending at a meeting duly called and held for such purpose at which quorum is present as determined in the by-laws of the Corporation; provided, however, that no amendment may be made that would cause the Corporation no longer to qualify as an exempt organization described in Section 501(c)(3) of the Internal Revenue Code (or the corresponding section of any future United States internal revenue law).

II. BYLAWS OF OGLETHORPE UNIVERSITY, INC.

As Amended November 4, 2022, by the Board of Trustees

ARTICLE I

NAME

The corporate name is Oglethorpe University, Inc.

ARTICLE II

SEAL

The seal of Oglethorpe University, Inc., shall be a circle of two concentric lines between which shall be inscribed the words Oglethorpe University, Inc., and at the bottom, the date 1835. Within the circle shall appear a depiction of the north façade of Lupton Hall.

ARTICLE III

NONPROFIT STATUS

Oglethorpe University shall operate exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”). In furtherance of these purposes, the corporation shall act, and shall take such actions, to ensure compliance with its tax-exempt status under the Code. Oglethorpe University is not organized and shall not be operated for pecuniary gain or profit. No part of the property or the net earnings of the corporation shall inure to the benefit of or be distributable to any of its Trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth herein. Notwithstanding any other provisions of these Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on by (a) any corporation exempt from federal income tax under Section 501(c)(3) of the Code (or the corresponding provision of any future U.S. Internal Revenue Code); or (b) any corporation contributions which are deductible under Section 170(c)(2) of the Code (or the corresponding provision of any future U.S. Internal Revenue Code).

ARTICLE IV

BOARD OF TRUSTEES

Section 4.1 General Powers. All corporate powers and authority over the business and affairs of the University shall be vested in its Board of Trustees, except as otherwise delegated pursuant to these Bylaws, by resolution of the Board of Trustees, or by a policy adopted by the Board of Trustees. In addition to all powers granted to the Board under the Georgia Nonprofit Corporation Code, the powers of the Board shall include, but shall not be limited to, the following:

- (a) selection of the President of the University;
- (b) adoption, modification, or amendment of the mission statement of the University;
- (c) approval of degrees in course and honorary degrees;
- (d) approval of new degree programs and the termination of existing degree programs;

- (e) approval and adoption of other major changes in the education program of the University, such as the establishment of new schools;
- (f) awards of promotion and tenure to faculty and emeritus status for retiring faculty and administrators and authorizing the establishment of endowed professorships and chairs and faculty appointments to such professorships and chairs;
- (g) authorization of any changes in tuition, room, and board rates;
- (h) review and approval of the annual operating and capital budgets and plans of the University;
- (i) oversight of management of the University's endowment and establishing and approving all amendments to the endowment spending policy of the University;
- (j) authorization of the disposition, sale, lease, or purchase of real property for the use of the University;
- (k) authorization of design and construction of new buildings on the University's campus and the renovation of existing buildings;
- (l) approval of the naming of buildings in honor of an individual or entity;
- (m) authorization of the incurrence of debts by the University and the securing thereof by mortgage and pledge of real and personal property, tangible and intangible, owned or to be after-acquired by the University;
- (n) authorization of comprehensive institutional fund-raising campaigns; and
- (o) approval of institution-wide strategic plans.

Section 4.2 Number and Term of Office. The number of Trustees shall consist of not less than twenty and not more than thirty regularly elected members, with a target of twenty-eight Trustees. The Trustees shall be elected by the Board of Trustees to a four-year term and may be elected to serve up to two consecutive terms. Thereafter a Trustee may be eligible for reappointment after a one-year hiatus from the Board. The Board Chair may recommend to the Governance Committee one exception each year to the mandatory one-year hiatus in service for a Trustee. If a Trustee is elected to an officer's position near the end of the Trustee's term, that Trustee's term on the Board shall continue until such time as the Trustee's officer term expires. Newly elected Trustees shall ordinarily take office July 1 unless otherwise designated by the Chair of the Board of Trustees. A Trustee shall serve on the Board until the earlier of (a) the expiration of such Trustee's term; (b) the Trustee's resignation; (c) the Trustee's removal from office; or (d) the Trustee's disability or death.

Section 4.3 Trustee Designations. The Board of Trustees shall at all times include in its membership; (a) the sitting President of the University as an *ex-officio* voting member for the duration of the President's term of office (b) at least one Oglethorpe alumnus/alumna having recently graduated from the University between five and ten years from the Trustee's date of election to the Board. The President of the University shall not be counted towards the proscribed minimum or maximum number of Trustees permissible on the Board as described in Section 4.2.

Section 4.4 Vacancies. Any vacancy occurring in the Board of Trustees may be filled by the affirmative vote of the remaining Trustees even if the remaining Trustees constitute less than a quorum of the Board.

Section 4.5 Removal. A Trustee may be removed by the affirmative vote of a majority of the elected Trustees prior to the expiration of the term to which the Trustee was elected. Prior to such vote, the reason(s) for such action shall be presented to the Board, and the Trustee to be

removed shall be afforded the opportunity to respond. Grounds for Trustee removal include, but are not limited to, failure to perform the duties and responsibilities set forth in these Bylaws on behalf of the University, engaging in activities which constitute a conflict of interest, and which are not disclosed, conviction or entry of a plea of no contest to a crime involving moral turpitude, or the Trustee's incapacity.

ARTICLE V TRUSTEES EMERITI & ADVISORS TO THE BOARD

Section 5.1. Trustees Emeriti. Trustees who have completed two or more terms of meritorious service may be considered for the honorary position of Trustee Emeriti. To be appointed for Emeriti status, Trustees must be recommended by the Governance Committee and voted on by the Board. Exceptions to the term requirements shall be allowed with recommendation of the Governance Committee and approval of the Board. Trustees Emeriti shall be entitled to receive notice of each meeting of the Board and to attend such meetings but shall have no vote; Trustees Emeriti may also be invited to attend committees of the Board and receive copies of minutes, committee reports, and other materials which are sent to members of the Board. Once appointed, Trustees Emeriti are invited to serve a lifetime term.

Section 5.2. Advisors to the Board. Advisors to the Board serve as trusted representatives of university constituencies who are engaged for strategic discussion and advisements to the Board of Directors. Advisors are invited to receive notice and attend the main meeting and designated committee meetings of the Board during general sessions. Advisors are not members of the Board and are not entitled to a vote. Advisors to the Board shall include (a) the President of the Oglethorpe National Alumni Association Board of Directors, for the duration of the President of the Oglethorpe National Alumni Association Board of Directors' term of office, (b) the Chair of the President's Advisory Council, for the duration of the Chair of the President's Advisory Council's term of office, (c) the President of the Oglethorpe Student Government Association, for the duration of the President of the Oglethorpe Student Government Association's term of office, (d) the President of the Oglethorpe Senior Class, for the duration of the President of the Oglethorpe Senior Class's term of office, and (e) four current full-time members of the Oglethorpe faculty, which may include tenure and non-tenure track faculty, as elected by the faculty, to serve two year terms, but no more than two terms consecutively. All Faculty Advisors shall be assigned to at least one eligible standing committee, however, only two Faculty Advisors shall be designated and eligible to attend the main meeting. Faculty Advisors elected to a consecutive term may not be designated to the main board meeting in both terms.

Section 5.3 Sunset of Advisory Trustees. Notwithstanding the foregoing Sections 4.2, 4.3, and 5.2, the Board may include Advisory Trustees elected prior to August 1, 2021, in its membership, in the place of a Trustee or an Advisor the Board, and in excess of the Board size limit, for a period that shall end no later than July 31, 2024. Advisory Trustees shall be entitled to receive notice of meetings of the Board and to attend such meetings but shall have no vote. Advisory Trustees may be included in Executive Sessions from time to time at the discretion of the Chair. Advisory Trustees may also serve on committees of the Board and shall be entitled to receive copies of minutes, committee reports, and other materials which are sent to members of the Board.

ARTICLE VI MEETINGS OF BOARD

Section 6.1. Regular Meetings. The Board of Trustees shall meet three times each year on a day designated by the Executive Committee. The Annual Meeting of the Board of Trustees shall occur in April or May.

Section 6.2. Special Meetings. Special meetings of the Board of Trustees may be called at any time by the Chair and shall be called on the request of at least three Trustees.

Section 6.3. Notice. Five days' notice of meetings shall be given to the members of the Board of Trustees by the Secretary, which notice shall be given in person or by telephone or may be sent by United States mail or other appropriate electronic means advising of the time and place of the meeting using the address of each member of the Board as shown on the records of the University. Such notice shall be waived by a Trustee who attends a meeting without protest. Notice of special meetings shall contain sufficient information on the items of business to be considered thereat.

Section 6.4. Quorum Voting. At all meetings of the Board of Trustees the presence of at least fifty percent of the elected Trustees shall be necessary to constitute a quorum for the transaction of business. Each Trustee shall have one vote and a vote of a majority of Trustees present shall be sufficient when any quorum is present, unless a larger vote on any matter is required by law, by the charter of the University, or by these Bylaws. A Trustee may vote in person or by proxy executed in writing by the Trustee. Such proxy shall be filed with the Board of Trustees before or at the time of the meeting.

Section 6.5 Action by Consent. Any action required or permitted to be taken at a meeting of the Board of Trustees or a committee thereof may be taken without a meeting if a consent in writing, setting forth the action so taken and the full text of any proposed resolution, is signed by all Trustees or all members of the committee, as the case may be, entitled to vote with respect to the subject matter thereof. Such consent shall be filed with the minutes of the proceedings of the Board of Trustees or the committee and read out at the following regular or special meeting. Consent in writing shall include electronic signatures.

ARTICLE VII COMMITTEES

Section 7.1. Standing Committees. The standing committees of the Board of Trustees shall be the: Executive, Governance & Nominating; Academic Affairs; Fiscal Affairs; Advancement & Community Relations; and Student & Campus Affairs.

Section 7.2. Executive Committee. The Executive Committee shall consist of the Officers of the Board, the Chairs of the Standing Committees, the President of the University, and up to two at-large members as designated by the Chair of the Board. The Executive Committee shall have the authority to act on behalf of the Board of Trustees in between Board meetings when action is necessary to ensure the effective operations of the University. The Executive Committee also may assist the Chair in the selection of officers and committee chairs, establish ad hoc committees focused on strategic priorities of the institution, and provide counsel to the President as required. The Executive Committee shall conduct the annual performance evaluation of the President and

review executive compensation.

Section 7.3. Governance & Nominating. This Governance & Nominating committee shall be responsible for maintaining the bylaws; conducting governance policy review; providing Board education; carrying out Board self-assessment; preparing Board member nominations; holding new member orientation; and planning for Board succession. The Governance Committee shall at all times include the Secretary in its membership.

Section 7.4. Academic Affairs. The Academic Affairs Committee shall be responsible for supporting innovative academic programs, transformative pedagogical practices, and meaningful scholarship; reviewing curricular program and personnel policies integral to fulfilling the University's mission; overseeing and monitoring the quality, integrity, scope, direction, initiatives, goals and performance of the University's academic programs; monitoring the University's plans regarding admissions and enrollment, student persistence, retention and academic success; and reviewing recommendations from the Faculty and the President regarding candidates for degrees, honorary degrees, faculty emeritus status and appointments with tenure and presenting its recommendations concerning such matters to the Board.

Section 7.5. Fiscal Affairs. The Fiscal Affairs Committee shall be responsible for overseeing the University's financial position and long-term economic health, including annual operating and capital budgets, financial reporting and reserves, tuition and room and board charges, and ensuring that appropriate overall fiscal guidelines are in step with the University's strategic plan. The Committee shall at all times include the Treasurer in its membership. The Committee shall maintain the following subcommittees:

- (a) Audit Subcommittee, which shall be responsible for the periodic selection and general oversight of the University's independent accountants, ensuring that all appropriate audits and informational tax filings are conducted and concluded with reports reviewed and approved through the Fiscal Affairs Committee; provide oversight of the institution's financial management policies and practices, internal controls, and standards of conduct.
- (b) Investment Subcommittee, which shall be responsible for the oversight of the policies and management of the University's short and long-term advisors and service providers, ensuring compliance with endowment management and investment regulations, conducting recurring investment performance reviews, and providing the Fiscal Affairs Committee with periodic investment reports.

Section 7.6. Advancement & Community Relations. The Advancement & Community Relations Committee shall be responsible for; ensuring the operation of a vigorous and appropriate fundraising program for the institution by aligning the resource development plan with the University's strategic plan to generate greater support for the University by growing student, alumni, donor, volunteer, faculty, and staff engagement in philanthropy; building brand awareness and affinity with key communities and stakeholders; establishing and strengthening partnerships with Atlanta and global communities; ensuring the University has advocates, and ambassadors to support its mission.

Section 7.7. Student & Campus Affairs. The Student & Campus Affairs Committee shall be responsible for; overseeing the expansion and integration of the physical and programmatic infrastructure of the University in a sustainable manner; ensuring the support of the physical, mental, and professional well-being of students and members of the University community; providing oversight and policy direction on issues related to the maintenance and development of a safe and

healthy campus environment that promotes students' well-being and success; providing broad oversight and responsibility regarding campus technology initiatives; reviewing co-curricular programs integral to fulfilling the University's mission; supporting and facilitating opportunities for student internships, career, and mentoring programs.; ensuring that campus improvements address critical needs, cover a broad range of categories (including safety, accessibility, energy efficiency, campus appearance, facility operations, landscaping and tree canopy preservation, etc.) and are in step with the University's strategic plan.

ARTICLE VII OFFICERS OF THE BOARD

Section 8.1. Officers. The officers of the Board of Trustees shall be a Chair, a Vice Chair, a Secretary, and a Treasurer. The Chair, from time to time, may appoint a non-Trustee assistant secretary to record minutes of meetings. The President of the University shall not be eligible to serve as an officer of the Board.

Section 8.2. Term and Election. Officers of the Board of Trustees shall be elected by the Board of Trustees at the annual meeting in April or May and take office July 1st to serve for one three-year term with reappointment for one additional term possible, or until the officer's successor is elected and qualified. Any officer of the Board may be removed from office by vote of the Board at any time.

Section 8.3. Vacancies. A vacancy in an office shall be filled for the unexpired term by the Board of Trustees.

Section 8.4. Chair. The Chair shall preside over meetings of the Board of Trustees and exercise general supervision over the affairs of the University. The Chair shall be an ex-officio member of each Committee. Prior to the July 1st start of a new term year, the Chair will appoint all committee members, chairs and vice- chairs.

Section 8.5. Vice Chair. The Vice Chair shall serve in the event of absence or disability of the Chair.

Section 8.6. Secretary. The Secretary shall take responsibility for the accuracy of the minutes of the Board of Trustees and shall ensure approval of the minutes. In addition, the Secretary shall be the official signatory for stock transfers to the University.

Section 8.7. Treasurer. The Treasurer shall keep fully informed about the fiscal affairs of the University and shall provide financial reports to the Board of Trustees and the Executive Committee. The Treasurer shall also counsel with the President on fiscal matters.

ARTICLE IX ADMINISTRATIVE OFFICERS

Section 9.1. President. The President shall serve as an officer of the University, supervising and directing the educational and operations of the University in conformity with the policies of the Board of Trustees and within current budgetary limitations. The President shall formulate the courses of study, select instructors, recommend faculty appointments, maintain discipline, and

encourage sound learning. The President shall execute all notes, contracts, and other similar instruments in the name and on behalf of the corporation. Further, the President shall furnish such information as may be requested by the Chair of the Board of Trustees or the Chair of any standing or ad-hoc committee.

Section 9.2. Other Administrative Officers. Any vice presidents, deans, and other administrative officers may be appointed on recommendation of the President with the approval of the Board of Trustees, shall report to the President, and shall have such duties as are outlined in the administrative officer's letters of appointment.

ARTICLE X CONFLICTS OF INTEREST

The Board of Trustees shall maintain, and all Trustees shall sign, a conflict of interest policy that includes, at a minimum: (a) A definition of the circumstances that constitute a conflict of interest; (b) Procedures for disclosing a conflict; (c) A requirement that the person with the conflict not be present at or participate in board/committee deliberation or vote on a matter giving rise to the conflict; (d) A prohibition against any attempt by the person with the conflict to influence improperly the deliberation or voting on the matter giving rise to the conflict; (e) A requirement that the existence and resolution of the conflict be documented in the corporation's records, including in the minutes of any meeting at which the conflict was discussed or voted upon; and (f) Procedures for disclosing, addressing, and documenting related party transactions.

ARTICLE XI INDEMNITY

Any person who was or is a party, or is threatened to be made a party to any proposed, pending, or completed action, suit, or proceeding, whether civil, criminal administrative, or investigative (including any action by or on behalf of the University) by reason of the fact that the person is or was a Trustee, officer, faculty member, employee, or agent of the University, shall be indemnified by the University against expenses (including reasonable attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by the person in connection with such action, suit, or proceeding, provided that the person acted in good faith and in a manner the person reasonably believed to be in, or not opposed to, the best interests of the University (and with respect to any criminal action or proceeding, if the person had no reasonable cause to believe the person's conduct was unlawful) to the extent and in the manner provided by the laws of Georgia, including the Georgia Non-Profit Corporation Code. The University shall maintain the right to select or approve any counsel of an indemnified party, to approve the terms of any proposed settlement and to participate in the defense of any such action or proceeding through its own legal counsel.

ARTICLE XIII CONFIDENTIALITY & PUBLICITY

All Trustees shall maintain a duty of confidentiality and sign a confidentiality policy in accordance with the Trustees fiduciary duties to the University. Trustees are not permitted to disclose or discuss any information deemed confidential related to university matters with another person or

entity, media, the public, or use it for the Trustee's own purposes. The Chair of the Board shall be the official spokesperson of the Board of Trustees and the only Trustee authorized to speak publicly on its behalf unless otherwise authorized by the Board.

ARTICLE XIV AMENDMENT OF BYLAWS

These bylaws may be amended at any regular or special meeting by a vote of two-thirds of all Trustees, provided the notice of such regular or special meeting, given in accordance with the provisions hereof, contains a description of the proposed amendment.

Appendix F. Consensual Relationship Policy

August 2017

Oglethorpe University encourages the development of collegial and professional relationships among all members of the University community and is committed to a learning and working environment of civility and mutual respect. Faculty carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any behavior that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission.

The faculty-student relationship is one of trust in the University, and the faculty member has the professional responsibility for being a mentor, educator, and evaluator. Faculty-student romantic, dating, or sexual relationships, even if consensual, interfere with a student's pursuit of learning and the integrity of the academic environment and are of special concern because of the potential for conflict of interest and/or abuse of power. These types of romantic, dating, or sexual relationships can undermine the fundamental educational purpose of the University and disrupt the workplace and academic environment.

Sexual relationships between faculty members and undergraduate students are inconsistent with the mission of the University and inappropriate because they carry a risk of damaging the student's educational experience and the faculty member's career.

The University thus prohibits sexual relationships, even of a consensual nature, between faculty members and currently enrolled students.

Faculty members are strongly advised to exercise their best professional judgment concerning student-faculty relationships and to consider that intimate relations with students, even of a non-sexual nature, can be fraught with difficulties and the appearance of impropriety. Violations of this policy could result in the Provost initiating the University's Progressive Discipline policy or Termination and Suspension Procedure (see Section III.O).

Appendix G. Civility Statement

October 2004

Oglethorpe University is a place dedicated to vigorous discussion, exchange of ideas and debate. Such discussion always runs the risk of becoming acrimonious, thus it is particularly important for all members of the Oglethorpe community to maintain a climate marked by mutual respect. We must be committed to the highest standards of civility and decency and to promoting a community where all people can work and learn together in an atmosphere free of demeaning behavior or hostility.

The need to maintain civility and mutual respect extends throughout the different venues of debate and discussion – from informal exchanges in the dining hall, the residence halls or the quad to formal discussions in classrooms, meetings, and social media.

Students and faculty have a responsibility to foster a healthy climate for the exchange of ideas in the classroom and on campus. To that end, students and faculty should specifically avoid behavior that disrupts classroom activities or creates a hostile or intimidating atmosphere.

Appendix H. Honor Code

11.Honor Code (From Section 11 of the [*Oglethorpe University Bulletin*](#))

11.1. Preamble

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

11.2. Definitions

11.2.1. "Academic Program"

The academic programs of Oglethorpe University are: Traditional Undergraduate (TU) and Adult Degree Program (ADP). Academic program may refer to either one of these or to both.

11.2.2. "Academic Enterprise," "Academic Endeavor" and "Academic Realm"

These terms, used synonymously, are defined as those things which pertain to any course offered for academic credit, to any explicit graduation requirement (excepting formal approval by the faculty and the board of trustees) and to any forms, materials, programs or personnel whose principal function is to support the academic program (including, for example, materials in the library, tutors in the Office of Academic Success and personnel in the registrar's office).

11.2.3. "Course"

A specific course number and section number in a given academic term.

11.2.4. "Academic Business Day"

A day of the week (not including weekends) that the University is open for business and during which at least one for-credit class or one regularly scheduled final exam is officially scheduled to meet on-campus.

11.2.5. "Official Mode of Electronic Communication"

All official honor council business will be conducted according to the University's communication policy, which is specified in Sec. 3.6.1. of the *Bulletin*. That policy currently states that "The Oglethorpe University e-mail system is the University's official mode of electronic communication to and among faculty, staff and students. The University and its faculty, staff and students will use Oglethorpe e-mail accounts (those labeled *name@oglethorpe.edu*) to send University news, essential information, classroom communications and official notices. Such communications will not be sent to personal e-mail accounts such as *yahoo*, *aol*, *gmail*, etc." Persons who miss a hearing or other honor code-related activity because of their failure to understand and comply with their responsibilities under the University's communication policy are solely responsible for any consequences.

11.2.6. "Willful"

Deliberately performing (or attempting to perform) an act which a reasonable person should know is proscribed by this code; or deliberately not performing an act which a reasonable person should know is required by this code. Community members are expected to understand their obligations under our shared honor code.

11.2.7. "Cheating"

Cheating is the umbrella under which all academic malfeasance falls. Cheating is any willful activity impacting or connected to the academic enterprise and involving the use of deceit or fraud in order to attempt to secure an unfair advantage for oneself or others or to attempt to cause an unfair disadvantage to others. Cheating undermines our community's confidence in the honorable state to which we aspire.

11.3. The Academic Nature and Scope of Our Honor Code

Our honor code is an academic one. The code proscribes cheating (as defined above) in general terms and also in any of its several, specialized sub-forms (including but not limited to plagiarism, lying, stealing and interacting fraudulently or disingenuously with the honor council).

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 11.3.1.** The unauthorized possession or use of notes, texts, electronic devices (including, for example, tablets, computers and smartphones), online materials or other such unauthorized materials/devices in fulfillment (or in an attempt at fulfillment) of course requirements.
- 11.3.2.** Copying another person's work or participation in such an effort.
- 11.3.3.** An attempt or participation in an attempt to fulfill the requirements of a course with work other than one's original work for that course.

- 11.3.4.** Forging or deliberately misrepresenting data or results. Submitting results of an experiment, at which one was not present or present for less than the full time, as one's own.
- 11.3.5.** Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing "study aids." There is no prohibition concerning uploading exemplars of one's work to one's personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 11.3.6.** Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 11.3.7.** Making unauthorized copies of graded work for future distribution.
- 11.3.8.** Claiming credit for a group project to which one did not contribute.
- 11.3.9.** Plagiarism, which includes representing someone else's words, ideas, data or original research as one's own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 11.3.10.** Submitting one's own work for a course that was previously submitted for the same course, or another course, without proper citation.
- 11.3.11.** Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper's due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one's attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study, a registration form or a purported transcript.
- 11.3.12.** Stealing, such as: Stealing another's work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.
- 11.3.13.** Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Willful failure of a student to report an incident of suspected cheating shall be considered to be a breach of the code of student conduct, Sec. B.14. Such cases will be referred to the chief conduct officer.

11.4. Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

“I pledge that I have acted honorably.” (Followed by the student’s signature)

It will be the responsibility of the student to provide this pledge by either attaching it on a separate sheet of paper or as part of an assignment. In the case of work submitted electronically, either an electronic signature or a signed pledge on a separate sheet should be provided by the student. The instructor should also remind the class to sign the pledge. The pledge serves as an affirmation of the students’ and instructors’ belief in the principles of the honor code. Students should not consider their work to be complete without the pledge.

Failure to sign the pledge or failure of an instructor to remind students to sign the pledge in no way relieves either students or faculty members of their responsibilities under the code.

11.5. Jurisdiction

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time.

All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter. In cases where a faculty or staff member engages in practices that seem to be contrary to the requirements of the honor code, the honor council will refer such cases to the provost and/or the faculty or staff member’s direct supervisor. The jurisdiction of the honor council does not extend to matters of either faculty or staff discipline or to purely social student conduct.

Some honor code violations (instances of stealing, for example) might also constitute potential criminal cases as well as possible violations of Oglethorpe’s code of student conduct. In such instances, the criminal aspects of the alleged act will fall to the jurisdiction of the proper local, state or federal agencies and the code of student conduct concerns will be taken up by the office of campus life. Honor code cases will not be dismissed, nor will sanctions be reduced, simply because the same act may be adjudicated by entities in addition to the honor council.

11.6. Faculty Responsibilities

Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Each faculty member will do whatever is necessary, in his/her own opinion, to ensure the integrity of our shared academic enterprise.

Particular faculty responsibilities beyond those already articulated include:

- 11.6.1.** To make clear how the honor code applies in courses and to follow appropriate procedures.

- 11.6.2.** To include in each syllabus both the definition of cheating found in Sec. 11.2.7. and a statement that all work in the course is subject to the terms of the honor code. Each syllabus should also explain the ways (and especially unusual or unique ways) in which the honor code is to operate in the course. The absence of the forgoing materials in syllabi in no way relieves students of their responsibilities under the code.
- 11.6.3.** To explicitly explain the operation of the code relative to outside-of-class assignments, preferably in the written or published instructions for such assignments. Instructors will provide students with clear explanations of what does and does not constitute “authorized” aid in the context of assignments. Instructors should encourage students to confer with them in cases where the student may not understand how the honor code impacts a given assignment and in cases where the student may be confused about what the honor code requires of him/her.
- 11.6.4.** To take *reasonable* steps to decrease the likelihood of academic fraud on the part of students in a course.
- 11.6.5.** To implement sanctions and directives imposed by the honor council within five academic business days of notification.
- 11.6.6.** To invite their students to discuss with them any of the instructor’s actions or policies that appear to be at variance with the ethos established by, and codified in, the honor code.
- 11.6.7.** To submit to the honor council all reports of suspected academic fraud, even in cases where the student has admitted culpability.
- 11.6.8.** To serve on the honor council when duly selected.
- 11.6.9.** To testify truthfully before the honor council when duly summoned.
- 11.6.10.** To keep University-sanctioned tutors (in the academic success center and elsewhere) apprised of the nature of outside-of-class assignments and how the honor code is to operate relative to such assignments, so that tutors are comfortable knowing the bounds of what they are permitted (and not permitted) to do. A written record of these transactions is strongly encouraged.

11.7. Student Responsibilities

Students are responsible for avoiding both the appearance and the actuality of cheating by:

- 11.7.1.** Following directions.
- 11.7.2.** Doing their own work and taking precautions against others copying their work.
- 11.7.3.** Not giving or receiving aid beyond what is authorized by the instructor.
- 11.7.4.** Taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 11.7.5.** Not lying.

- 11.7.6.** Not stealing.
- 11.7.7.** Demonstrating proper in-class etiquette, especially during periods of evaluation. Proper in-class etiquette would demand that one does not talk or pass papers, access the internet, look at papers or texts, or make or receive mobile phone calls or text messages during an examination or other period of in-class assessment (unless specifically authorized to do so).
- 11.7.8.** Having any electronic communication device silenced and stored in a location out of immediate line of sight or access. Prior arrangements must be made with the instructor (if he/she deems them necessary) if any deviation from this standard is absolutely required.
- 11.7.9.** Adhering to all specific directions related to operation of the honor code relative to each assignment, and consulting with the instructor if such directions are confusing or subject to misinterpretation.
- 11.7.10.** Submitting to an appropriate person (see Sec. 11.9.) all reports of suspected academic fraud one observes among his/her peers.
- 11.7.11.** Appearing before the honor council when duly summoned, and interacting with the honor council honestly and forthrightly.

In general, students are required to behave in ways that neither unfairly privilege themselves nor that unfairly privilege or penalize their peers.

11.8. The Honor Council

The honor council corpus consists of student representatives from each of Oglethorpe's academic programs, faculty representatives and a secretary, who is a tenured senior faculty member. For students, the minimum qualifications for service include academic good standing, financial and financial aid good standing, no history of significant behavioral problems, no prior honor code liabilities or unresolved accusations, and a personal pledge that each such student will be available for his/her full term of service (as defined below).

11.8.1. Election of TU Student Members

Each spring semester a notice will be sent to all TU students inviting them to either apply for a position on the honor council for the subsequent academic year or to nominate a peer(s) to serve. At the same time, all full-time faculty members and all current honor council members will be invited to nominate TU students for a position on the honor council for the following academic year. Students who are nominated will be so informed by the honor council secretary and will be encouraged to apply for membership.

All those who apply or are nominated will be asked to write an essay on why they would like to serve. Those essays will be submitted to the honor council secretary.

After the application deadline, a three-person review group will be formed. The review group will consist of the vice president for campus life, the secretary of the honor council and a faculty member serving on the honor council who is currently finishing his/her second year of service; this faculty member will be appointed by

mutual agreement of the other two parties named above. The review group will examine the essays and other information collected and can, by unanimous consent, strike any person who has applied or been nominated for reasons either of not meeting the minimum qualifications or of compelling potential (even if unproven) incompatibility with the precepts and standards of the honor code. Members of the review group are permitted and encouraged to consult with faculty and staff members who are well acquainted with each applicant before rendering a decision.

Those who are stricken are not notified of that action at any time. The review panel will never disclose to any other party the results of its deliberations.

A slate of nominees is prepared for the TU program, including the names of all those who applied or were nominated for election; the names of those who have been stricken are also included.

Elections will be carried out online under the auspices of IT Services, which will certify the vote totals to the honor council secretary. After the period allowed for voting has expired and the vote totals have been reported to the secretary, the names of those who were stricken in advance will be eliminated from the roster. The top 12 remaining TU vote recipients will have been elected to the honor council for the subsequent academic year. In the case of a tie for 12th place, the same three-person review group defined above will meet to randomly select the winner from among those tied. The names of the next several vote recipients will be retained in the event that any of the electees is unable to complete his/her term of service.

Only the names (and not the vote totals or the ordinal ranking) of those elected will be divulged.

All TU student terms are for approximately 15 months (the following academic year plus the summer immediately following the student's election). Students who graduate at the end of a given spring semester may, if available, continue to serve on the honor council during the ensuing summer term.

11.8.2. Selection of ADP Student Members

Each spring semester the director and assistant director of the academic success center and the honor council secretary will meet to select three faculty members who have routinely taught in ADP over the past year to join with them to form a six-member selection panel. The faculty members may be drawn from among both full- and part-time faculty, and will be chosen to maximize programmatic representation. The selection panel will develop a pool of 12 current ADP students for potential service on the honor council for the subsequent academic year. The names should be ranked in order of desirability. Members of the selection panel are permitted and encouraged to consult with faculty and staff members who are well acquainted with each applicant before developing this ranking. One by one and in order, the selection panel will then ensure that each nominee is qualified, willing and able to serve; this process continues until the top six qualified, willing and able candidates have been identified. These six persons will have been selected to the honor council for the subsequent academic year. The names of the next several selectees, in order, will be retained in the event that any of the original selectees is unable to complete his/her

term of service.

The names of original pool members and their ordinal ranking will not be reported. Only the names of those selected will be divulged.

All student terms are for approximately 15 months (the following academic year plus the summer immediately following the student's selection). Students who graduate at the end of a given spring semester may, if available, continue to serve on the honor council during the ensuing summer term.

11.8.3. Selection of Faculty Members

Each spring semester a notice will go out to all full-time faculty members, announcing the onset of a two-week period during which each can ask to be excused from honor council service for the ensuing year. Reasons for excusal may include but are not limited to plans for sabbatical leave, intent to take a leave of absence, likelihood of retirement, having served on the honor council within the previous three years, and having been at Oglethorpe two years or less. The same three-person review group defined in the Sec. 11.8.1. will examine the requests and decide upon their merits. All full-time faculty members not already serving on the honor council and all faculty members not excluded by the aforementioned review group become eligible for selection.

At approximately the same time as full-time faculty are given the chance to request to be excused from service, all adjuncts (having two or more continuous and satisfactory years of service to Oglethorpe, as judged by the appropriate division chair) will be invited to apply for selection to the honor council. Adjuncts in all academic programs are eligible to apply. The review group defined in Sec. 11.8.1. will vet each of these applicants, consulting with division chairs and others, as appropriate. Upon unanimous consent, the review group can exclude any adjunct applicant for compelling potential (even if unproven) incompatibility with the precepts and standards of the honor code. All applicants not so excluded are eligible for selection.

From the pool of those eligible, the three-person review panel will choose randomly three faculty members for service. The review panel will decide the precise means for carrying out this random selection. The review panel should select names of alternates in case any of the original selectees are unable to serve their full terms.

All faculty serve for approximately 27 months (the ensuing two academic years, plus the summer immediately following their selection). Terms are staggered so that while three new faculty members are selected each year, three are continuing their service, providing a total of six faculty members serving on the honor council at any point during a regular semester.

11.8.4. Training New Honor Council Members

Once the new TU, ADP and faculty members of the honor council are determined each spring, those who are serving for the first time will be encouraged to "shadow" current honor council members as they carry out their duties. New members can attend investigations, hearings and other meetings, but in a non-voting, non-

participatory role. New members undergoing training are bound by the same confidentiality requirements as are all honor council members.

In addition to the “shadowing” described above, all new TU, ADP and faculty honor council members will receive formal training near the start of their first regular (fall or spring) semester of service.

11.8.5. Full Honor Councils

For each fall and each spring semester, the entire honor council corpus will be split into two full honor councils, each consisting of six TU students, three ADP students, three faculty members and one secretary. Each full honor council will have its own meeting time for TU and ADP cases.

For a TU case (that is, a case where the accused is enrolled in the TU program), the ADP students will not typically be used, although they may volunteer to be part of any TU case if any of the six TU students are unable to participate. When the accused is in the ADP program, three of the TU students will not participate, leaving three TU students and three ADP students to form the student portion of the full honor council.

Faculty members and the secretary will serve on their assigned full honor council for cases deriving from all academic programs.

In summary, the full honor council assigned to any given case will consist of a maximum of six student members, three faculty members and one secretary, for a total of 10 persons.

11.8.6. Definitions

11.8.6.1. “Investigatory Panel”

A subset of a full honor council having a quorum of four persons, including at least one student, at least one faculty member, a secretary, and any fourth member. However, up to all 10 persons on the given full honor council may serve on a particular investigatory panel. Investigatory panels carry out “Investigations.”

11.8.6.2. “Judicial Panel”

A full honor council having a quorum of six persons, including at least one student, at least one faculty member, a secretary, and any other three members. However, up to all 10 persons on the given full honor council may serve on a particular judicial panel. Judicial panels carry out “Hearings.”

11.8.6.3. “Alumni Members”

If the secretary anticipates that it is unlikely that a quorum will be satisfied for a given meeting, he/she may substitute as many alumni honor council members as needed to guarantee quorum. An alumni member is any member of the campus community with satisfactory honor council experience (as judged by the honor council secretary) within the previous five years and who is still enrolled in

courses (for student alumni members) or employed by the University (for faculty alumni members). The term “alumni” is meant to signify previous honor council service, not graduation from Oglethorpe University.

11.8.6.4. “Honor Council”

A generic term which can mean the entire honor council corpus or any subset of that collection, including investigatory and judicial panels.

11.8.7. Honor Council Officers

11.8.7.1. Presiding Officer

At each investigatory or judicial panel meeting, a presiding officer is elected by student members from among the student members present. The presiding officer should, when possible, be chosen from among the student members who are affiliated with the same academic program as is the accused. It is expected that all student members will have the opportunity to serve in this important role, although those with prior experience are to be favored early on. The duties of the presiding officer include informing the accused of the charges and evidence against him/her; leading the questioning of witnesses and accused persons; answering questions put to the council by accused persons and witnesses; and generally maintaining order.

11.8.7.2. Secretary

A tenured, senior faculty member with prior honor council experience serves as secretary. The secretary is appointed by the provost for a period of at least one year. The secretary’s duties include coordinating training, education, election and selection of members; coordinating, along with others, training of new students and faculty in the honor code and its requirements; receiving reports of suspected honor code violation and carrying out related activities (such as interviewing complainants and potential witnesses); scheduling hearings; summoning accused persons and witnesses who are expected to testify against the accused; keeping records of all proceedings and of the disposition of all cases; notifying appropriate parties of the outcomes of investigations and hearings; and other related duties. A secretary is required to be in attendance at every honor council meeting. If the secretary is unable to be present at a given meeting, he/she may appoint an experienced faculty honor council member to serve as secretary in his/her stead. Additionally, each spring semester the secretary will present a report to the faculty at one of its final two regularly scheduled meetings, discussing the cases that have come forward in the previous twelve months and indicating any suggested revisions to the code, to be voted on by the faculty.

11.8.7.3. Process Information Officers

Early each semester, at least one, and up to three, process information officers (PIOs) shall be selected from among the TU students serving on each of the two full honor councils. While each full honor council can decide how its PIOs are determined, students with prior honor council experience are to be favored, as

are those who express interest in serving in this capacity. Each PIO will receive additional training and instruction in honor council and honor code requirements and procedures, and each will be required to pass an examination (written and/or oral) prior to any actual PIO service. The term of service is approximately one semester, although reappointment following successful service is allowed.

When a student is notified of a pending honor code charge, he/she will also be given the name and contact information of one or more PIOs. The accused student will be encouraged to contact a PIO to set up an appointment. While the accused is not required to meet with a PIO, such a meeting is strongly advised. Meetings between the PIO and the accused shall be scheduled at the PIO's convenience. The offer of a PIO is extended as a courtesy to the accused, not a right. This courtesy is intended to facilitate the general knowledge and decision making ability of the accused. This courtesy may be waived by the accused.

The PIO's duties will be to supply:

- Accurate information to the accused about honor code and honor council processes, terminology and timelines. Examples would include informing the accused about the meaning of Class I and Class II charges (and what controls whether a given charge receives one or the other of these designations), liable and not liable pleas (and the possible consequences of each such plea), investigatory and judicial panels (and what each does, and how), how honor council decisions are made, potential sanctions, etc.;
- Accurate advice to the accused concerning his/her rights under the code, including the right to offer an opening and closing statement, the right to examine all evidence prior to the conclusion of each meeting, the right to query honor council members, accusers and other witnesses, and so forth. See Sec. 11.11 for a more extensive list of rights.
- Accurate information to the accused concerning his/her responsibilities under the code, including showing up for each scheduled meeting (or requesting an extension, if appropriate), interacting honorably with the honor council, keeping honor council matters confidential, etc.

A PIO will never be permitted to:

- Give an accused student advice on how to circumvent or stymie the honor code or honor council or their various processes.
- Advise the accused on how he/she ought to plead.
- Serve as an advocate for the accused.
- Serve as a character witness or advisor during any subsequent meeting of an investigatory or judicial panel which will consider the accused student's case.
- Serve on any investigatory or judicial panel involved in adjudication of the accused student's case.
- Proffer an opinion on the likely outcome of the accused student's case or on the likelihood of potential sanctions.

While PIOs are always TU students, the PIOs will serve students in all academic programs (TU and ADP) who have been accused of suspected honor

code violations.

While PIOs are highly trained and are expected to accurately inform accused students in the ways described above, it is the responsibility of every student to know and understand the honor code. Therefore receiving allegedly inaccurate advice from a PIO will not be cause for finding a student not liable of a cheating charge, nor will it be a mitigating factor concerning selection of a sanction.

11.8.8. Solicitation of Recommendations for Honor Code Modification

During each spring semester, the corpus of the honor council will meet, review the cases heard in the previous year and then make recommendations for changes in procedure or other possible amendments to the honor code. The secretary will make a formal report to the faculty along with any recommendations at one of the faculty's final two regularly scheduled meetings of each academic year.

11.9. Reporting Suspected Violations of the Honor Code

Honor code cases are initiated by filing a "Report of Suspected Honor Code Violation" (or simply "Report"). Any member of the University community can file a report against any student, either full-time or part-time, in any academic program.

The report form is available online (at O:\Public\Forms as well as <https://conduct.oglethorpe.edu/honor-code/student/> (student reporting form) and <https://conduct.oglethorpe.edu/honor-code/faculty/> (faculty reporting form). A copy of the report will also be sent to any person via e-mail by sending a request to HonorCouncil@oglethorpe.edu. The report contains all instructions necessary for successful filing.

Reports can be filed with the provost, the associate provost, the honor council secretary, any division chair, the registrar, the vice president for student affairs, any member of the office of campus life, or the senior director of student success. Additionally, students may file reports with their academic advisor and, if applicable, with the professor in whose class the alleged infraction occurred.

By a simple majority vote, an investigatory or judicial panel can recommend filing a report of suspected honor code violation against persons for various reasons, including but not limited to: Persons who allegedly testify untruthfully before the panel; Persons who fail to testify before the panel after having been duly summoned (and in lieu of some last-minute emergency or other compelling reason); Individuals who develop as potential additional accused persons as pre-existing cases are investigated. Generally it will be the secretary who files reports on behalf of the investigatory or judicial panel. Whenever that happens, the secretary must recuse him/herself from the subsequent adjudication process deriving from any new accusations. The secretary will appoint an experienced faculty member of the honor council to serve as secretary in his/her stead during any subsequent adjudication procedures. Further, control will pass to the full honor council not involved in any of the original casework.

In instances where individuals develop as potential additional accused persons during the investigation or adjudication of a case, it may be more appropriate for the secretary to

simply pass the new evidence back to the original reporting party for further action on his/her part rather than to file a report of suspected honor code violation on the part of the honor council. The secretary is authorized to confer with the original reporting party (or other parties, as appropriate) in order to make them aware of any new evidence or suspicions.

Persons receiving reports of suspected honor code violation should act immediately to preserve all relevant artifacts and to interview the person filing the report, making a written summary of that conversation immediately afterward. All reports, evidence and records of interviews are to be forwarded to the honor council secretary as soon as practicable.

Receipt of a signed report of suspected honor code violation by the secretary will automatically trigger the beginning of the adjudication process, as described in the next sections.

11.10. Recusals and Strikings

When a student is notified of any sort of honor council procedure (investigation or hearing), he/she will receive the names of all student and faculty members of whichever of the full honor councils is scheduled to be present at the meeting. The student then has two full academic business days to request that the secretary strike whichever of those persons the accused feels might be biased against him/her and who should be eliminated from the pool. If the accused does not file an official request with the secretary within the timeframe mandated, then he/she loses all right to later complain or charge bias. This type of striking cannot be wholesale. Each proposed strike must be accompanied by an explanation, and such explanations must be substantive. That is to say, it is anticipated that most members of the honor council know most accused persons, and vice versa. Simply knowing someone is not a reason to strike that person. Rather, there must be some substantive reason why the accused person reasonably expects an honor council member may be biased against him/her. The secretary will remove all such names the accused reasonably strikes from the roll of the relevant full honor council for purposes of that particular meeting. It may be necessary to augment the roll of the full honor council with “alumni” members in order to achieve a quorum for whatever type of meeting is scheduled. If that is the case, the names of any such “alumni” members will also be forwarded to the accused for his/her potential striking, according to the above protocol.

At the same time, every member of a full honor council will receive, in advance, the names of any and all accused students who will come before the members of that full honor council at its next meeting. If an honor council member believes he/she ought to recuse him/herself from the case, he/she does that in advance of the actual meeting, thus allowing the secretary time to augment the rolls of the honor council with “alumni” members, if needed, in order to guarantee a quorum.

Honor council members are required to recuse themselves not simply because they know an accused person, but because they feel that they will be unable to judge the person objectively. Bias can be unfairly in favor of the accused or unfairly against him/her. In either case, the honor council member is duty bound to recuse him/herself in such instances. No reason need be given.

11.11. Fundamental Rights and Procedures Pertinent to All Investigations and Hearings

10.11.1 Fundamental Rights of Accused Persons

The following rights are accorded to all accused persons, unless overridden in subsequent portions of this code. A reference to a meeting of the honor council means any meeting of an investigatory or judicial panel:

- 11.11.1.1.** The right to be charged with a suspected violation of the honor code within twenty academic business days of the reporting party's suspicions first being aroused.
- 11.11.1.2.** The right to be guaranteed that no meeting will be scheduled so as to conflict with the official schedule of classes and labs in which the accused person is enrolled.
- 11.11.1.3.** The right to a minimum of three full academic business days' warning between the time-date stamp on the announcement of a meeting by the secretary and the scheduled starting time and date of that meeting.
- 11.11.1.4.** If multiple persons are accused relative to the same series of alleged events, the right of each party to receive his/her own individual investigation and, if warranted, hearing.
- 11.11.1.5.** The right to strike, with reason, members of the honor council who may be biased against the accused person, according to the precepts outlined in Sec. 11.10.
- 11.11.1.6.** The right to see and study all documentary and physical evidence which has been submitted or collected against an accused person prior to the conclusion of every meeting.
- 11.11.1.7.** The right to be present for the entirety of the interrogatory and testimonial portions of every meeting. At the discretion of the presiding officer, disruptive behavior may result in expulsion of any party for the duration of a given meeting.
- 11.11.1.8.** The right, at every meeting, to offer an opening and closing statement, to query members of the investigatory or judicial panel, and to query any witnesses or accusers who might be present.
- 11.11.1.9.** The right to be notified of the outcome of every meeting as soon as possible and certainly within three academic business days of the meeting's conclusion.
- 11.11.1.10.** Unless suspended or expelled, the right to still be a viable member of the larger University community and to not be shut-out from any routine activities (including classes, events and functions) or shunned by members of the honor council who may be familiar with the circumstances of the accused's case.
- 11.11.1.11.** This list is not exhaustive. Many additional rights are granted in later portions of this code, but these are of a more particular nature (perhaps having only to do with investigations or only with hearings), whereas the above rights are in force for every meeting unless specifically overridden in later sections of this code.

11.11.2. Honor Council Procedures of a Fundamental Nature

The following procedures, unless overridden in subsequent portions of this code, are always in effect for every meeting of the honor council (meaning any meeting of an investigatory or judicial panel):

- 11.11.2.1.** In rare circumstances, accused persons may claim to be unable to attend a meeting for reasons of demonstrable hardship, which include such things as bona fide emergencies, family tragedies, or being off-campus due to varsity athletic trips, but which would not including things such as leisure travel or work. In instances of demonstrable hardship, the accused person may appeal to the secretary for the relevant meeting to be rescheduled. The reason for the claimed hardship must be fully recounted and, in the opinion of the secretary, must be nontrivial and compelling. Further, except under extraordinary circumstances, the claim must be registered at least one full academic business day in advance of the scheduled meeting. The secretary will reschedule the meeting in such circumstances. If that occurs, the accused person will be required to waive all timelines demanded by the honor code which may be violated by any rescheduled investigation or hearing, and must also agree not to appeal any subsequent, adverse decision based on the secretary and/or the investigatory or judicial panel not following mandated timelines.
- 11.11.2.2.** If, on any previous occasion, the accused person has appeared before an investigatory or judicial panel on a charge of cheating then:
 - 11.11.2.2.1.** If the previous appearance resulted in a liable plea or verdict, any and all documentary evidence from that previous appearance will be made available to the investigatory or judicial panel hearing the current case.
 - 11.11.2.2.2.** If the previous appearance resulted in a not liable decision, then a three-person review group, the composition of which is defined in Sec. 11.8.1., will be convened to review the documentary evidence associated with the previous case. The review panel will decide (by at least a two-thirds majority) whether or not the documentary evidence from the previous case is sufficiently pertinent to the current charge that it should be made available in spite of its potential prejudicial effects. If the review panel finds that the evidence is sufficiently relevant, then it will be supplied to members of the investigatory or judicial panel hearing the current case, as in Sec. 11.11.2.2.1. If the review panel finds that the documentary evidence from the previous case is not sufficiently relevant to the current case, then all such evidence will be withheld from the investigatory or judicial panel adjudicating the current case. In that event, no mention of such a previous case may be made by members of the investigatory or judicial panel adjudicating the current case, and panel members are required to consider the current charge without being influenced whatsoever by the accused's previous appearance before the honor council.
- 11.11.2.3.** If an accused person has been duly notified of the time, date and place of an investigation or hearing, and if he/she has failed to appeal to the secretary to reschedule the meeting (or if that appeal was denied), and if the accused

subsequently does not appear for the investigation or hearing, then the investigatory or judicial panel may elect to carry out the investigation or hearing *In Absentia*.

- 11.11.2.4.** Every honor council matter is decided by a secret ballot vote where each member present votes either yes or no depending on whether he/she supports a particular motion or not.
- 11.11.2.5.** The presiding officer is charged with collecting and counting ballots resulting from secret votes.
- 11.11.2.6.** When a motion is made to find an accused person liable or not liable of the accusations against him/her, members of the honor council (including every investigatory panel and every judicial panel) are obligated to cast their votes according to the “preponderance of the evidence” burden of proof. That is, the motion will be supported if it is more likely than not that the proposed conclusion is true.
- 11.11.2.7.** Motions pass if they receive a simple majority of votes in support, and fail otherwise, except in the case of a tie. In the event of a tie vote, members will engage in further deliberation and voting until the tie is broken or until the time allotted for the meeting expires. If the tie can never be broken, the default regulation is that the matter is re-adjudicated from the outset in front of the members of the other available full honor council.
- 11.11.2.8.** It sometimes happens that an investigatory or judicial panel must adjourn before fully adjudicating the matter(s) before it. In such instances, the original members of the investigatory or judicial panel involved in the case at the time of adjournment will reschedule a subsequent meeting time. Such a meeting should be relatively soon after the original one, but is not mandated to be within a certain amount of time. At the subsequent meeting, only those members of the investigatory or judicial panel who were present when the original meeting adjourned are permitted to be present. If there is not a quorum present, the meeting is rescheduled. If a quorum is never achievable after the original meeting adjourns, then the case is re-adjudicated *ab initio*, using the other available working honor council. Persons who were at the original meeting and who cannot attend any subsequent sessions are not permitted to cast their votes remotely (by using mobile phones or e-mail, for example).
- 11.11.2.9.** Results of investigations and hearings will be published by the secretary to all those within the bounds of confidentiality (except those admitted within the bounds of confidentiality by the accused; see Sec. 11.19.) as soon as possible after the investigation or hearing concludes, and certainly within the ensuing three academic business days.
- 11.11.2.10.** The honor council reserves the right to investigate any additional potential violations that may come to light during any investigation or hearing. These would include, but not be limited to, evidence of continuing subversion and multiple infractions.
- 11.11.2.11.** Any evidence that the accused or any party acting on his or her behalf has threatened, accosted or otherwise intimidated his/her accuser(s) or any adverse

witness(es) or members of the honor council (including PIOs) prior to an investigation or hearing shall be admissible evidence and shall be construed as a most serious breach of conduct, punishable according to Secs. B.1, B.2, B.3 and/or B.14 of the Oglethorpe code of student conduct.

- 11.11.2.12.** Faculty members are to abide by the decision of the honor council and are to implement sanctions and directives imposed by the honor council within five academic business days of notification.
- 11.11.2.13.** If a case deriving from a particular course has not been fully resolved by the time final grades are due, the instructor should issue a grade of “I” (Incomplete), indicating on the grade roll that the case is pending before the honor council.
- 11.11.2.14.** Under no circumstances should instructors impose any grading penalties prior to notification of the results of the adjudication process or at variance with the decision of the honor council.

11.12. The Outset of Investigations; Class I and Class II Charges

When the secretary receives a report of suspected honor code violation, he/she will automatically have up to ten academic business days to interview potential witnesses, ensure that relevant evidence has been collected and submitted, and take care of other pertinent matters. In unusual circumstances, the secretary can have more time than ten academic business days to accomplish the specified tasks, but only with the approval of the provost and only for a compelling reason.

Once the secretary has concluded his/her preliminary work, he/she may move to unilaterally dismiss the case for lack of sufficiently compelling evidence or for egregious and substantive deviations from the procedures demanded by the honor code; such actions must be of sufficient magnitude to make it extremely unlikely that the case could ever be fully and properly adjudicated. The secretary will announce any such decision to the party who filed the report. That person has three academic business days to insist to the secretary that the case go to an investigation. If the reporting party does not file such an appeal within the requisite timeframe, the case is dismissed.

If the secretary does not dismiss the case, or if the reporting party insists that a case move forward even though the secretary was inclined to dismiss it, then the secretary notifies the accused person of the charge(s) against him/her, and also announces the date, time and place of an investigation, at which the accused is summoned to appear. This notice, or another sent soon thereafter, will also provide for the requirements established in Sec. 11.10. Also, this notice, or another sent soon thereafter, will provide contact information for one or more PIOs (see Sec. 11.8.7.3). If the complainant is a faculty or staff member, the accused will be apprised of the name of his/her accuser at this time. If the complainant is a student, the anonymity of the complainant is guaranteed up until the onset of any eventual hearing before a judicial panel. If the case never leads to a hearing before a judicial panel, then the name of a student complainant will never be divulged to the accused person.

A student who has been notified that a report of suspected honor code violation has been filed against him/her due to alleged actions related to a particular course is not permitted to drop or withdraw from that course until the honor code charge is fully resolved. If a student either drops or withdraws from a course, and is subsequently notified that a report of

suspected honor code violation has been filed against him/her due to alleged actions related to that particular course, then the drop or withdrawal is automatically put on hold until the case is fully adjudicated. If the student is later found not liable for the charge, the withdrawal or drop is reinstated. If the student either pleads liable or is found liable, but the sanction does not (in the opinion of the professor) change the student's grade in the course in any substantive way, then the withdrawal or drop is reinstated. If the student either pleads liable or is found liable and the honor council assigns the student a final grade in the course, then the withdrawal or drop is terminated and that final grade is assigned to the student. In any other situation, the professor is given the opportunity to re-evaluate the withdrawal or drop, cancelling it or reinstating it as he/she wishes.

Investigations are carried out by investigatory panels. The meeting is non-confrontational in the sense that there are no accusers or witnesses; the meeting is only between the investigatory panel and the accused person. All rights accorded, obligations delineated and procedures established in Sec. 11.11. will be in force unless otherwise noted. If the complainant is a fellow student, the complainant's name and other identifying information will have been redacted from the report shown to the accused at this time.

At the conclusion of the investigation, the accused is asked to enter a written plea to the charges; that plea will either be "liable" or "not liable." At this stage, the investigation possibilities bifurcate:

- 11.12.1.** The investigatory panel may, at its discretion and subject to further restrictions described both here and later in this code, tentatively classify the charge against the accused as being of the Class II variety if and only if the following are all true:

11.12.1.1. The accused person has never before been found liable of an honor code charge.

11.12.1.2. The accused person enters a plea of "liable" to the current charge.

A Class II charge carries with it less serious consequences than its Class I counterpart. Even if the accused has no previous honor code liable verdicts, the investigatory panel may opt to bypass the Class II option and classify the charge as being of the Class I variety. This happens whenever the alleged offense is particularly egregious and/or the accused's engagement with the honor code process has been unacceptable.

- 11.12.2.** All charges not falling into the Class II category become Class I charges. The possible sanctions are more serious in this case.

Accused persons who fail to present themselves and are therefore being investigated *In Absentia* (see Sec. 11.11.2.3.) will automatically have the charge against them classified as being of the Class I type; the Class II option will not be available to those who fail to appear after having duly been summoned and after having failed to successfully request a rescheduled investigation.

11.13. Conclusions to Investigations for Class II Charges

If the investigatory panel elects to tentatively classify a charge as being of the Class II variety, then the panel will name a counselor. A counselor is a faculty member who will work with the accused person to help the student understand what he/she has done wrong;

help the student develop some strategies to avoid future accusations of academic fraud; and to help the student arrive at a proposed sanction for the current liability. If the original complainant was an instructor, or if the complainant was not an instructor but the alleged violation occurred in the context of a particular course, then the instructor in the course will be the counselor, providing that he/she is willing to serve. If the instructor is not willing to serve in this capacity, or in any other case not covered by the forgoing propositions, then the investigatory panel will appoint a faculty member (or an “alumni” faculty member) of the honor council who has not been involved in the current proceedings to serve as counselor.

The accused and the counselor will have five academic business days to confer and send a summary report back to the secretary. The report is expected to be very brief, minimally stating what sanction the counselor and accused propose. As soon as possible thereafter, the investigatory panel will reconvene and will classify the original charge as a Class II violation and liability if and only if the following are all true:

- 11.13.1.** The accused freely agrees to the sanction jointly developed with the counselor. The sanction must, in the opinion of the investigatory panel, be less severe than would have likely been levied by a judicial panel if the charge had led to a first Class I liability; at the same time, the sanction must be nontrivial. For instance, the recommended sanction for a Class I violation stemming from an instance of relatively minor, unpremeditated cheating in a course is that the student receives a zero on the assignment. A far less serious, yet nontrivial, sanction which would be appropriate for an analogous Class II charge would be for the student to receive a one- or two-letter grade reduction on the assignment in question. As a second example, the recommended sanction for a Class I violation deriving from an instance of cheating involving considerable premeditation or extensive collusion would be that the student receives an “F” in the course. An appropriate Class II counterpart which is nontrivial might be for the student to receive a one- or two-letter grade reduction in the class.
- 11.13.2.** The entire plea and proposed sanction are evaluated by the original investigatory panel. The panel has the option of accepting, rejecting or modifying the arrangements made by the counselor and the accused. In the case of a modification or rejection, the case will be again sent for a conference between the counselor and the accused until all parties are in agreement about the sanction. If an agreement acceptable to all parties has not been reached within ten academic business days of the original investigatory panel meeting in the matter, the option for a Class II charge is revoked and the case will revert irreversibly to Class I status. In this event, a judicial panel will meet to establish the sanction. The accused is not present for this hearing, and the sanctions are likely to be severe, possibly even more severe than the original investigatory panel’s estimate of what a judicial panel would assign had the charge been Class I all along.
- 11.13.3.** The accused agrees to complete the “Academic and Intellectual Traditions” course (see Sec. 11.22.) within the timeframe specified by the investigatory panel.
- 11.13.4.** A fully-adjudicated Class II case (meaning one where the provisions of Secs. 11.13.1. through 11.13.3. have all been satisfied) is not appealable according to the provisions of Sec. 11.23., which covers only Class I liabilities.

A Class II liability is essentially a warning, a “teachable moment.” The Class II verdict and sanction are still recorded by the honor council for purposes of maintaining the council’s

own internal records.

If the accused does not successfully complete the Academic and Intellectual Traditions class within the timeframe mandated, then the case is retroactively and irreversibly given Class I status. As soon as possible thereafter, a judicial panel will meet to establish the sanction. The accused is not present for this hearing, and the sanctions are likely to be severe, possibly even more severe than the original investigatory panel's estimate of what a judicial panel would assign had the charge been Class I all along.

A student can only have an honor code charge classified as being of the Class II variety if he/she has no previous honor code liable pleas or decisions, although (as noted above) even a first alleged instance of cheating is not automatically accorded Class II status. If a Class II charge has been fully adjudicated (meaning the provisions of Secs. 11.13.1. through 11.13.3. have all been satisfied), then if that same student is later charged with another honor code violation, the second (and any subsequent) charge will automatically go down as being of the Class I variety.

In no case will an investigatory or judicial panel consider reducing a bona fide Class I charge down to the Class II level.

11.14. Conclusions to Investigations for Class I Charges

Any charge which cannot possibly be of the Class II variety according to the requirements delineated in Sec. 11.12. and Sec. 11.13. is automatically of the Class I type. At the end of the investigation, the accused must enter a written plea of "liable" or "not liable." The accused subsequently is dismissed from the room.

11.14.1. If the accused pleads liable to the charge, then the panel must vote to accept or reject that plea.

11.14.1.1. Under extraordinary circumstances, the panel may reject a liable plea and decide to dismiss the charges against the accused.

11.14.1.2. Much more commonly, the panel accepts liable pleas. The matter is then sent to a judicial panel for establishment of appropriate sanction. If a sufficient quorum is present at the investigation, an impromptu meeting of the corresponding judicial panel can be convened at this time to establish the sanction. If a sufficient quorum is not present, a meeting of the judicial panel is scheduled within the next ten academic business days for the purposes of establishing the sanction.

Accused persons who plead liable and whose plea is accepted by the investigatory panel must accept the sanction meted out by the judicial panel. Neither the plea nor the sanction can later be appealed using the provisions of Sec. 11.23. Further, such persons automatically waive any future appearances before the honor council related to the charge to which the accused has pleaded liable.

11.14.2. If the accused pleads not liable to the charges, the panel members will confer and try to reach a consensus on how to proceed. Ultimately, the panel will vote for one of the following possibilities:

11.14.2.1. The panel finds the accused not liable. The charges are dismissed and the matter is concluded.

11.14.2.2. The panel finds there is sufficient reason to believe that the accused may, in fact, be liable. The case is sent for a hearing before a judicial panel.

If the case requires a subsequent meeting of a judicial panel (either to establish the sanction following a liable plea or because the panel has found sufficient reason to believe the accused may be liable even though he/she pleaded not liable), then that hearing must occur within ten full academic business days of the investigation.

11.15. Multiple Separate Charges Prior to Complete Adjudication

If a student has been charged with an honor code violation, and if that charge has not yet fully been adjudicated, and if the same student is then charged with additional violations not necessarily stemming from the same event or course, then all such charges may be grouped together as if they were a single charge from the point of view of possible sanctions. A simple majority of honor council members in attendance at the relevant proceedings is all that is required to accomplish this combining of charges.

For example, if the first report is potentially to be treated as a Class II charge, and that charge has not yet been fully resolved, and then additional reports are filed against the same student, those additional charges may be grouped with the first in the sense that all of them collectively may be subject to the Class II regulations. All these separate Class II charges must be resolved individually according to the protocols established in Sec. 11.12. and Sec. 11.13. However, the investigatory panel may, at its discretion, classify charges filed after the first as being of the Class I type rather than as additional Class II infractions. In that case, all charges filed subsequent to the first are subject to Class I protocols and are adjudicated entirely separately.

Additionally, if the first report is for a Class I charge and then additional reports are filed against the same student before the first charge has been fully resolved, then all such charges may be combined for purposes of carrying out investigations, hearings and levying sanctions. This action requires support of a simple majority of members of the honor council present at the relevant meeting. In the case of multiple Class I charges grouped together, this means that the chronologically later charges would not, upon the student being found liable, be cause for potential expulsion. Such a lumping together of charges is not automatic. If a simple majority of the honor council members in attendance refuse such a combination, then all such charges are adjudicated entirely separately and, in the event of multiple liable verdicts, could result in the expulsion of the student.

11.16. Hearings Involving a Judicial Panel

Four situations result in a hearing before a judicial panel. The first two of these involve charges which were, at one time, potentially of the Class II variety:

- An accused person pleaded liable to a Class II charge and was required to propose, along with a counselor, an acceptable sanction within ten academic business days, but failed to do so (see Sec. 11.13.).
- An accused person pleaded liable to a Class II charge and was required to satisfactorily complete the Academic and Intellectual Traditions class within a prescribed time period, but failed to do so (see Sec. 11.13.).

Both other situations derive from charges which were always classified as being of the Class I type:

- In the first possibility, an accused person has pleaded liable to one or more Class I charges during an investigation and the investigatory panel has accepted that plea, but the investigatory panel lacked a sufficient quorum to call an impromptu meeting of a judicial panel in order to concurrently decide the appropriate sanction. Thus, the sanction phase necessitates a separately scheduled meeting of a judicial panel.
- In the final possible scenario, an accused person has pleaded not liable to one or more Class I charges during an investigation, but the investigatory panel has found that there is sufficient reason to believe that the accused is, in fact, liable. Consequently, the accused's case has been forwarded for a hearing before a judicial panel.

11.16.1. If the meeting of the judicial panel is to decide a sanction devolving from a liable plea entered (and, if appropriate, accepted) at an earlier investigation (*i.e.*: in any of the first three bullet points enumerated above), then members will be allowed to access and study all available documentation (such as minutes and audio recordings) from the earlier investigation. Members of the judicial panel may also opt to interview members of the investigatory panel which accepted the original plea. The accused is not permitted to be present for this type of hearing, nor may any person be present save for members of the judicial panel and others that they may choose to query. In the end, the judicial panel will vote on a sanction according to the protocols given in Sec. 11.16.2.2. and Sec. 11.18.

11.16.2. If a hearing is for any reason other than those discussed in Sec. 11.16.1. (meaning the fourth bullet point above is relevant), then that hearing will occur in accord with all rights, obligations and procedures established in Sec. 11.11., unless otherwise explicitly noted.

The meeting is confrontational in the sense that there are witnesses which will be called. It will be the duty of the secretary to summon witnesses whose testimony is expected to be adversarial to the accused and to ensure their presence at the hearing. It will be the responsibility of the accused to secure the presence of any witnesses he/she intends to call, including both material witnesses and up to two character witnesses. If student witnesses duly summoned by the secretary fail to present themselves without a reasonable explanation, they may be charged with an honor code violation. If faculty witnesses fail to present themselves without a reasonable explanation, the honor council may file a complaint with the faculty member's division chair and/or the provost. If any witness whatsoever fails to present him/herself at the appointed time, the hearing will not be unduly delayed and the witness's testimony may be forever lost.

If the complainant is a fellow student, the complainant's name and other identifying information (all of which would have been redacted from the report of suspected honor code violation and other documentation at the investigation) is now fully restored, so that the accused will, in all cases, now know his/her accuser(s).

Accused persons may be accompanied by two advisors drawn from the University community. In no case will an advisor be a person who exerts extraordinary influence and control over students, including the vice president for campus life or the dean of students. Advisors may stay for the totality of the hearing. Advisors may privately

counsel the accused in any and all matters, and they may offer moral support, but they may not speak to members of the judicial panel. Accused persons will offer their own statements to the judicial panel and will ask and answer questions and cross-examine witnesses completely on their own.

In cases where English is not the first language of the accused, the accused may also elect to file a request with the secretary at least two academic business days before the hearing to be allowed to bring a translator or interpreter to the hearing. The qualifications of the translator or interpreter should be plainly described in such a request. The translator or interpreter may serve only in the designated role; he/she may not act as an advisor or a witness, and he/she may not be an attorney. When a translator or interpreter is employed, the accused must still ask and answer his/her own questions and make any statements on his/her own; the translator or interpreter will simply act as the conduit between the accused and the other parties present. The translator or interpreter may stay for the totality of the hearing.

The accused does not have the right to be represented by professional legal counsel during the hearing. Outside experts may also not be used as witnesses or advisors.

The presiding officer will be tasked with bringing witnesses into the hearing room. The secretary will inform the presiding officer of the identities of witnesses presumably adversarial to the accused, and the accused will inform the presiding officer of the identities of any material or character witnesses he/she has brought to the proceedings. The order in which witnesses are called is at the discretion of the presiding officer, but every attempt will be made to be respectful of the schedules of those serving as witnesses. Witnesses of all types may only stay in the room while they are offering testimony. Only one witness is permitted in the room at a time. The accused and all members of the judicial panel can freely ask questions of any witness. Formal rules of evidence shall not be in effect. All pertinent matters shall be admitted into evidence, including circumstantial evidence and hearsay, the values of which shall be weighted accordingly. Affidavits are not admissible under any circumstances.

After all witnesses have offered their testimony and been excused, the accused may offer a closing statement. Afterward, the accused and any advisors and/or translator or interpreter will leave the room.

The judicial panel members will confer among themselves and try to reach a consensus on the culpability of the accused. Ultimately, the judicial panel will vote for one of the following possibilities:

- 11.16.2.1.** The judicial panel finds the accused not liable. The charges are dismissed and the matter is forever concluded. No person may be charged for the same instance of an offense a second time once he/she has been found not liable by a judicial panel.
- 11.16.2.2.** The judicial panel finds the accused liable. There are two possible instances:
 - 11.16.2.2.1.** The accused has had a previous Class I liability and is therefore eligible for automatic expulsion if found liable of a second Class I charge (see Sec. 11.18.). In this case, a first vote to find liable must be at the “clear

and convincing evidence” level of burden of proof. That is, members of the panel are obliged to vote to find liable only if it is substantially more likely than not that the accused is liable; “substantially more likely” may be interpreted to mean one is perhaps two-thirds or three-quarters certain. The motion passes if it garners a simple majority of votes. In that case, the accused is found liable and is automatically expelled, either with or without the ability to reapply after one year. On the other hand, if that motion fails then a second motion will be put forth to find the accused liable but at the “preponderance of the evidence” level of burden of proof. That is, it is more likely (but not necessarily substantially more likely) than not that the accused is liable; in numerical terms, one is anything more than half certain. The motion passes if a simple majority of panel members agree with it. If this motion passes, then the accused is found liable but is not automatically expelled. Consult Sec. 11.18. for further explanation and requirements, and a listing of possible sanctions that are operational in this event. Obviously, if both the forgoing motions fail, then the accused is *de facto* found not liable.

- 11.16.2.2.2.** The accused does not have a previous Class I liable verdict and is therefore not eligible for automatic expulsion if found liable relative to the current charge. In this case, a vote to find liable will pass if a simple majority of judicial panel members support it, when each is obligated to cast his/her vote at the “preponderance of the evidence” level of burden of proof.

A case which was dropped at or before the investigatory panel stage (meaning that the accused pleaded not liable and the investigatory panel concurred, or that the secretary dismissed the case before it went to an investigation) can later be re-opened if new evidence comes to light which serves to substantially increase the likely culpability of the accused. However, a case which resulted in a hearing and a not liable verdict cannot be reopened by the honor council even if new evidence later comes to light which might have changed that verdict.

11.17. Special Timelines for Cases Originating Near the End of a Term, and the Operation of the Honor Council during Summer School

The honor council is not obligated to immediately take up any new cases submitted within fewer than ten academic business days of the last day of final exams for a given term.

Honor code cases filed in a fall semester but which cannot be fully adjudicated at that time will roll over into the following spring semester. Honor code cases filed in a spring semester but which cannot be fully adjudicated at that time will roll over into the following fall semester, unless all parties (accused, accuser(s), witnesses, etc.) can simultaneously come together during the summer hiatus, in which case adjudication may proceed at that time. Cases filed in a summer term but which cannot be fully adjudicated at that time will roll over into the ensuing fall semester.

Students whose cases roll over into the next regular (fall or spring) semester cannot receive official Oglethorpe transcripts nor can they graduate until their cases are fully resolved. It

will be the responsibility of the secretary to inform the registrar of these situations.

For cases which roll over into the next regular (fall or spring) semester, complete adjudication must be within 25 academic business days of the start of that new semester. If the accused student is no longer enrolled at that time, he/she will be given the opportunity to return to campus for the adjudication process, in which case matters progress in the same way they would if the student was enrolled. If the student elects to not return to campus, or is unable to return to campus, then any “I” grade which was assigned pending adjudication of the student’s case will revert permanently to the grade of “F.”

There may be times when the accused person has a substantial vested interest in ensuring that a case is fully adjudicated by the end of a given term, even if the case was submitted during the ten-academic-business-day period prior to the last day of final exams of the given term. Reasons for such haste might include the fact that the student is scheduled to graduate that term, or that the alleged offense is one which, if proven, would likely result in the expulsion of the student, or that the student intends to transfer and therefore will not likely be enrolled at the start of the next regular (fall or spring) semester. In cases of exigency like these, the student may request his/her case be fully adjudicated prior to the end of the term in question. The secretary must accede to all such requests if they are for bona fide, compelling reasons. However, the accused person must simultaneously voluntarily relinquish all mandated timelines specified throughout the honor code and promise that he/she will not appeal any adverse ruling on grounds that the honor council didn’t follow its own timeline requirements. Further, the accused may have to surrender other rights to due process in order to accommodate such a request. For instance, if witnesses have already left campus for hiatus when the case goes to a hearing, then the accused will have to agree that such witnesses can be interviewed remotely (by conference call or video call, for example) rather than in person.

11.18. Sanctions

11.18.1. For a First Class I Charge Originating in the Context of a Particular Course

The judicial panel can impose any sanction it wishes (except expulsion), but the following sanctions are common:

- 11.18.1.1.** Grade reduction (including the assigning of a zero) on the relevant assignment. A zero on the assignment is the recommended sanction for relatively minor instances of unpremeditated cheating and for plagiarizing 20 percent or less of a paper.
- 11.18.1.2.** Grade reduction (including the assigning of an “F”) in the relevant course. An “F” in the course is the recommended sanction for cheating which required significant premeditation or which involved considerable collusion or which involved plagiarizing more than 20 percent of a paper.
- 11.18.1.3.** Requiring the liable party to satisfactorily complete the Academic and Intellectual Traditions class (see Sec. 11.22.) within a certain time period.
- 11.18.1.4.** Requiring the liable party to participate in time management counseling/instruction administered by the Academic Success Center.

11.18.1.5. Suspension for the next regular semester.

Most first Class I charges will result in the judicial panel imposing some version or combination of the sanctions described in Sec. 11.18.1.1. through Sec. 11.18.1.3. The judicial panel will be mindful of ensuring that penalties are assigned rationally and justly in the sense that the level of sanctioning should be approximately proportionate to the severity of the offense, accounting for the level of cheating involved as well as the degree of premeditation and the scope of complicity among and between various individuals. Suspension is not commonly employed for first Class I charges, but may be in the event that a first Class I charge is particularly egregious and/or the accused's engagement with the honor code process is unacceptable.

If liable persons do not complete the Academic and Intellectual Traditions class within the required time period, or if their work and/or participation is unsatisfactory, then the original judicial panel will reconvene and assign additional and more severe sanctions.

When penalties involve modification of course and/or assignment grades, instructors are to implement the decision of the honor council within five academic business days of such notification.

11.18.2. For a First Class I Charge Not Originating in the Context of a Particular Course

The honor council can impose any penalty it wishes (except expulsion), but the following penalties are recommended:

- 11.18.2.1.** Payment of restitution to the aggrieved party or entity (as may be appropriate for certain instances of academic stealing, for example) within a certain period of time.
- 11.18.2.2.** Assigning the liable party a specific number of hours of work, to be completed satisfactorily within a given period of time. Work sanctions will be implemented by either the chief conduct officer or the honor council secretary, either of whom will consult with members of the judicial panel regarding recommended types of work, number of hours required, and the means for judging whether or not the student's work efforts were satisfactory.
- 11.18.2.3.** Disciplinary Probation, Residential Suspension/Expulsion or Interim Suspension. These terms are defined in Sec. H of the Oglethorpe code of student conduct, which should be consulted for details. These sanctions will be implemented by the chief conduct officer, in consultation and cooperation with members of the judicial panel.
- 11.18.2.4.** Requiring the liable party to complete the Academic and Intellectual Traditions class (see Sec. 11.22.) within a certain time period.
- 11.18.2.5.** Suspension for the next regular semester.

Most first Class I charges will result in the honor council imposing some version or combination of the penalties described in Secs. 11.18.2.1. through 11.18.2.4. The judicial panel will be mindful of ensuring that penalties are assigned rationally and fairly in the sense that the level of sanctioning should be approximately proportionate

to the severity of the offense, accounting for the level of cheating involved as well as the degree of premeditation and the scope of complicity among and between various individuals. Suspension is not commonly employed for first Class I charges, but may be in the event that a first Class I charge is particularly egregious and/or the accused's engagement with the honor code process is unacceptable.

If liable persons do not complete any of the tasks they are assigned from Secs. 11.18.2.1. through 10.18.2.4. within the required time period, or if they complete such tasks unsatisfactorily, then the original judicial panel will reconvene and assign additional and more severe sanctions.

11.18.3. For a Class II Charge

As stated in Sec. 11.13., a student charged with a Class II violation must freely agree to the sanction developed in consultation with the counselor. The sanction must be less severe than that recommended for a first Class I liability but must be nontrivial. The investigatory panel will inform the counselor and the student what would have been the likely penalty for the offense had it been of the Class I type. This will permit the counselor and student to propose a penalty of a less serious nature. (See the discussion in Secs. 11.13.1. and 11.13.2.). The investigatory panel must approve the proposed penalty.

11.18.4. For a Second (or Subsequent) Class I Charge

If the accused has had a previous Class I liability, then he/she is automatically eligible for expulsion if found liable of a second (or subsequent) Class I charge. The procedure was recounted in Sec. 11.16.2.2.1., which should be consulted.

11.18.4.1. If the student is found liable at the “clear and convincing evidence” level of burden of proof, then he/she is automatically expelled. The judicial panel will subsequently vote to establish whether the expulsion carries with it the ability to apply for readmission after one year or not.

11.18.4.2. If the student is not found liable at the “clear and convincing evidence” level but is found liable at the “preponderance of the evidence” level of burden of proof, then the accused is not automatically expelled. Instead, the judicial panel will devise a sanction from among those recommended for first Class I liabilities. However, the council is free to devise a sanction more severe than would ordinarily be given for a similar liability deriving from a first Class I liability. The student is informed that he/she could have been expelled but was not. However, part of that outcome is contingent upon the student satisfactorily completing the Academic and Intellectual Traditions course within a specified period of time. If the student fails to complete the course within the mandated timeframe or if he/she performs unsatisfactorily in the course, then the student will be retroactively expelled. The judicial panel will reconvene to establish whether the expulsion carries with it the ability to apply for readmission after a period of one year or not.

11.18.5. Protocol for Suspension

If the honor council votes to suspend a student, that vote passes as a directive to the

provost, who will either implement it (following resolution of any possible appeal; see Sec. 11.23.) or who will meet personally with the members of the judicial panel who voted for suspension to explain why he/she refuses to implement it. A suspension is a future action. If a student is suspended, he/she is permitted to finish the current term, and will receive any grades and credits earned. The student is then suspended from the next regular (fall or spring) semester, and also from any intervening summer terms, meaning he/she cannot register for classes or even be on campus during the suspension period. Additional specific regulations governing readmission can be found in Sec. 6.24.5. of the *Bulletin*.

11.18.6. Protocol for Expulsion

If the honor council votes to expel a student (either with the ability to apply for readmission after one year or not) that vote passes as a directive to the provost, who will either implement it (following resolution of any possible appeal; see Sec. 11.23.) or who will meet personally with the members of the judicial panel who voted for expulsion to explain why he/she refused to implement it. From the time the provost implements the expulsion until the expulsion period ends (if it does) the expelled student will absent him/herself from campus. Financial and financial aid matters related to expulsion are governed by the appropriate section of the *Bulletin* as well as federal and state laws (if applicable). The protocol for expulsion depends on when the directive to expel is sent to the provost:

11.18.6.1.

If the directive to expel is sent to the provost prior to when final grades for the semester in which the infraction occurred are posted by the registrar, then the expulsion is an action which is retroactive to the start of the semester during which the precipitating event occurred. The secretary will inform the registrar to not post any grades for the student until the expulsion is fully resolved (including potential appeals). If the provost eventually expels the student then at that time the student will be assigned the grade of “W” in all classes in which he/she was enrolled when the directive to expel was sent to the provost, except that he/she will be assigned the grade of “F” in any class wherein he/she committed an honor code violation which led to the expulsion. If the student is not expelled by the provost, then the grades assigned by the various instructors at the conclusion of the semester will be posted by the registrar. It is possible that one (or more) of these grades will have been modified by action of the honor council. If a student is expelled with ability to reapply after one year, then he/she will remain expelled for at least a one-year period beginning with the outset of the semester in which the expulsion occurred. Even if such a student has the ability to reapply, there is no guarantee that such a reapplication will be favorably received, and the University may insist on satisfaction of certain unusual and additional requirements before granting any such readmission. If a student is expelled without the ability to reapply after one year, he/she may never apply for readmission to Oglethorpe University. Additional specific regulations governing readmission can be found in Sec. 6.24.5. of the *Bulletin*.

11.18.6.2.

If the directive to expel is sent to the provost after the registrar has posted final grades for the semester in which the infraction occurred, then if the provost eventually expels

the student the expulsion period commences with the start of the next semester. The grades which were posted for the semester during which the infraction occurred are permitted to stand, except that the student will be retroactively assigned the grade of “F” in any class wherein he/she committed an honor code violation which led to the expulsion. Thus, if a student is expelled with ability to reapply after one year, then he/she will remain expelled for at least a one-year period beginning with the outset of the semester after which the precipitating event occurred. Even if such a student has the ability to re-apply, there is no guarantee that such a reapplication will be favorably received, and the University may insist on satisfaction of certain unusual and additional requirements before granting any such readmission. If a student is expelled without the ability to reapply after one year, he/she may never apply for re-admission to Oglethorpe University. Additional specific regulations governing re-admission can be found in the *Bulletin*.

11.19. Confidentiality

All business and activities of the honor council shall remain confidential until a given case has been fully adjudicated, and those within the bounds of confidentiality shall not divulge anything that is said or done with regard to such proceedings to anyone outside the bounds of confidentiality. Those within the bounds of confidentiality include all honor council members (not just those who served on a given case), the president of the University, the provost, the dean of students, the vice president for campus life, the chief conduct officer, the registrar, the chair of the academic division in which the alleged infraction occurred (if appropriate), a counselor used as a part of a Class II investigation, the accused’s academic advisor, accusers, accused persons, witnesses, persons interviewed prior to or during an investigation, victims and the attorney for the University. If the student plays on a varsity athletic team, the coach of that team and the athletic director are also included within the bounds of confidentiality. In addition, the accused may, at his/her discretion, include within the bounds of confidentiality his/her parents, faculty or staff members, minister/spiritual advisor, personal or legal counsel, up to two advisors drawn from the University community and any translator or interpreter that was required for a hearing. Should anyone outside the bounds of confidentiality receive information which is considered to be confidential, he/she will automatically be bound by confidentiality.

Once a case has been fully adjudicated, all students (accusers, accused persons, witnesses, those interviewed prior to or during an investigation and victims) excepting student members of the honor council are released from confidentiality requirements. All other parties named in the previous paragraph (including student members of the honor council) continue to be bound indefinitely by the confidentiality requirements enumerated above.

Members of the honor council who violate confidentiality requirements are subject to sanctions imposed by the honor council (see Sec. 11.20.). Non-honor council Oglethorpe students who appear to have dishonored confidentiality requirements will be charged with violating the code of student conduct, Sec. B.14. Non-honor council faculty and staff who appear to have violated confidentiality requirements may have letters of reprimand filed with the provost and/or the faculty or staff member’s direct supervisor on behalf of the honor council.

11.20. Honor Council Self-Governance

During any investigation or hearing, any honor council member has the right to challenge the impartiality of any other member with respect to the particular case being heard. The challenge must be substantive, reasonable and must be stated in the presence of all assembled members; if necessary, the accused and any other persons not on the honor council are first removed from the room. The object of the allegation is permitted to rebut the assertion that he/she ought to recuse him/herself. After the claim has been made and rebutted, members (excluding the person whose impartiality is being called into question) vote by secret ballot on whether or not to force a removal of the member in question. The motion passes upon receiving a simple majority, and members are obliged to cast their ballots based on the preponderance of the evidence standard. If the member is required to recuse him/herself, then he/she will leave the room immediately and will not return while the case in question is being adjudicated.

If at any time a member of the honor council no longer meets the minimum qualifications for service (see Sec. 11.8.) then he/she is immediately removed from the honor council rolls for the duration of his/her term of service.

If any member of the honor council has allegedly exhibited behavior inconsistent with the position of trust he/she should warrant by being on the honor council, then he/she may be removed from the honor council. Breaching the confidentiality of proceedings and having been charged with an honor code infraction (certainly if found liable, and even possibly if not) are reasons for expelling a member, although other reasons also exist. It is the entire corpus of all honor council members that would be invited to the proceedings. The quorum for such a meeting will be ten members, including at least one student, at least one faculty member and the secretary. Charges will be stated aloud by those making the allegations, evidence (if any) will be put forth, witnesses may be called, and the accused member will have a chance to rebut such testimony and allegations, may cross-examine witnesses, and may call witnesses of his/her own. Once the testimonial and interrogatory portions of the meeting are concluded and the accused member has been offered the chance to present a closing statement, he/she leaves the room. After deliberation, the other members present will vote on a motion to expel or to acquit. Members are obligated to cast their votes according to the preponderance of the evidence standard, and the motion passes if it receives a simple majority in support. In the event of a tie, members will deliberate further and re-vote as necessary, until the motion at hand (to expel or to acquit) receives a simple majority. The accused member is notified of the decision by the secretary. If the member is expelled, he/she is immediately removed from the honor council rolls and will not be eligible for election or selection to the honor council again.

11.21. Recordkeeping

At every meeting of the honor council, the secretary is charged with keeping records of the proceedings. For meetings (for training or to consider expelling an honor council member, for example) which are not for the purpose of carrying out either an investigation or hearing, the secretary (or his/her designee) will keep written minutes. The minutes are distributed to all members who were present and to the provost. The secretary keeps a copy of the minutes on file, as well.

For investigations and hearings, the secretary will not keep detailed, hand-written minutes of the complete proceedings. Instead, he/she will prepare a written summary of what transpired before the accused was permitted to enter the room. This would include the names of those

present, a listing of documentary evidence which had been submitted (reports of suspected honor code violation, course syllabi, tests, quizzes, papers, and so forth), matters of fact about the charges being brought and the context of the case, any information (subject to requirements enumerated in Sec. 11.11.2.2.) regarding prior appearances of accused, accusers and other relevant parties before the honor council (including some contextual narrative, whether the student was found liable or not, what the sanction was if a liable plea or finding ensued, and other details derived either from the minutes, the audio recordings, and/or the personal recollections of honor council members who may have been involved in the previous case), other items that should be a matter of record, and a synopsis of the major themes that the members discussed in advance of beginning the meeting proper. Likewise, the secretary will prepare a summary of what occurred once the testimonial and interrogatory portions of the proceedings concluded and the deliberative portion of the meeting commenced. This summary will include at least the major arguments that proved persuasive regarding the outcome of the case, the rationale for all decisions, the relative weights of pieces of evidence, a detailed description of any sanctions that were levied, a description of all motions made, and a report of how those motions fared (including the vote tallies for and against). The phase of the meeting in between these two bookends (that is, the portion during which the accused is permitted to be present) will be audio recorded. The audio record will constitute the entire record of the actual testimonial proceedings; no transcription will be prepared. Persons in attendance are free to make their own written notes if they so desire.

For investigations, the secretary will distribute the two written synopses mentioned above to all members who were present and to the provost. The secretary keeps a copy of the synopses on file, as well. The audio recordings are kept on file by the secretary; these are not distributed to other honor council members or to the provost, but are to be made available to any of those parties upon request.

The procedure is the same for hearings as it is for investigations, except as follows. Persons found liable (but not those who are found not liable) will receive copies of both summaries noted above. The liable individual is also given access to the audio recording of the hearing, but is not given a copy of the actual recording, itself. Persons wishing to listen to the audio portion of an investigation or hearing should file a request with the secretary.

The secretary and his/her successors will maintain for at least six years all minutes and all pre- and post-investigation and pre- and post-hearing synopses. At his/her discretion, the secretary can opt to delete or discard all other items a year and a day after a given student either graduates or fails to enroll in any class. Such items would include audio records, evidence artifacts, e-mails, and so on.

11.22. “Academic and Intellectual Traditions” Course

The honor council (or its designees) will develop and maintain a four-hour, intensive, not-for-credit course called Academic and Intellectual Traditions. The head librarian (or his/her designees) will offer the course on an as-needed basis during the fall, spring and summer semesters. The course will meet in one-hour blocks for four consecutive weeks, and will stress higher-order themes of integrity, ethical behavior and best academic practices. Each person who has been found liable of an honor code charge and who, as part of his/her sanctioning, has been compelled to attend this class will show up to whichever of these scheduled sessions he/she has been assigned. All participants in the course are bound by the

confidentiality requirements imposed in Sec. 11.19.

11.23. Appeals

A student who has been found liable of violating the honor code by the honor council has the right to appeal the decision to the provost. The appeal must be made using the official University means of communication within three academic business days of notification of the honor council's decision and receipt of the pre- and post- hearing synopses and the offer of access to the hearing audio record, whichever event comes latest. Appeals may be granted only under the following circumstances:

11.23.1. If the honor council deviated substantially from the rules and procedures laid out in the honor code in determining the case. Substantial deviations are of sufficient magnitude as to call into question the fundamental fairness of the proceedings or which may have influenced the outcome of the case.

11.23.2. If there is additional evidence that could have a bearing on the outcome of the case.

Following submission of an appeal, the provost may summarily dismiss the appeal if, in his/her opinion, it does not adequately address the requirements enumerated in Sec. 11.23.1. or Sec. 11.23.2. The provost will notify the appellant of such an action.

If the provost elects to not summarily dismiss the appeal, then he/she will summon a review board which will examine the appeal and decide whether a new hearing is warranted. The review board will be made up of the provost plus two faculty members the provost selects and who have recently completed terms on the honor council. The secretary will provide members of the review board with all the case documentation (including access to pre-and post-hearing synopses and audio records). The provost will designate a member of the review board to take detailed minutes of any meetings the board may have. These minutes will be kept on-file by the provost or his/her designees for a period of not less than six years.

If the review board determines that a new hearing is warranted, the secretary will convene an appeal panel. The appeal will be heard by members of the full honor council which was not employed in the original adjudication of the case. The secretary will appoint an experienced honor council faculty member to serve as secretary for purposes of the appeal hearing. The appeals panel will have the same composition and will follow the same protocols as any judicial panel.

The appeals panel may decide either to uphold or overturn the decision of the original judicial panel. If the verdict is overturned, the secretary should inform all those within the bounds of confidentiality of the results of the appeal. Any person found not liable on appeal may not be charged a second time for the same offense. If the appeals honor council decides to uphold the original ruling, no further appeals can or will be granted.

11.24. Honor Code Administration and Modification

The honor code is owned by the Oglethorpe University community, but its administration, ongoing operation and modification falls to the faculty, which is the guarantor of the integrity of the academic program. The faculty gratefully acknowledges that the honor code requires a substantial commitment and ongoing dedication on the part of our students and other non-faculty personnel, and that such persons consequently have a very legitimate and

substantive voice where the honor code is concerned. Such parties are welcome and encouraged to share with the faculty any recommendations they may have for improving the honor code. Likewise, such parties are encouraged to share with the faculty any problems they believe have developed regarding the effectiveness or the integrity of the honor code or honor council.

In addition to the yearly review mandated in Sec. 11.8.7.2. and Sec. 11.8.8., and the ongoing recommendations mentioned above, the honor code should undergo a systemic and complete re-evaluation no less frequently than every five years.

11.25. Disclaimer

In the event that any provision of the honor code is deemed to be in conflict with federal, state or local laws or regulations, all other portions of the code remain in force. The offending portion of the code is automatically not enforceable from such point forward, and the faculty will seek to modify the honor code so as to remove any such conflict as soon as possible thereafter.

The official version of the honor code is the one published in the online version of the *Bulletin*. Changes to the honor code will be made as expeditiously as possible to the online *Bulletin*, which then supersedes all other versions, including that found in any printed or other materials. Changes to the honor code will not “grandfather in” any subset of the Oglethorpe University population. Any modifications of the honor code automatically take effect at the start of the next academic year and, from that time forward, become enforceable upon the entire community, regardless of the nature of any previous *Bulletin* or honor code version which may exist.

Acknowledgement: The authors of this document gratefully acknowledge those who have crafted the honor code at Birmingham-Southern College. We have incorporated into our own honor code Birmingham-Southern’s overall vision as regards the two-tier system of Class I and Class II violations, as well as extensive portions of their extraordinarily well-thought-out policy on confidentiality and the bounds of confidence.

Appendix I. Report of Suspected Honor Code Violation (Faculty Version)

(2014-08-04 Version)

Honor code cases are initiated by filing a “Report of Suspected Honor Code Violation” (or simply “Report”). The report form is available online (at O:\Public\Forms as well as <https://conduct.oglethorpe.edu/honor-code/faculty/> (faculty reporting form). A copy of the report will also be sent to any person via e-mail by sending a request to HonorCouncil@oglethorpe.edu. The report contains all instructions necessary for successful filing.

To use the Word format via the O: drive: To maintain the confidentiality of this report you must first use ‘Save As’ to save this document on your local computer, network space or other secure area. The file must be saved as a Word Macro-Enabled Document, and you must be using Word 2007 or later. For Word 2010, the process is as follows. Select the File tab on the ribbon; then select ‘Save As.’ Choose your own folder location and filename, and then select ‘Word Macro-Enabled Document (*.docm)’ from the drop-down list. Once you have accomplished this, you will be able to fill out the newly-saved form. However, the document is protected in such a way that you are only allowed to fill out the form portions; you can’t make any other editing or stylistic changes. Please be sure to fill out all applicable parts of this form. The text boxes will automatically expand as you type, so you can enter as much information as you like without fear of “overflow.” When you are done, save and then email the document to lgieger@oglethorpe.edu. Alternatively, you may simply print a hardcopy of the document and turn it in to Lynn Gieger, Hearst 311. In either case, be sure to include/attach a hardcopy or a digital version of the course syllabus.

Your Name: [Click here to enter text.](#)

Your Job Title: [Click here to enter text.](#)

Today’s Date: [Click here to enter a date.](#)

Name(s) of Accused Person(s): [Click here to enter text.](#)

Nature of Accusation (check all that apply):

- ☐ Cheating (cheat sheets, using Smartphone, illicit collaboration, etc.)
- ☐ Plagiarism
- ☐ Lying
- ☐ Stealing

Approximate or exact date on which the alleged violation occurred:

Is the event in question connected to a particular course (regardless of whether the event happened in-class or out-of-class)?

If ‘Yes,’ please give the relevant course number (including section) and title (e.g.: COR-101-12 Narratives of the Self I):

Also, please email a digital copy of the course syllabus to lgieger@oglethorpe.edu.

Is the alleged violation an instance of plagiarism?

If ‘Yes,’ is there a Turnitin report available? Choose an item.

If such a report is available, please export it to PDF and email it to lgieger@oglethorpe.edu.

If such a report is not available, please copy the relevant hyperlinks or citations here:

[Click here to enter text.](#)

Then make a photocopy of the relevant original published works or print off the relevant pages of the appropriate website(s). In the margins of these pages use braces to enclosed portions which seem to have been plagiarized. Mark each such braced area with some sort of index (A, B, C,... or 1, 2, 3,...). On the student’s work, use the same braces and indexes to cross-reference that material which is apparently plagiarized. Submit the student’s work and the cross-referenced original work(s) to Lynn Gieger, Hearst 311.

Please provide a detailed description of what happened, including as much supporting information as you can:

[Click here to enter text.](#)

Are there other persons who are likely to have witnessed the alleged violation, or are there persons who may have additional relevant information that would help resolve these allegations? Choose an item.

If ‘Yes,’ please provide their names: [Click here to enter text.](#)

Is there any physical evidence (original papers, tests, quizzes, emails, etc.) which potentially should be collected and preserved in order to corroborate your allegation(s)? Choose an item.

If ‘Yes,’ please describe the nature of the evidence: [Click here to enter text.](#)

You must retain all such evidence. Do not return it to the student(s). If the alleged violation involves a piece of work submitted in the context of a particular course, and if you must return something to the student(s), make a copy of their work, add a notation to the effect that “Your original work is being turned over to the honor council for an investigation,” and return that copy to them.

Do not assign the student a grade on work which is suspected of academic fraud. If you have assigned the student a grade on the work before you realized it is potentially fraudulent, just leave the grade intact but do not record it in your gradebook.

If the alleged infraction occurs near the end of the semester, and if you must assign the student a course grade prior to this matter being adjudicated, then assign the student the grade of “I” (Incomplete).

Faculty members should understand that they are required to report instances of suspected academic fraud. Faculty members are not permitted to deal with suspected academic fraud individually; the case must be turned over to the honor council. Faculty members should also understand that they

may have to offer testimony to the honor council in such matters, and that the accused person(s) is(are) likely to be present in the room at that time. This form may not be submitted anonymously.

Appendix J. Policy On Intellectual Property Rights

Oglethorpe University

June 12, 2006

PREAMBLE

Oglethorpe University believes that the public interest is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the university and its learning communities reasonable access to, and use of, the intellectual property for whose creation the university has provided assistance.

The university supports the development, production, and dissemination of intellectual property by its faculty members, staff and students.

DEFINITIONS

When used in this policy, the term **"Copyright"** shall be understood to mean that bundle of rights that protect original "Works of Authorship" fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. **"Works of Authorship"** (including computer programs) include, but are not limited to the following: literary works; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works (photographs, prints, diagrams, models, and technical drawings); motion pictures and other audiovisual works; sound recordings; and architectural works. **"Tangible Media"** include, but are not limited to, books, periodicals, manuscripts, phonograph records, films, tapes, and disks.

When used in this policy, the term **"Patent"** shall be understood to mean that bundle of rights that protect inventions or discoveries which constitute any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement thereof; new and ornamental designs for any useful article and plant patents being for the asexual reproduction of a distinct variety of plant, including cultivated sprouts, mutants, hybrids, and new found seedlings, other than a tuber propagated plant or plant found in an uncultivated state.

When used in this policy, the term **"Intellectual Property"** shall include Copyright and Patent.

OWNERSHIP OF INTELLECTUAL PROPERTY

Intellectual Property created, made, or originated by a faculty member shall be the sole and exclusive property of the faculty author or inventor except as otherwise provided in this policy.

The university shall own Intellectual Property only in the following circumstances:

- a. The university expressly directs a faculty member to create a specified work, or the work is created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement.
- b. The faculty author or inventor voluntarily transfers the Intellectual Property, in whole or in part, to the university. Such transfer shall be in the form of a written document signed by the faculty author or inventor.

- c. The university contributes to a "joint work" under the Copyright Act. The institution can exercise joint ownership under this clause when it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials. Such arrangement is to be agreed to in writing, in advance, and in full conformance with other provisions of this policy. The granting of sabbaticals, junior leaves and professional development grants by the university shall not constitute grounds for "joint work" unless specified by the university in the terms of the sabbatical, leave or grant.
- d. The Intellectual Property results from externally funded research where ownership by the university conforms to the requirements of the funding agency.

Except as otherwise provided, Intellectual Property created, made, or originated by a student shall be the sole and exclusive property of the student author or inventor, except as he or she may voluntarily choose to transfer such property, in full or in part, or as provided in any agreement with an external funding source. The university shall own the copyright or patent in the case that the work was created by a student acting as an employee of the university and working on a project as part of responsibilities as an employee or when a student is assisting a faculty member on a project designated as joint work.

Intellectual Property created, made, or originated by a staff member in connection with his or her required job duties shall be the sole and exclusive property of the university. The staff member shall own Copyright of works and Patents of inventions created apart from his or her designated job responsibilities or as part of professional development activities apart from designated work tasks except as otherwise provided.

USE OF INTELLECTUAL PROPERTY

Material created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments, and tests, shall remain the property of the faculty author, but the university shall be permitted to use such material for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions.

In any agreement transferring copyright for such works to a publisher, faculty authors are expected to preserve the rights for the institution to use such works for internal instructional, educational, and administrative purposes.

Work created by students in connection with course assignments or in response to surveys administered by the university shall be available for the university to use for internal instructional, educational, and administrative purposes, including the assessment of student learning outcomes.

DISTRIBUTION OF ANY FUNDS GENERATED

Funds received by the student, faculty or staff member from the sale of Intellectual Property owned by that author or inventor shall be allocated and expended as determined solely by that author or inventor.

Funds received by the university from the sale of intellectual property owned by the university shall be allocated and expended in accord with any applicable laws or agreements as determined solely by the university.

Funds received by a faculty member or student and the university from the sale of Intellectual Property owned jointly by the faculty member or student and the university shall be divided equally between the faculty member or student and the university unless a different agreement was entered into when the work was first undertaken.

In the event of multiple creators, the creators will determine the allocation of their individual shares when the work is first undertaken.

RESOLUTION OF EMERGING ISSUES AND DISPUTES

The Senior Administrative Leadership Team shall monitor and review technological and legislative changes affecting intellectual property policy and shall report to relevant faculty and administrative bodies, when such changes affect existing policies.

The Senior Administrative Leadership Team shall serve as a forum for the receipt and discussion of proposals to change existing institutional policy.

Disputes over ownership, and its attendant rights, of intellectual property will be decided by the president of the university. Should a dispute arise, the president shall call into session a committee formed by three faculty members elected by Faculty Council, the director of information technology, and the vice president for business and finance who shall chair the committee. The committee shall make an initial determination of whether the university or any other party has rights to the invention or other creation, and, if so, the basis and extent of those rights. The committee shall also make a determination on resolving competing faculty, student or staff claims to ownership when the parties cannot reach an agreement on their own. The committee shall make recommendation to the president who shall make the final determination.

Appendix K. Policy On University Communication

August 2007

The Oglethorpe University e-mail system is the University's official mode of electronic communication to and among faculty, staff and students.

The University and its faculty, staff and students will use official Oglethorpe e-mail accounts (those labeled *name@oglethorpe.edu*) to send University news, essential information, classroom communications and official notices. Such communications will not be sent to personal e-mail accounts.

Students are required to maintain current home addresses, local addresses, phone numbers, alternate non-Oglethorpe email address, and emergency contacts with the office of enrollment services.

In addition, both permanent home addresses and local addresses will be used for official written communications, and students are responsible for information mailed to these addresses of record. Such communications may include midterm and final grade reports, financial aid awards, library notices and student account statements.

It is the responsibility of the student to ensure that his or her information of record is correct and to make all changes to such information directly with the office of enrollment services.

Faculty or other staff offices may collect such student information for their own purposes, but this does not constitute an official notification of changes. Students must go to the office of enrollment services to make official changes or corrections to their information of record in person.

Faculty and staff are required to maintain current home address, phone numbers, emergency contacts and beneficiaries on file with the office of human resources.

APPENDIX L. SRS and Grade Distribution Summary Data Templates

Example Templates for SRS and Grade Distribution Summaries -- Relevant to Faculty Handbook Section III.I.

The following tables are provided as example templates for the presentation of SRS data and Grade Distribution data in portfolios submitted to the Tenure and Promotion Committee. Applicants may choose to use these templates directly or may amend them as needed to achieve the best representation of the candidate's performance.

1. Example Table for Summarizing Individual Course SRS Data

The same table can be reworked to summarize Introductory, Intermediate, Senior, and Core Classes as well as Advising SRS Data

INTRODUCTORY LEVEL SRS Summary

Question #	Question Content	F14 ^t	Sp15	F15*	Sp16	Total Introductory (F14-Sp16)
		(XXX-101 [^])	(XXX-102)	(XXX-101)	(XXX-102)	
		n= s= (%)	n= s= (%)	n= s= (%)	n= s= (%)	n= s= (%)
		Mean Score	Mean Score	Mean Score	Mean Score	Total Average
2	Clear course objectives					
3	Clear basis for grade					
4	Necessary to work hard					
5	Intellectually challenging					
6	Improving skills					
7	Learning about subject					
8	Reading materials helped					
9	Feedback and assistance					
10	Grade return timely					
11	Skill in classroom					
12	Instructor prepared					
13	Available outside class					
AVERAGE Score/Course						

n= total # of students

s= # of students responding (SRS response rate expressed as a %)

t= Indicates courses that were co-taught

*= Indicates courses that were less than 4 credit hours

[^]= xxx-101 taught 2 times

2. Example Table for Overview Summary of SRS Data

Question #	Question Content	INTRO. LEVEL	INTERMED. LEVEL	UPPER LEVEL	CORE
		(XXX-101 [^] , XXX-120...)	(XXX-201, XXX-230...)	(XXX-301, XXX-333, XXX-410....)	(COR-XXX)
		n= s= (%)	n= s= (%)	n= s= (%SRS response)	n= s= (%SRS response)
		Mean Score	Mean Score	Mean Score	Mean Score
2	Clear course objectives				
3	Clear basis for grade				
4	Necessary to work hard				
5	Intellectually challenging				
6	Improving skills				
7	Learning about subject				
8	Reading materials helped				
9	Feedback and assistance				
10	Grade return timely				
11	Skill in classroom				
12	Instructor prepared				
13	Available outside class				
AVERAGE Score/Classification:					

n= total # of students

s= # of students responding (SRS response rate expressed as a %)

[^] = xxx-101 taught 2 times

3. Example Table for Summarizing Individual Course Grade Distribution Data

The same table can be reworked to summarize Introductory, Intermediate, Senior and Core Classes

INTRODUCTORY LEVEL Grade Distribution Summary

Grade Assigned	F14^t	Sp15	F15[*]	Sp16	Total Introductory (F14-Sp16)
	(XXX-101)	(XXX-102)	(XXX-101)	(XXX-102)	
	n=	n=	n=	n=	
	# grades earned	# grades earned	# grades earned	# grades earned	
A					
A-					
B+					
B					
B-					
C+					
C					
C-					
D+					
D					
F					
W					

n= total # of students

t= Indicates courses that were co-taught

***=** Indicates courses that were less than 4 credit hours

****=** % of Total appears in parentheses next to the absolute number

4. Example Table for Overview Summary of Grade Distribution Data

Grade Assigned	INTRO. LEVEL	INTERMED. LEVEL	UPPER LEVEL	CORE	Total
	(XXX-101 ^, XXX-120...)	(XXX-201, XXX-230...)	(XXX-301, XXX-333, XXX-410....)	(COR-XXX)	
	n=	n=	n=	n=	
	# grades earned	# grades earned	# grades earned	# grades earned	Total # (%**)
A					
A-					
B+					
B					
B-					
C+					
C					
C-					
D+					
D					
F					
W					

n= total # of students

**= % of Total appears in parentheses next to the absolute number

= xxx-101 taught 2 times

APPENDIX M. NCAA Policy for Interactions Between Faculty and Athletic Staff

The NCAA has strict guidelines pertaining to faculty interaction with student-athletes. It is important that university faculty be informed of these rules to ensure that no violations occur that might 1) affect the reputation or accreditation of the university, 2) undermine compliance with NCAA rules, or 3) jeopardize any student's educational and athletic endeavors.

As a general principle, enrolled student-athletes are not permitted to receive any extra benefits from faculty or other university employees. The NCAA defines an "extra benefit" as any special arrangement by an institutional employee provided to a student-athlete that is not available to the general student body of that institution. As a general rule, then, a professor or other instructor should not make any arrangements with a student-athlete that he or she would not make for other students in that particular class.

Oglethorpe's policy is that coaches should exercise caution when contacting individual faculty members or other instructional personnel to ask about a student-athlete's performance in a class. Coaches or staff members may ask general questions about a student-athlete's performance, but faculty are not obliged to respond. Coaches should not question the purview or authority of faculty members in such academic matters as grading, course policies, assignments, and the like. Faculty, however, may initiate contact with a member of the coaching staff. If faculty members or other instructional personnel feel as if they are being pressured into giving an unearned grade or if they are contacted by the coaching staff directly, they should contact the NCAA Faculty Athletic Representative immediately. All grade appeals of student-athletes must follow the procedures in the *Bulletin*.