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 EMPLOYMENT OPPORTUNITY POLICY

We are an Equal Employment Opportunity employer committed to providing equal opportunity in all of our employment practices, including selection, hiring, assignment, re-assignment, promotion, transfer, compensation, discipline and termination. The University prohibits discrimination, harassment and retaliation in employment based on race; color; religion; national origin; sex; sexual orientation; gender identity or gender expression; marital status; pregnancy, childbirth or related medical conditions; age; disability; genetic information, including family medical history; citizenship status; service member status; or any other category protected by federal, state or local law. Violation of this policy will result in disciplinary action, up to and including immediate termination.

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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 Senate 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 Senate periodically edits this handbook, submitting any changes in wording to the President 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 their 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 their 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 Senior Vice President, COO & CFO, 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, K: 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, I, J, L: 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: 2026-2027 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 Senate.

B. ACADEMIC FREEDOM AND RESPONSIBILITY

Oglethorpe University faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. 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. Faculty are responsible for complying with the generally accepted standards of ethics in their field, including but not limited to considerations of appropriate attribution and representation practices. No limitations on such freedom shall be imposed other than those required by generally accepted standards of responsible scholarship, research, and teaching.

As scholars and educators, faculty should remember that the public may judge their profession and their institution by their utterances. Hence, they should always strive for accuracy, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

Academic freedom gives faculty the right to teach, research, and speak about matters of public concern without being punished, even where their views, findings, or methods are controversial. Educators on college and university campuses must be free to speak their minds, ask difficult questions, and facilitate learning without the threat of institutional censorship, coercion, or intimidation. Teachers are encouraged to bring other subjects into their classroom in ways that expand understanding of course materials and encourage critical thinking. Faculty members should not consider the classroom a forum to forward their personal agenda.

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. Oglethorpe faculty have the freedom to select class materials and assignments, granted they do not interfere with programmatic standards, curriculum, or learning outcomes. If there is a particular method of evaluation that a program utilizes, then the program needs to make that clear to the faculty. Faculty members can select materials and assignments that fit the course description and maximize student learning outcomes. However, individual faculty members are part of academic programs that make collective decisions about course offerings and course materials. Faculty members should be informed about any shared course guidelines in advance of teaching that course.

Faculty have the right to bring speakers with diverse views for the benefit of the campus community. When applicable, care should be taken to alert the community that the guests speak for themselves and in no way represent Oglethorpe University.

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 Distinguished Senior Lecturer, Senior Lecturer, and Lecturer. The standard contract length for these terms will be a three-year contract with the potential of renewal. A terminal degree is required. Exceptions to the terminal degree requirement for lecturers may be made in specific disciplines in cases where the candidate has either (1) equivalent professional experience OR (2) extensive exceptional teaching experience as determined by the Division Chair in consultation with the Provost. All faculty in the Division must vote to approve any such exceptions.

Ranks, roles, and contract terms for non-tenure-track, full-time faculty

1. There will be three tiers of lecture-track faculty: Lecturer, Senior Lecturer, Distinguished Senior Lecturer
    a. Lecture-track faculty may hold 4/4 or 4/3 loads depending on discussions with the Provost or HSB Dean and Division Chairperson concerning individuals' expected levels of service to the university or division or program. Service responsibilities attendant to a 4/3 contract should be specified in writing.
    b. Contract lengths for all lecture-track faculty will generally be a three-year renewable contract
2. There will be two additional types of non-tenure-track full-time faculty: Instructor and Visiting Assistant Professor
    a. Instructors will hold a 4/4 load. The contract length may be 1-3 years (renewable), but a faculty member may not hold the rank of Instructor for longer than 3 years total. Instructors do not need to be terminally qualified.
    b. Visiting Assistant Professors will hold a 3/3 load. The contract length may be 1-3 years (renewable) but a faculty member may not hold the rank of VAP for longer than 3 years total. VAPs must be terminally qualified; this rank is most often used to replace TT faculty on leave.

Detailed information about teaching load for each of the faculty ranks can be found in Section III. T. The precise terms and conditions of each appointment shall be communicated in writing to the

faculty member concerned.

D. SENATE CONSTITUTION AND BYLAWS

CONSTITUTION OF THE FACULTY SENATE OF OGLETHORPE UNIVERSITY

PREAMBLE

Fulfilling the Mission of Oglethorpe University (University) is the joint responsibility of its Faculty, Administration, Classified Employees, and Board of Trustees. The Faculty, who perform the primary educational tasks for which the University is organized, recognize and accept this responsibility as essential participants in making and implementing decisions that affect and enhance educational policy and process. If circumstances arise that are not explicitly addressed in the Constitution or Bylaws, the Senate may make a good faith effort to adapt, following the spirit of the Constitution and Bylaws. To discharge fully and effectively this responsibility, the following Constitution is adopted.

ARTICLE I
Senate Name

The organization's name is Faculty Senate of Oglethorpe University (Senate).

ARTICLE II
Senate Purpose

Section 1. The Senate's primary purpose is to provide the Faculty of the University with a representative body that addresses, in a timely manner, academic and professional matters.

Section 2. To carry out its primary purpose, the Senate:

a. Promotes communication and understanding among the Faculty, Administrators, Staff, Board of Trustees, and Students;

b. Makes appropriate recommendations to and forwards resolutions, as appropriate, to one or more of the following: Oglethorpe University Board of Trustees (Board), University administration, classified employees, or state and national organizations.

ARTICLE III
Senate Electorate

The Senate electorate is composed only of full-time Faculty within an academic area.

ARTICLE IV
Senate Representation

Section 1. Eligibility.

1. All full-time faculty members are eligible to vote.
2. All full-time faculty members holding continuous appointments within academic areas and with positions at or below Division Chair or equivalent administrative position are eligible to serve. Excluded from Senate eligibility is anyone at or above the Assistant/Associate/Divisional Dean level or equivalent administrative position in their school/college, as determined by the Faculty Senate.
3. Any senator who is appointed to an above-mentioned ineligible position (listed in paragraph 2.) while serving a term may finish their current term but may not run for re-election.

Section 2. Areas. For the purposes of the Academic Senate, five academic areas are defined as follows:

- **Arts:** Communication Studies, Film and Media Studies [FMS], Music, Studio Art, Theatre
- **Business:** Accounting, Economics, Hammack School of Business
- **Humanities:** African American Studies, Core, Creative Writing / Writing, English and Comparative Literature, French, German Studies, History, International Studies, Latin American Studies, Philosophy, Politics, Spanish, Women's and Gender Studies
- **Mathematics and Sciences:** Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Nursing, Physics and Physics Engineering, Public Health
- **Social Sciences:** Biopsychology and Psychology, Librarians, Sociology

Faculty who serve in multiple academic areas must self-select at most annually which area will represent them on the Senate. Area meetings should be held before each Senate meeting, a minimum of twice a month.

Section 3. Composition and Term of Service

1. Faculty Senators shall be elected from among the eligible faculty, with proportional representation from each academic area following the method of apportionment described in the Bylaws. The apportionment of Senate seats will be checked on an annual basis by the Executive Committee of the Senate, with seats added or deleted prior to elections as necessary due to changes in academic units. If the number of faculty in an academic area declines such that a seat is lost, then the first Senate seat to come open in that unit, after a full term has been completed, shall be removed from the election process.

2. For academic areas with multiple programs, no more than two Senators may serve simultaneously from any one program.
3. Elected Senators shall serve a term of two years. Senators may be immediately reelected for a second term of two years. At the end of two consecutive full terms, a Senator shall wait at least one year before becoming eligible for election again to the Senate.
4. Senate terms shall be staggered such that approximately one third of Senate seats come up for election each year. New Senate seats may be filled by election to less than a two-year term for the sake of staggering. Serving in a shortened initial term for the sake of staggering shall not count against a Senator's limit of two consecutive full terms.
5. Newly elected Senators assume their duties effective July 1 following their election.
6. In the event of a temporary vacancy, the affected Area elects a substitute Senator who serves until the originally elected Senator resumes their duties.
7. The Core Director serves as an ex-officio, non-voting member of the Senate. In instances where there is more than one Core Director, they will select their representative to serve in the ex-officio position.
8. The Provost/VPAA is an ex-officio, non-voting member of the Senate.

Section 4. Proportional Representation.

1. Each Area shall elect one (1) Senator from the Faculty with an assignment in that Area for every ten Faculty in that Area. Each Area shall have at least one Senator, shall not exceed one Senator for every ten Faculty, and shall not exceed three total Senators. The time, place and manner of holding elections for Senators shall be determined by each Area. The Senate shall be reapportioned each spring for the following academic year based upon the number of Faculty in each Area at the beginning of Spring semester.

2. To buffer against rapid cycling of Senate seat allocations for academic areas for which faculty numbers are fluctuating at or near a threshold value, the reduction of a Senate seat shall occur only when the number of faculty falls below the threshold for three consecutive years. However, in the case of major changes due to program deletions or reassignment of programs to other academic areas, Senate seat reductions will occur at the next reapportionment. If programs move between academic areas, Senators from such programs should be allowed to make a smooth transition and complete their terms whenever possible.

Section 5. Elections

1. Elections shall be completed by the Friday preceding Spring Break in the Academic Calendar.

    a. In December, the full Senate shall elect two Senators (the Secretary of the Senate serves ex officio) to form a Senate Election Subcommittee to assist the Secretary of the Senate in arranging and running the election. No two subcommittee members may be from the same academic area.

    b. Early in January the Senate Election Subcommittee shall work with Human Resources, the Office of the Provost, and the office of Information Technology Services to create a list of eligible faculty voters [Article III]; determine the apportionment of Senate seats for each academic area in the following academic year [Article IV, Section 4]; and develop an electronic ballot. Also, in January the Secretary of the Senate shall contact Senators eligible for reelection

to determine if they wish their names to be placed on the ballot. Any Senator who wishes to stand for reelection may do so by notifying the Secretary.

c. Five weeks before Spring Break, the Secretary shall announce by email to the full-time faculty of each academic area the number of positions on the Senate to be elected by those faculty for the following academic year and the names of the Senators eligible for reelection who have indicated a desire to run for the office again. The Secretary shall call for other nominations to be returned to them within two weeks. Nominations may be either in writing or by email. Each full-time faculty member may self-nominate or nominate another colleague. On a rolling basis, the Secretary shall confirm that nominees agree to serve if elected. At this point, nominees become candidates.

d. No later than 8 am on the Monday of the week before Spring Break, an email shall be sent to all eligible faculty voters with instructions for accessing, filling out, and submitting their electronic ballots. Faculty members may vote only once. Faculty members with appointments in more than one academic area shall vote in the unit in which their tenure status is determined, or, if non-tenure-track, in the academic area which is otherwise determined to be their primary affiliation according to their contract.

e. Electronic elections shall take place, commencing at 8:00 am on Tuesday and continuing through Wednesday, in the week preceding Spring Break. At midnight Wednesday, electronic voting will cease to accept ballots and the results will be tabulated with administrative support from the Office of the Provost and delivered electronically to the Secretary of the Faculty Senate. At no time during the election process shall faculty names or identifiable information be collected other than to verify voting eligibility. Information collected will be limited to whom the candidate voted for and the time of the vote. In the event that an eligible faculty member will not have access to the Internet resources, the Secretary shall make provisions for casting absentee ballots.

f. In the event of a tie, the Secretary will seek to mediate an outcome with the candidates in question. If no clear winner can be determined, a special run-off election will be held to determine the winner.

g. If a Senatorial vacancy occurs mid-year, the Secretary shall contact the faculty within that academic area to determine whether it is the will of those faculty to appoint the runner-up in the previous election to represent that academic area, or if they prefer a special election be called. If a special election is necessary, it must be held within two weeks of the vacancy. The electronic election procedure should be executed using the IT Services procedure used during annual elections. At the annual election, a Senator elected by the academic area shall fill the balance of the unexpired term of the vacated seat.

ARTICLE V

Senate Officers and Election of Officers

The officers of the Academic Senate (Senate) shall consist of the Chair, Chair-Elect, Secretary, and other officers as designated in the Bylaws of the Faculty and Faculty Senate. The Senate shall have the power to determine election procedures for these offices, to fill vacancies, and to resolve questions of eligibility.

Section 1. The officers of the Senate are Chair, Chair-Elect, Immediate Past Chair, and Secretary.

The Chair-Elect and Secretary are elected annually.

If the office of Chair becomes vacant before July 1, the Chair-Elect shall immediately assume the office of Chair for the unexpired term and then for the full term commencing on July 1. In the event of a vacancy in the office of Chair-Elect, a new one shall be selected and take office immediately upon election by the Senate.

In the event where both the office of Chair and Chair-Elect are vacant at the same time, the Immediate Past Chair shall assume the office of Chair for the remainder of the term of that Chair. The Executive Committee shall convene to select a Chair-Elect as provided by the terms of this Constitution. The Chair-Elect so elected shall then become Chair on July 1 for a full term.

a. The Senate Chair-Elect is elected from among tenured Senators and/or Senate Subcommittee Chairs who have served past or present for one year or more. Nominations and elections for Chair-Elect will follow the same election timeline as that for Senators (Article IV, Section 5). The full-time faculty shall vote for the Chair-Elect as part of the annual Senate elections before Spring Break. The Chair-Elect shall assume the office of Chair on July 1 of the year of their election unless the position be vacated before that time. After the current Chair has served a one-year term of office, they shall assume the office of Immediate Past Chair.

b. The Senate Secretary is elected by a majority vote at the first meeting of the Senate following the annual Senate elections. The newly elected Secretary shall then assume the position of Secretary on July 1.

c. Administrators will be ineligible for nomination due to possible conflicts of interest.

d. All nominations will be forwarded to the Senate Secretary no later than three weeks before Spring Break.

1. All nominations will include a brief description of the candidate including, but not limited to, the academic area they are a member of, years of senate service and which capacities they served in. Candidates may self-nominate.
2. The Senate Executive Committee may nominate a candidate that will be compiled with nominations provided directly to the Senate Secretary.
3. Once nominations are forwarded on the date specified, all candidates will be announced and included on the elections ballot. The Chair-Elect shall be elected by a majority vote of the full-time faculty through the Senate election process.
4. If no nominations are received or a majority vote cannot be reached, the Senate shall elect one of its own members to fill the Chair-Elect vacancy until a nomination is put forth and approved by the full-time faculty per the process described above.

Section 2. Any regularly elected officer may be removed by a majority vote among the Senate members eligible to vote, excluding the Chair and Chair-Elect and the officer in question. A removal (recall) vote is initiated by a removal (recall) petition signed by no less than one-fourth of the Senate electorate. Upon removal, the Chair or Chair-Elect is no longer a member of the Senate.

Section 3. The Chair (or Chair-Elect, if the latter is presiding), shall only vote to cast a deciding vote in

the event of a tie.

Section 4. Committees. The Faculty Senate may establish such Senate Committees as it deems appropriate and may determine procedures for appointing chairpersons and committee members.

ARTICLE VI

Senate Jurisdiction, Duties, and Powers

Section 1. The Senate is the primary voice of the Faculty regarding academic and professional matters and responsibilities, and is empowered to present its views, resolutions, and recommendations directly to the administration, the Board of Trustees, state, and national organizations. The Faculty Senate will offer advice on policies affecting the following academic and professional matters:

a. Curriculum, including establishing prerequisites and placing courses within programs
b. Degree and certificate requirements
c. Grading
d. Academic program development
e. Standards regarding student preparation and success
f. University governance structures, as related to Faculty roles
g. Faculty roles and involvement in accreditation processes as required by the appropriate accrediting body
h. Faculty professional development activities
i. Processes for program review
j. Processes for institutional planning (such as the academic calendar) and budget development.
k. Steward updates to *The Faculty Handbook* as new or revised policies and procedures are adopted per the Preface to *The Faculty Handbook*.
l. Changes to Section III of *The Faculty Handbook* may be initiated by resolution of the Faculty Senate. Such a resolution is a recommendation to the Provost and becomes an official policy of the University once the President announces their approval. The President may elect to refer a proposed change to the Board of Trustees. Resolutions of the Faculty Senate shall remain on the agenda of Faculty Senate to allow for updates until the President announces to faculty her or his decision.
m. Other academic and professional matters as mutually agreed upon between the Board of Trustees, the Provost, President, and the Senate.

Section 2. Requests for discussion of the issues set forth in Section 1 may be initiated by Senators, the Provost, the President, Administrators, members of the Board of Trustees, Academic Areas, legitimate student organizations, Staff, or any individual Faculty. The Senate shall set forth procedures for submission of discussion items.

Section 3. Senate resolutions, recommendations, views, and decisions are included in the appropriate Senate minutes. When the Senate forwards resolutions and recommendations to the Provost, the President, Administrator, or the Chair of the Board of Trustees, a response is expected within thirty (30) business days of receipt. The Senate expects a written communication explaining any rejection or amendment of Senate resolutions and recommendations.

Section 4. Documents supporting agenda items shall be submitted to the Senate at least one (1)

week prior to the next regularly scheduled Senate meeting. The Senate agenda is the responsibility of the Senate Chair in consultation with the Secretary, subject to approval by the Senate Executive Committee.

Section 5. The official minutes of Senate meetings will be shared publicly. One copy of the complete, official Minutes and Agenda of each Senate meeting is to be filed with the University Librarian and will be physically deposited in the University Archives at the conclusion of the spring semester but in no case later than June 15. If a meeting is designated by the Senate Chair as "closed," the Minutes will not be required to be filed with the University Librarian. Minutes will be made available to any faculty member upon request.

ARTICLE VII

Senate Meetings

Section 1. The Senate shall meet at times designated in the Bylaws or when called by the Chair, in consultation with the Chair-Elect.

Section 2. Written notice of each Senate meeting and its agenda shall be posted electronically and distributed at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting. If a Senator desires to vote via telephone or other telecommunications medium, the votes shall be cast by roll call.

Section 3. If a Senator realizes that they will be absent for a given Senate meeting, that Senator should seek a substitute from their Academic Area provided that the Senator notifies the Senate office of this substitution at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting. A senator who misses two consecutive meetings within one academic year without a substitute or three meetings total within one academic year without a substitute shall be removed from the Senate. The academic area with the resulting vacancy will select a replacement to serve the duration of the term.

Section 4. All meetings are open to the public except closed sessions as permitted by law for personnel matters.

Section 5. Unless otherwise stated in this Constitution, a quorum consists of a majority of the Senate membership, excluding ex-officio, non-voting members. No Senate meetings may be conducted without a quorum.

Section 6. Non-members may speak when recognized by the Chair during the public comment section of the meeting on non-agenda matters or at the time an agenda item is taken up by the Senate.

Section 7. Senate meetings shall be conducted pursuant to *Robert's Rules of Order, Newly Revised*.

ARTICLE VIII

Senate Constitutional Amendments

Section 1. Amendments to the Constitution of the Faculty Senate of Oglethorpe University may be proposed by any Senator.

Section 2. A proposed amendment must be in writing and must be presented to the Senate at least one (1) week before a vote is scheduled on the amendment.

Section 3. An amendment must first be approved by two thirds of the Senate membership eligible to vote, including the Chair and excluding ex-officio, non-voting members.

Section 4. If the amendment is approved by the Senate, the Senate Chair will exercise their ability to call a special meeting of the full faculty in order to vote on the amendment. The amendment will be adopted if approved by at least two thirds vote of the full-time faculty present at the meeting.

APPENDIX I

TO CONSTITUTION OF THE ACADEMIC SENATE

DEFINITIONS

- **Ad Hoc Committee** – A committee created for a specific task or purpose, whose existence ceases with the attainment of its goal.
- **Non-tenure track faculty (NTT)** – Faculty with either part- or full-time non-tenure-track appointments.
- **At Large** – An election in which one or more candidates are chosen by all the voters.
- **Administrator** – An individual with a full-time administrative contract.
- **Ex Officio** – "by virtue of the office."
- **Faculty** – The individual is paid on the full-time Faculty salary scale.
- **Quorum –** The number of members who must be in attendance to make valid the votes and other actions of the Academic Senate.
- **Senate Electorate –** Full-time Faculty who elect the Senators.
- **Temporary Vacancy –** The absence of a Senator from one or more meetings.
- **Academic Area** – An organizational unit defined by the Faculty and used by the Senate for purposes of Senate and Committee membership.

Faculty Senate Constitution Approved March 5th, 2025
Amended 02.27.25
Amended 07.31.26

E. FACULTY SENATE BYLAWS

BYLAWS OF THE FACULTY SENATE OF OGLETHORPE UNIVERSITY

ARTICLE I

Officers

Section 1. **Officers**: The officers of the Faculty Senate (Senate) shall consist of the Chair, Chair-elect, Secretary, and the Past Chair as designated in the Bylaws of the Faculty and Faculty Senate.

Section 2. **Duties**:

The duties of the Chair shall be as follows:

1. To preside at all full Senate meetings;
2. To preside at all Senate Executive Committee meetings;
3. To represent the faculty at the following:
    a. Board of Trustees (Board) meetings as an elected observer and to submit written reports to the Senate for distribution to the faculty.
    b. Monthly meetings of the Faculty Senate Chair with the President and the Provost.
    c. Other University committee meetings as appropriate.
4. To maintain communication with the Provost/VPAA and with the University President on a regular basis.
5. To maintain communication with the Senate Secretary and support staff.
6. To prepare Senate meeting agendas in cooperation with the Secretary.
7. To exercise signatory authority when such authority is granted by the full Senate;
8. To appoint a Parliamentarian to advise the Senate on matters of interpretation of the Bylaws and of Robert's Rules of Order. The term of office shall be specified at the time of appointment but not exceed two years.
9. To serve as an ex-officio member (Immediate Past Chair) of the Executive Committee for an additional year following their duly elected term.

The duties of the **Chair-Elect**, shall be as follows:

1. In the absence or incapacity of the Chair, to fulfill the duties of the Chair. The Chair-elect, at the request of the Chair, shall substitute for the Chair in the performance of official duties.
2. To represent the faculty as an elected observer at the Board of Trustees (Board) meetings and to submit written reports to the Senate for distribution to the full faculty.
3. To assume the role of Chair following the initial one-year term as Chair-elect.

The duties of the **Secretary** shall be as follows:

1. To oversee the Senate elections process.

2. To post and distribute Senate meeting documents.
3. To work closely with the various committees as herein specified.
4. To perform such other duties as the Chair may assign.
5. To give due notice of all meetings of the Senate, to include the agenda and posting of meeting minutes.
6. To represent the faculty, as an elected observer at the Board of Trustees (Board) meetings and to submit written reports to the Senate for distribution to the full faculty.

The duties of the **Past Chair** shall be as follows:

1. To record the transactions of the Senate in collaboration with the Chair Elect.
2. To represent the faculty, as an elected observer at the Board of Trustees (Board) meetings and to submit written reports to the Senate for distribution to the full faculty.
3. To advise the Senate on matters requiring institutional knowledge by providing context and expertise.

ARTICLE II

Committees

The Senate shall have the following standing committees: Executive Committee, Academic Standards and Policies Committee, Budget Advisory Committee, Committee on Committees (CoC), Core Committee, Curriculum Committee, Faculty Development Committee, Faculty Honors and Awards Committee, Faculty Qualifications Committee, Hearing Committee, Non-tenure track Faculty Committee, Review Committee and Tenure and Promotion Committee.

Non-voting, ex-officio committee members may make motions and participate in discussions but shall not count towards a quorum. Substitutions will not be allowed on any Senate committee.

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. One copy of the complete, official Minutes and Agenda of each committee or council, except the Tenure and Promotion Committee, the Hearing Committee, and the Review Committee are to be filed with the University Librarian and will be physically deposited in the University Archives at the conclusion of the spring semester but in no case later than June 15. If a meeting is designated by the Chairperson as "closed," the Minutes will not be required to be filed with the University Librarian. Minutes will be made available to any faculty member upon request.

Section 1. **Executive Committee**

A. Membership: The Executive Committee of the Senate consists of the Chair, Chair-Elect, Immediate Past Chair, and Secretary.
    1. Members of the Executive Committee shall serve from July 1 until June 30 of the following year.
B. Duties and Purposes:
    1. To assist the Chair in coordinating Senate activities
    2. To make recommendations to the full Senate regarding Senate business;
    3. To make rulings in controversies over the interpretation or application of the Constitution or Bylaws; such rulings can be overturned by a majority vote of all the elected Senators.

4. To assume other duties as designated from time to time by the Senate; and
5. To make decisions on behalf of the full Senate at times when the Senate is not in regular session during the fall and spring semesters subject to the following:
    a. The Executive Committee must inform the Senate of any decisions at the next scheduled Senate meeting.
    b. The Senate may override any Executive Committee decisions by a majority vote of all elected Senators.
    c. The power of the Executive Committee in this capacity is intended to be a limited power exercised only when the Senate is not in session.

Section 2. **Standing and Ad Hoc Committees**

The Senate may establish such Standing and Ad Hoc Committees as it deems appropriate. The standing committees of the Faculty Senate ordinarily will be composed of one representative from each of the academic areas. For example, a LASS committee and Honor Council could be ad hoc committees.

Section 3. **Academic Standards and Policies Committee**

A. Membership: The term of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:
    1. The Chair shall be elected by the members of the committee (see Article II for Chair qualifications).
    2. One faculty from each area, selected by the area faculty. If an area chooses not to fill the position, the Committee on Committees may appoint a faculty member from any area to fill that vacancy. No area shall have more than two representatives.
    3. The Provost/VPAA or designee, who shall serve as a non-voting, ex-officio member.
    4. A faculty member cannot serve on both the Academic Standards and Policies Committee and the Curriculum Committee.

B. Duties and Purposes:
    1. To accept assignments from the Senate on issues of academic standards and policies.
    2. To research, discuss, and make specific recommendations to the Senate regarding resolution of the above assignments.
    3. To represent the interests of the faculty in establishing programs and policies that affect the use of technology (broadly understood) in any educational setting whose purpose is to further the goals of an Oglethorpe education, consulting with the Chief Information Officer as needed.
    4. To formulate recommendations on faculty hiring priorities on a yearly basis in conversation with the Provost/VPAA.
    5. 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.
    6. The Committee will meet on the second Wednesday of each month from 1-2 pm. The meetings will be in person except in exceptional circumstances. The Chairperson reserves the right to call additional meetings when/if necessary.

Section 4. **Budget Advisory Committee**

A. Membership: The Committee shall be comprised of four voting faculty members elected by the Committee on Committees to serve three-year staggered terms, one staff member appointed by the Senior Vice President, COO & CFO, and all Vice Presidents.

B. Duties and Purposes: 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.

Section 5. **Committee on Committees**

A. Membership: The Committee on Committees (CoC) shall be comprised of only full-time tenured or tenure-track faculty members.

1. The composition of the Committee on Committees shall be: one faculty each from every academic area, selected by the area faculty. The Senate Chair and Chair-Elect shall be ex-officio members of the Committee.
2. The Chair shall be elected by the members of the committee (see Article II for Chair qualifications),
3. Committee members shall serve two years with staggered terms expiring July 1. Members will commence their term with the first Fall Senate Meeting following their selection.

B. Duties and Purpose: The function of the Committee on Committees is to track and populate Senate committee assignments. In addition, the Committee on Committees is responsible for determining faculty representation on non-Senate University-wide committees.

1. The CoC ensures representation from each academic area for the committees it is responsible for appointing (including but not limited to: Faculty Development Committee, Tenure and Promotion Committee, Hearing Committee, Review Committee).
2. Faculty members may not serve on more than two standing committees of the Senate without the approval of the CoC.

Section 6. **Core Committee**

A. Membership: Terms of each faculty member, excluding the Chair(s), shall be two years with staggered terms expiring July 1. The Chair(s) shall have three-year staggered terms. All committee members are eligible to vote, including non-faculty committee members. The Committee shall consist of the following members:

1. The Core Director(s) who is/are the Chair (s).
2. One faculty representative from each Core requirement (Core I, Core II, Core III, Core IV, mathematics, art/music/theatre and culture) chosen 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.
3. One faculty member who does not teach in the Core.
4. A university librarian.
5. Two student representatives selected by the Oglethorpe Student Government Association in consultation with the Core Committee; and the Core Director(s).
6. The Provost/VPAA, or their designee, who serves as an ex-officio, non-voting member.

B. Duties and Purposes:

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.
4. To periodically engage in a review of the Core program, and to make

recommendations to the Curriculum 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 Curriculum Committee and the Senate for feedback and approval.

Section 7. **Curriculum Committee**

A. Membership: Terms of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:
    1. The Chair, elected by the members of the committee (see Article II for Chair qualifications).
    2. One faculty from each area, selected by the area faculty. If an area chooses not to fill the position, the Senate Chair may appoint a faculty member from any area to fill that vacancy. No area shall have more than two representatives.
    3. A faculty member cannot serve on both the Academic Standards and Policies Committee and the Curriculum Committee.
    4. The Provost/VPAA or designee(s), who shall serve as a non-voting, ex-officio member.
    5. The Curriculum Committee chair and/or the Provost may request additional non-voting, ex-officio representatives (e.g. the Registrar, Student Success Director, Associate Provost).
    6. The committee will meet on the second Wednesday of each month from 1-2 pm. The meetings will be in person except in exceptional circumstances. The Chair reserves the right to call additional meetings when/if necessary.
B. Duties and Purposes: The Curriculum Committee is concerned with the development of and continual improvement of educational programs and the curriculum. The major functions of the Committee are the following:
    1. To make recommendations to the Senate regarding additions, modifications, or deletions to the curriculum.
    2. To advise the Senate and the administration on issues related to curriculum and educational programs.
    3. To maintain an on-going evaluation of the university curriculum.
    4. To assist in the development and long-range planning of the overall educational program of the college.
    5. To represent the interests of the faculty in 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, consulting with the Chief Information Officer as needed.
    6. To advise faculty who are developing groupings of classes into cohorts or other linked units.
    7. The specific functions of the Curriculum Committee are to act on the following proposals:
        a. Creation, modification or deletion of programs, courses, or certificates;
        b. Revision of a catalog description to reflect changes in the nature of a course;
        c. Changes in hours and/or units of a course;
        d. Changes in the requirements of an existing certificate or degree program;
        e. Changes in prerequisites, corequisites, and recommended preparation;
        f. Assignment of courses to disciplines; and
        g. Significant changes in the course outline related to grading standards,

method of evaluation, or instructional materials.

C. The following policies apply to the tasks of the Curriculum Committee:

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. All new course proposals must first be approved by the Curriculum Committee (CC) before being forwarded to the Faculty Senate for its approval. The faculty member proposing a new course must complete the course proposal form and attach a tentative syllabus and SACS credit hour form 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 form also requires documentation of support from the Program Coordinator and Division Chair.

Courses with an INT designation should be approved by the two (or more) most closely aligned Program Coordinators and their relevant Division Chair(s). If no such Program Coordinators are immediately obvious, the Provost's Office shall designate the relevant Programs. The CC shall review the course proposal form, and, if needed, invite the faculty member who is proposing the course to the meeting to answer questions or address concerns regarding the proposal. The CC will vote on whether to forward the proposal to the Faculty Senate for their consideration. Proposals not being forwarded to the Senate will be sent back to the faculty member making the proposal for revision and resubmission.

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

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 Curriculum Committee (CC) to the Senate (see "New Course Approval" above). Courses to be taught in the GO program will be approved for any/all GO locations 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 propose short-term, off-campus courses for approval must have a full-time faculty member accompany the class during the period of travel.

3. Remote and Hybrid Course Selection Policy

Face-to-face teaching is a core part of Oglethorpe University's identity, a modality in which

our faculty excel, and what many of our students prefer. It is assumed that most Oglethorpe courses will be taught face to face. However, there are instances when hybrid or online classes make sense. Here we lay out the procedure for approval of course sections taught remote or in a hybrid of face-to-face and remote (hybrid) fashion. Note that, unlike many other applications, this application is by section, not by course. Note that this section uses definitions from the Bulletin's 1.4.2 Academic Credit and 1.4.23 Modality Definitions extensively.

The Curriculum Committee (CC) shall design and maintain a form for approving remote and hybrid sections of courses. If the section is of a course that is already a faculty-approved in-person course, only this form needs to be completed and approved. If the section is of a course that is entirely new, applicants should include their answers to this form for their section of the class as part of their application for CC approval of the course. When submitted, a copy of the form shall be sent to the Provost, relevant Program Coordinator, relevant Division Chair, and the Chair of the CC. This application must be submitted deadlines set by CC as part of the form. The Provost, Program Coordinator, Division Chair, or the CC may reject an application for a remote or hybrid section but must do so within two months of the traditional academic year of their notification concerning the submission of the form. Else the form will be assumed to be accepted by all parties. Once a section is approved for remote or hybrid instruction, that section can be taught again in future semesters using the form completed the first time it was taught without re-approval. Sections approved for remote or hybrid instruction will use the methods given in the application to teach this section. If substantive changes are made to how learning objectives are accomplished, a new form must be submitted as above. The CC is specifically charged with reviewing the following facets of the section proposed:

1. Is the instructor of this section prepared to teach the section remotely or in a hybrid modality? For example, consultation with the instructional technologist, through formal training, use of a learning management system, or previous hybrid or remote teaching experience.
2. Does the direct instruction meet the quality and rigor standards of the program it is a part of? Are the learning objectives of the course achieved, either in the same way as an in-person course or in a new approach?

Once approved, the remote or hybrid version of the section shall be listed with other courses being offered but clearly marked in two ways:

1. The modality of the section shall indicate clearly when a section is remote or hybrid.
2. The section number of the course shall indicate clearly when a section is remote or hybrid.

Once registration for the section has started, a section approved and marked for remote or hybrid instruction cannot change modality to in-person that semester (except when reverting from remote or hybrid modality after moving to that modality due to an emergency, see next paragraph). This is also true for changes of modality from remote to hybrid.

Emergency approval of remote or hybrid section of a course applies to an instructor who has had a sudden and unexpected change in circumstances requiring a change in modality from in-person to remote or hybrid sections (utilizing the percentages that define remote or hybrid in Section 1.4.23) during the semester. The relevant Program Coordinator and Division Chair

must agree to this modality change and set a date during the current semester to return to the former modality – if either of these do not approve the needed modality change, then the application is rejected. Approval of a course due to this emergency approval policy shall not be considered a permanent modality approval – if the instructor finds that teaching remotely or hybrid works well for them, then they should apply via the form mentioned above for the section to be permanently approved for offering. Being able to move a class quickly to a different modality would allow for continuity of instruction when unanticipated events occur and the instructor is able and willing to continue teaching. However, this option should be useful sparingly and not repeatedly across many semesters.

Teaching remote or hybrid sections requires specialized pedagogical approaches. To that end, class sizes should remain at the same level as in-person classes. This encourages the kind of personal attention students expect from Oglethorpe faculty. We also believe that face-to-face interaction opportunities are valuable – while many remote courses can be taught totally asynchronously, we expect the instructor to create time to meet with students if they have questions (via office hours, time set aside for appointments, or similar).

4. 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. 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 their 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 their 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.

5. New Major/Minor Approval

   A new major or minor being proposed for inclusion in the Bulletin must receive approval from the

   Curriculum Committee (CC) and the Faculty Senate. Faculty proposing a new major and/or minor must submit a proposal to the CC 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 CC will review the major and/or minor proposal, and, if needed, invite 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 CC will vote on whether to forward the proposal to the Faculty Senate for their consideration. Proposals not being forwarded to the Faculty Senate will be sent back to the faculty member, making the proposal for revision and resubmission.

Section 8. **Faculty Development Committee**

A. Membership: The term of each faculty member, including the Chair, shall be two years with staggered terms expiring July 1. These are closed meetings—only regular members of the Committee and invited guests may attend. The Committee shall consist of the following members:
   1. The Chair shall be elected by the members of the Committee (see Article II for Chair qualifications).
   2. Three tenured faculty members and two non-tenured, voting faculty members serving staggered two-year terms, selected by the CoC. Those applying for sabbatical leave are ineligible for service on the Committee.

B. Duties and Purposes:
   1. To develop, implement, and oversee the distribution of faculty development funds to support the improvement of instructional skills or subject area expertise of faculty members;
   2. To develop guidelines for funding requests.
   3. To evaluate faculty development activities.
   4. To recommend approval or denial of proposals for sabbatical leave and forward to the Provost.
   5. To review and make recommendations on sabbatical leave policy.
   6. To establish and update a two-year advance schedule for sabbatical leaves.

7. 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).
8. To allocate funds budgeted for general faculty development to sabbatical or other proposals for research or development of faculty members in alignment with university goals and needs.
9. To keep a record of the allocation of funds and provide an annual report to the Senate.

Section 9. **Faculty Honors & Awards Committee**

A. Membership: The term of each faculty member, including the Chair, shall be two years, with staggered terms expiring July 1. The Faculty Honors & Awards Committee shall consist of:

    1. One faculty member from each academic area, selected by the area faculty.
    2. The Committee shall elect a Chair (please see Article II for Chair qualifications).

B. Duties and Purpose: The committee is appointed to select the nominees for Oglethorpe faculty awards that are awarded based on peer input.
    1. Maintain and publicize a list of university-level faculty awards and proactively seek out development of additional awards.
    2. Originate or receive names of faculty members to be nominated for honors and awards.
    3. Evaluate and take appropriate action for the awarding of such honors and awards.
    4. Emeritus status: make recommendations to the Senate which votes.
    5. Endowed Chairs.

Selection of the Junior Marshall: Solicit nominations from Division Chairs (one per Division). All senior faculty members are eligible to serve in this role.

Section 10. **Faculty Qualifications Committee**

A. Membership: The term of each faculty member, including the Chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:

    1. One faculty from each area, selected by the area faculty. If an area chooses not to fill the position, the spot can remain vacant. The Committee should be comprised of at least three members. If fewer than three members are selected for the Committee by their representative areas, the CoC will appoint members.
    2. The Chair selected by the members and confirmed by the Senate (see Article II for Chair qualifications).
    3. The Provost/VPAA or their designee who shall serve as a non-voting, ex-officio member.

B. Duties and Purposes:

    1. To work with the Tenure and Promotion Committee to review and recommend policies and practices related to minimum qualifications or other issues of faculty qualification in regard to hiring, evaluation, and promotion.
    2. To work with the Provost to establish minimum qualifications for appointment at the level of Associate or Full Professor or time toward tenure.

Section 11. **Hearing Committee**

This committee will follow the Grievance Procedure and Disciplinary Action outlined in Section M of the Faculty Handbook.

A. Membership: One tenured faculty member from each academic area, selected by the area faculty, and one senior lecturer with a minimum of five years of teaching experience at Oglethorpe,

appointed by the CoC. Members will serve two-year staggered terms. In the event that full participation from all the academic areas is not possible, no more than two members shall be from a single area.

1. The chair shall be elected by the members of the committee.
2. For each specific Hearing Panel, three members will serve, with no chosen members having a conflict of interest.
3. The senior lecturer member will only serve on Hearing Panels involving non-tenure-track faculty.
4. 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).
5. 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.

B. Purpose: Three members of the Hearing Committee serve as panelists on a given Hearing Panel in Title IX cases with Faculty Respondents.

1. 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.
2. Administrators and staff who teach may also use the grievance procedures for issues arising from their teaching-related responsibilities.
3. 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.

Section 12. **Non-Tenure Track Faculty Committee**

A. Membership: The term of each member, including the Chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:

1. Three full-time non-tenure track faculty members elected by a vote of the non-tenure track faculty.
2. Two tenured or tenure-track faculty members appointed by the Committee on Committees to ensure balanced representation from among the academic areas.
3. The Chair selected by the members and confirmed by the Senate (see Article II for Chair qualifications).

B. Duties and Purposes: To strengthen the relationship of non-tenure track faculty with the university in order to improve communication and working conditions.

1. To advise the Senate on issues of specific concern to non-tenure track faculty; and
2. To promote university-wide collegiality.

Section 13. **Review Committee**

A. Membership: Three tenured Full Professors, appointed by the CoC. All committee members will

serve two-year staggered terms expiring July 1.

B. Duties and Purpose: 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 Division Chair, 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. To reach its decision, the Committee will weigh the argument and evidence provided in the appeal and the needs of the Committee to maintain its schedule. The Committee will report its decision to the candidate, the Tenure and Promotion Committee, the terminally qualified HSB Dean, and the Provost.

Section 14. Tenure and Promotion Committee

A. Membership: The term of each faculty member shall be two years with staggered terms expiring July 1. Members of this committee may not serve more than two consecutive terms. The Committee shall consist of the following members:
    1. Five tenured, voting faculty members, of which at least three are full professors and one associate professor – the fifth coming from either category, and two senior lecturers with at least five years' experience as lecturers at Oglethorpe.
    2. The Committee elects a Chair (see Article II for Chair qualifications).
    3. For tenure-track submissions, the T&P Committee members participating should consist of five tenured, voting faculty members. For Lecturer promotion submissions, the committee members participating should consist of any three tenured members from the T&P Committee -- including the Chair -- and two senior lecturers.
    4. The CoC will solicit nominations from each academic area and appoint the members of the committee to be consistent with the composition described above.
B. Duties and Purposes:
    1. The Committee participates in the promotion and tenure process as described in the Faculty Handbook.
    2. The Committee forwards their report with their recommendations 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 their report to the Provost.
    3. The Committee is responsible for the mindful deletion of confidential material, both in digital and hard copy format.

ARTICLE III

Senate Meetings

Section 1. **Meeting Schedule**: The Senate shall typically conduct regular meetings biweekly during the fall and spring semesters. The Senate will aim to meet from 1-3 p.m. on the **first and third Friday of each month** but will not do so when such days fall on all-college holidays or semester breaks. The Executive Committee may call a Special Meeting of the Senate with no less than 48 hours' notice.

Section 2. **Order of Business**: The following shall normally be the order of business for all regular meetings:

1. Call to order.
2. Approval of the minutes.

3. Action items.
4. Discussion items.
5. Reports.
6. Announcements and Open Forum.
7. Adjournment.

Agendas for Senate meetings are the responsibility of the Senate Chair in consultation with the Senate Secretary.

ARTICLE IV

Parliamentary Authority

All questions of parliamentary procedure in the conduct of meetings shall be resolved according to the latest edition of *Robert's Rules of Order* insofar as they do not conflict with the Constitution.

ARTICLE V

Amendments

These Bylaws may be adopted, repealed, altered, or amended, or new Bylaws may be adopted at any meeting of the Senate by a two-thirds vote of those present, provided such proposals have been presented in writing at a previous meeting.

(LIST AMENDED DATES AND APPROVED DATES HERE)

Faculty Senate Bylaws Approved March 5th, 2025

Amended 02.27.25

Amended 07.31.26

F. DIVISIONAL ORGANIZATION OF THE CURRICULUM AND THE FACULTY

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

DIVISION OF ARTS	Communication Studies, Film & Media Studies, Music, Studio Art, Theatre
DIVISION OF BUSINESS	Accounting, Economics, Hammack School of Business
DIVISION OF HUMANITIES	African American Studies, Core, Creative Writing/Writing, English & Comparative Literature, French, German Studies, History, International Studies, Latin American Studies, Philosophy, Politics, Spanish, Women & Gender Studies
DIVISION OF MATH & SCIENCES	Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Nursing, Physics/Physics Engineering, Public Health,
DIVISION OF SOCIAL SCIENCES	Biopsychology/Psychology, Librarians, Sociology

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).

G. 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. 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. 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.
2. Evaluate faculty members in the division as outlined in policies on evaluation (see Sections III.J and III.K).
3. General supervision of the faculty members in the division.
4. Supervise recruitment of faculty members as outlined in the policy for faculty recruitment (see Section III.I).
5. Coordinate of the recruitment, orientation, supervision and evaluation of part-time faculty members teaching courses in the division's curriculum (see Section III.J).
6. Review and approve proposed class schedule each semester (prepared by Program Coordinator). Final authority for approval of this schedule by Office of the Provost.
7. Maintain of a two-year plan of course offerings in the division in coordination with Program Coordinators.
8. In consultation with CFO, develop division budget. Oversee the division's expenditures to stay within budget limits.
9. In consultation with division faculty, prepare and submit annual budget requests for the division.
10. General supervision of the facilities and equipment of the division.
11. Coordinate the activities and plans of the division.
12. Conduct regular division meetings.
13. Supervise the preparation of the outcomes assessment report for division programs.
14. Supervise the student mentoring program in the division.
15. Respond to the faculty representation needs of events planned by admission throughout the year and to advising needs for new student programs in the summer.
16. Approve internships and independent study courses.
17. Manage grade appeals (as per Bulletin).

18. Respond to student concerns and complaints.

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 needs the approval of the Provost as well. Any bills or vouchers submitted to the business office must have this written approval.

H. 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). The duties of the Program Coordinators are as follows:

1. Conduct program assessment.
2. Create course schedule for program – submit to chair.
3. Evaluate undergraduate and graduate student transfer work and appropriate credit to be awarded; approve transient work.
4. Assist Chair with recruitment and onboarding of PT faculty.
5. Submit recommendations for faculty hiring lines to Chair.
6. Coordinate a biennial review of the University Bulletin for changes, additions and deletions as related to program.
7. Coordinate with the Librarian of the purchase of library books for the program and evaluation of library holdings related to the program.
8. Approve internships and independent study courses.

The nature of some academic programs may require differing duties for Program Coordinators. Those duties will be determined by the Division Chair with the approval of the Provost.

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

At Oglethorpe, everyone shares an interest in both the equity and fairness of faculty searches and in the thriving of the university over the long term. We enact these values in a crucial way through the care with which every participant in the search process adheres to these best practices. Search committees should always keep in mind that, throughout the search process, we are representing the many qualities of Oglethorpe just as much as we are interviewing potential colleagues. For this reason, searches must be conducted in an informed, professional, consistent, and caring manner that not only results in the hiring of the best possible teacher-scholars, but also treats every applicant fairly and appropriately from a legal and ethical perspective. 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.

In this section, all references to the Provost can be assumed to refer to the Provost or HSB Dean, when terminally qualified. All references to the Division Chairperson also refer to the Core Director.

Divisions seeking authorization for a faculty line (new or replacement) should submit appropriate materials to the Provost. Final approval for a search comes from the President. The Provost or HSB Dean will inform the Division Chairperson and relevant Program Coordinator, in writing, when a search has been authorized. The chair of a search committee is formally appointed by the Provost. Most often, the committee chair is the relevant Division Chairperson or Program Coordinator, but this need not be the case. The final membership of the search committee should include at least four faculty members, including some program members. Search committees may also consider including one faculty member from outside of the program to provide a diverse perspective.

Detailed guidelines for conducting faculty searches are available from the Office of the Provost and are provided to the appropriate Chairperson when a search is approved. Guidelines are updated annually by the Academic Standards and Policies Committee, in collaboration with the Office of the Provost.

J. PROCEDURE FOR RECRUITMENT OF LIMITED-TERM FACULTY

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.

Limited-term faculty refers to faculty hired into non-renewable full-time Instructor or Visiting Assistant Professor positions as well as part-time adjunct faculty.

In this section, all references to the Provost can be assumed to refer to the Provost or HSB Dean, when terminally qualified. All references to the Division Chairperson also refer to the Core Director.

After the search for a limited-term faculty member is authorized by the Provost/HSB Dean, the appropriate Division Chairperson, or the Core Director, in consultation with at least two faculty in a program associated with the hire, will identify candidates who meet the requirements of the position and arrange for interviews. The Chairperson, with the approval of the Provost, may appoint another faculty member to lead the search. The search lead will be informed of the salary range or compensation for the position and may share that with applicants. After the interviews, the Division Chairperson will make a recommendation for hire to the Provost. With the Provost's approval, the selected applicant will be sent a contract and orientation information.

Detailed guidelines for conducting faculty searches are available from the Office of the Provost and are provided to the appropriate Chairperson when a search is approved. Guidelines are updated annually by the Academic Standards and Policies Committee, in collaboration with the Office of the Provost.

Chairpersons 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.

Adjunct instructors are not to work more than 19 hours per week over any four sequential-month period.

K. EVALUATION OF TENURE-TRACK AND LECTURER-TRACK FACULTY

The following outlines how faculty are evaluated for promotion and tenure at Oglethorpe University. The criteria used in all circumstances will be teaching, service, and professional activities and growth (tenure track faculty only). 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 their 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: (1) faculty self-evaluation; (2) division chair letter; (3) peer teaching observation; (4) example course materials; (5) student evaluations; and (6) grade distributions.

The most important area is teaching. Although a faculty member is expected to make a significant contribution in all 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.

TEACHING

All Oglethorpe University faculty must demonstrate excellence in 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 part of this area. Teaching is also evaluated through a peer review process. 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.

As evidence of excellence in teaching, 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 also 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. The specific criteria that will be used to evaluate excellence in teaching are listed in the table below:

Teaching Criteria	***Source of Data***
Instructor shows mastery of content area and ability to convey material at the level of the student.	letter, chair letter, peer observations, student evaluations
Instructor demonstrates innovation in course design and course materials.	letter, chair letter, peer observations, student evaluations
Courses are appropriately rigorous and challenge students to engage deeply with the material.	letter, chair letter, course materials, grade distributions (should reflect different levels of mastery)
Instructor implements evidence-based teaching practices (e.g., active learning, problem-based learning, service learning, etc.) as appropriate for the course.	letter, peer observations, student evaluations, course materials

Courses are well-planned and organized; lectures are clear, and class materials (e.g., lecture slides, handouts, video clips) promote student learning.	letter, peer observation, student evaluations, course materials
Instructor promotes student learning by providing clear expectations, timely feedback, communicating effectively, and being available to students.	letter, peer observation, student evaluations
Teaching practices support a classroom climate which promotes a sense of belonging, values diverse contributions, respects individual differences, and encourages motivation, cooperation, and engagement.	letter, peer observation, student evaluations
Assessments are varied and directly relate to the learning outcomes of the course.	letter, course materials
Instructor's courses serve the division or university (e.g., introductory courses, particularly challenging courses, Core courses, developing new courses, etc.).	letter, chair letter
Instructor makes an effort to continually improve teaching (e.g., revision of courses based on feedback, professional development opportunities or training, etc.).	letter, chair letter

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 working 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.

Assistant to Associate Professor Service Criteria

- Serve on at least one university committee.
- Show evidence of additional service to the university (e.g., JEO seminars, advising student groups, involvement in campus initiatives, etc.)
- Show evidence of service to the division/program.
- Show evidence of mentoring students.

Associate to Full Professor Service Criteria

- Serve on at least one university committee.
- Show evidence of additional service to the university (e.g., JEO seminars, advising student groups, involvement in campus initiatives, etc.).
- Serve in at least one leadership position (e.g., division chair, committee chair, program coordinator, LASS coordinator, CORE fellow, etc.)
- Show evidence of service to the division/program.
- Show evidence of mentoring students.

Lecturer (Lecturer – Senior Lecturer; Senior Lecturer – Distinguished Senior Lecturer)

- 4/4 Teaching Load: Show evidence of service to the university and program/division
- 4/3 Teaching Load: Service is defined by the Provost's office (150 hours/year, plan created with Chair and Provost)

SCHOLARSHIP

This area of evaluation covers the time and effort which a faculty member gives to participate in their 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 their 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. Scholarship expectations developed by each division are included below:

Scholarship Expectations - Humanities

Assistant to Associate Professor Required Criteria

- At least 1 first-author academic article in a peer-reviewed journal or equivalent.
- At least 4 conference presentations or equivalent.
- A pattern of continuing scholarly activity. Some possible examples include but are not limited to: participating in professional organizations; presenting papers at meetings; refereeing journal submissions; writing reviews or dictionary entries; organizing panels; editing local journals; giving readings; published public humanities work (not peer-reviewed).

Associate to Full Professor Required Criteria

- At least 2 additional first-author academic articles in peer-reviewed journals or equivalent
- At least 4 additional conference presentations or equivalent
- A pattern of continuing scholarly activity. Some possible examples include but are not limited to: participating in professional organizations; presenting papers at meetings; refereeing journal submissions; writing reviews or dictionary entries; organizing panels; editing local journals; giving readings; published public humanities work (not peer-reviewed).

Scholarship Expectations - Social Sciences

Assistant to Associate Professor Required Criteria

- At least one publication in a peer-reviewed journal.
- At least two conference presentations.
- Research with students is valued and encouraged (but not required).

Associate to Full Professor Required Criteria

- At least two additional publications in peer-reviewed journals.
- At least three additional conference presentations.

- Research with students is required (Psychology).

Scholarship Expectations - Communication, Film and Media Studies, Art, Music, and Theatre

To meet expectations for promotion, faculty in creative disciplines can pursue a variety of options including, but not limited to, some combination of the following:

- Creative Works for Public Consumption (performances, art exhibitions, films, recordings, podcasts, websites, virtual environments/games, zines, published music, other media, etc.)
- Invited Talks, Performances, and/or Presentations
- Portfolio Reviews (art/media)
- Invited Studio Visits (art/media)
- Participation in Residency Programs (art/media/writing)
- Service/Leadership in Professional Organizations (including both industry/arts and academic organizations)
- Media/Press for Creative Work (performance reviews, preview articles, interviews, exhibition text)
- Community Engagement (organization/curation of festivals, fairs, shows, exhibits, etc.)
- Academic Scholarship (academic conference presentations, journal articles, book chapters, books, book reviews, etc.

Given the breadth of possibilities for faculty engaging in creative work, it is impossible to create a formula for evaluation/promotion that would fit all. However, each faculty member will work with their Program Coordinator and Division Chair to create a three-year plan for their professional development. With that in mind, any reference to "creative works" below, includes but is not limited to the above list.

The faculty member's portfolio narrative and the Division Chair's letter (and an additional peer review of the portfolio, if desired by the faculty member) will provide sufficient context for the creative work and how it meets expectations for promotion.

Assistant to Associate Professor Required Criteria

- At least 1 peer-reviewed creative works, journal article, or equivalent
- At least 2 additional creative works, conferences or equivalent

Associate to Full Professor Required Criteria

- At least 2 additional peer-reviewed creative works, journal articles, or equivalent
- At least 3 additional creative works, conferences or equivalent

Scholarship Expectations- Business

Tier 1 Scholarly Activities (8 points each)

- Publishing one article in a peer-reviewed journal
- Publishing a book for scholarly press

Tier 2 Scholarly Activities

- Conference presentation (2 points)

- Professional advising or consulting service (1-2 points)
- Maintaining scholarly certifications (2 points)
- Publishing for non-scholarly press (1-2 points)
- Reviewing a manuscript for a peer-reviewed journal (1 point)
- (Other items can be included if voted and passed within the area)

Assistant to Associate Professor Required Criteria

- Earn 8 points from the above activities.
- Maximum of 6 points may be earned from Tier 2 Scholarly Activities.

Associate to Full Professor Required Criteria

- Earn 16 points from the above table.
- Maximum of 12 points may be earned from Tier 2 Scholarly Activities.

Scholarship Expectations - Mathematics and Science

Column A represents the trajectory of a faculty member whose primary scholarly activity involves mentoring students in research. Column B represents the trajectory of a faculty member whose primary scholarly activity involves dissemination of research findings, but whose work may not involve students.

Column A	**Column B**
Tier 1 – 5 points each **At least one activity is required**	**Tier 1 – 5 points each** **At least one activity is required**

▪ Apprentice-style research (one per year):
  o Mentor independent study student
  o Mentor an honors student
  o Mentor summer research student
▪ Course-embedded research
▪ Peer-reviewed journal article with student
	▪ Peer-reviewed journal article or book chapter
	▪ Editorial review
	▪ Participated in funded grant application
	▪ Patent granted
	▪ National conference presentation or invited talk (including by mentored student)

Tier 2 – 2 points each **At least one activity is required**	**Tier 2 – 2 points each**
▪ Peer-reviewed journal article or book chapter ▪ Editorial review ▪ Participated in funded grant application ▪ Patent granted ▪ National conference presentation or invited talk (including by mentored student)	▪ Participated in submitted grant application ▪ Regional conference presentation (including by mentored student) ▪ Lead a committee/project for national organization ▪ Serve as a reviewer for journal; proof of activity required
Tier 3 – 1 point each	**Tier 3 – 1 point each**

▪ Participated in submitted grant application ▪ Regional conference presentation (including by mentored student) ▪ Lead a committee/project for national organization ▪ Serve as a reviewer for journal; proof of activity required	▪ Apprentice-style research (one per year): o Mentor independent study student o Mentor an honors student o Mentor summer research student ▪ Course-embedded research ▪ Peer-reviewed journal article with student

Assistant to Associate Professor Required Criteria

- Column A: Minimum of 10 points from the tiered activities list.
- Column B: Minimum of 10 points from the tiered activities list.

Associate to Full Professor Required Criteria

- Column A: Minimum of 12 points from the tiered activities list.
- Column B: Minimum of 12 points from the tiered activities list.

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 February1. 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 their 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 starting on July 1, 2026, or later prepare portfolios in their third year (for reappointment to the fourth year),) and sixth year (for reappointment to the seventh year with tenure). All non-tenured, tenure-track faculty who started before July 1, 2026, 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). Faculty joining with years toward tenure will still submit a pre-tenure portfolio before they submit their portfolio for tenure (timing to be determined by the relevant Division Chair/Dean and the Provost).

The portfolio will be presented first to the Division Chairperson, who will add to it their 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 their evaluation and recommendation. A terminally qualified HSB Dean will prepare a written evaluation and make a recommendation to be forwarded to the Provost for their evaluation and recommendation.

The recommendation of the committee will be whether or not to reappoint a faculty member undergoing a pre-tenure review, or to grant tenure to a tenure candidate. In the case of a recommendation to reappoint a faculty member undergoing a pre-tenure 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.

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, they 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 K. 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 K.

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.W 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 third year, beginning in their eighth year or the second year of their tenure, whichever comes first. If a self-evaluation is due in a year that a faculty member has applied for promotion, the promotion portfolio can effectively replace the self-evaluation for that year.

The self-evaluation should include a detailed reflection by the faculty member across the criteria of teaching, professional activities and growth, and service. The scope of the self-evaluation should be all activities since the last self-evaluation or promotion portfolio. Associate professors should undergo a peer review of teaching in the semester preceding the self-evaluation; full professors are expected to undergo a peer review of teaching for every other self-evaluation, beginning with the first self-evaluation after promotion to full professor. Details of expectations related to the criteria and the peer review of teaching process can be found at the beginning of Section III.K. The self-evaluation should also be used by the faculty member to identify areas of improvement and set goals across all three criteria.

The self-evaluation, accompanied by a current curriculum vitae, should be submitted to the respective Chairperson by March 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 March 22. 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. When a sabbatical leave falls in the spring semester that a self-evaluation is due, the faculty member should submit the self-evaluation to the Chairperson by October 1 of the fall semester following the sabbatical leave and to the Provost/terminally qualified HSB Dean, complete with the Chair's evaluation letter, by November 1.

EVALUATION OF FULL-TIME NON-TENURE-TRACK FACULTY

The following outlines a faculty evaluation system for faculty at the ranks of Lecturer, Senior Lecturer, and Distinguished Senior Lecturer. 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.K 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 or Core Director(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 their 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 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.

      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. Teaching is also evaluated through a peer review process described below. Non-tenured faculty will evaluate all sections of all courses.

   b. 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 working 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

   The amount of service expected of a faculty member in the Lecturer ranks will be specified in the contract, and the teaching load may be adjusted through agreement of the Lecturer, Division Chairperson (or Dean), and Provost in cases where the faculty member is contributing significantly in the area of service.

   This process is similar to that outlined in III.K for tenured and tenure-track faculty members. At least one non-Chair peer review is required for each self-evaluation and promotion portfolio and should be completed in the year prior to a year when a self-evaluation or promotion portfolio is submitted. In addition, the Division Chairperson will complete a peer review for all promotion portfolios.

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.K.

NON-TENURE-TRACK FACULTY PORTFOLIOS & PROMOTION IN RANK

Chairpersons or Core Director(s) will prepare a letter of evaluation for all first-year non-tenure-track full-time 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. A first-year faculty member who wishes to add their own comments should do so to the Chairperson or Core Director(s) and the Provost/HSB Dean by February 15.

All lecturer track faculty prepare portfolios in their third year and ninth year. Lecturers are eligible to apply for promotion to Senior Lecturer beginning in the fall of their fifth year on a Lecturer contract. Senior Lecturers are eligible to apply for promotion to Distinguished Senior Lecturer in their eleventh year as a contracted Lecturer/Senior Lecturer (combined). Should a faculty member choose not to apply for promotion, they are still required to submit a portfolio for review by the Tenure and Promotion Committee for review in these years.

Portfolios will first be presented to the Division Chairperson, Core Director(s), or HSB Dean, who will add it to their own evaluation. The portfolio will be returned to the faculty member for possible comment. The faculty member will then forward the portfolio, including the Chairperson or Core Director(s)'s evaluation, to the Chairperson of the Tenure and Promotion Committee.

Evaluation of portfolios will be done through a modified Tenure and Promotion Committee, consisting of the Committee Chair and the two lecture-track faculty representatives on T&P. The committee will prepare a written evaluation and make a recommendation to be forwarded to the Provost or the Dean for HSB faculty for their evaluation and recommendation. The HSB Dean will prepare a written eEvaluation and make a recommendation to be forwarded to the Provost for their evaluation and recommendation**.** If a Lecturer or Senior Lecturer is promoted in the spring, their new title will go into effect at the start of the following academic year.

Once a faculty member in the lecturer-track reaches their eleventh year of employment in this track, a self-evaluation must be completed every three years, beginning in the fourteenth year. The self-evaluation will be submitted to the Division Chair who will also provide 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).

PORTFOLIO CONTENTS

The following items are required for a lecturer-track portfolio:

Table of Contents Document

- Table of Contents for both the portfolio and appendix
    - Faculty member's letter of self-evaluation and, if applicable, request for promotion; a succinct and carefully prepared business letter approximately five 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 two areas of evaluation: teaching 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.

- Current letter from the Chairperson which:
  - Discusses the candidate's performance in teaching and contributions to service. This may include the Chairperson's peer review of teaching or it may be in a separate document.
  - Offers insight and perspective to understand the significance of the candidate's contributions in the two areas of review
  - Avoids redundancy and emphasizes accomplishments by the candidate that contribute to the functioning of the program, division, and/or university while directly addressing areas of improvement.
  - Does not exceed 2 pages
- Statistical summary of SRS data, covering data since the last portfolio (See III.I1 PORTFOLIO CONTENTS #4 for details)
- Summary of grade distributions, covering grades since the last portfolio (See III.I1 PORTFOLIO CONTENTS #5 for details)
- Peer review of teaching: one non-Chair peer review is required for each portfolio in addition to the Chair's peer review. (See III.I1 PORTFOLIO CONTENTS #6 for details)
- Current curriculum vitae
- Previous modified letters of review from the chairperson or Core director(s), letters of review from Provosts or terminally qualified HSB Deans, and previous portfolios or/and letters requesting promotion (when applicable).

Appendix

- 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)
- For those seeking promotion from Senior Lecturer to Distinguished Senior Lecturer, evaluation letters from two higher-ranking members (tenured faculty, senior lecture-track faculty, or Core cohort leaders) of the division or program.

The Chair participating in this 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.

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.W for a calendar to be followed for all faculty actions.

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

Beginning in the fourteenth year, all Lecturer rank faculty (Lecturers, Senior Lecturers, and Distinguished Lecturers) will complete a self-evaluation every third year

The guidelines and criteria to be used for self-evaluations are given below.

The self-evaluation should include a detailed reflection by the faculty member across the criteria of teaching and service. The scope of the self-evaluation should be all activities since the last self-evaluation or promotion portfolio. Faculty should undergo a peer review of teaching in the semester before their self-evaluation is due. Details of expectations related to the criteria and the peer review of teaching process can be found at the beginning of Section III.K. The self-evaluation should also be used by the faculty member to identify areas of improvement and set goals across both criteria.

The self-evaluation, accompanied by a current curriculum vitae, should be submitted to the respective Chairperson by March 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 March 15. 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. 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.

L. 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 Senate.

A faculty member seeking promotion will prepare a cumulative portfolio (according to the instructions in Section III.K 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.K) 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 their evaluation and recommendation.

The recommendation of the committee will be whether or not to promote the faculty member being considered for promotion.

See Section III.W 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 their 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.

A candidate for reappointment or for tenure may file a formal complaint to the Review Committee (see Senate Bylaws) asserting that the decision-making process did not follow the procedures outlined in the *Faculty Handbook*.

M. 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.

N. 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 their 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.

O. 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.R),* 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 Senate); 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, misrepresentation, 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.Q 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.Q.

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

P. 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 their 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.

Q. 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 their 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 Q 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 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.

R. 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.

S. 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.K 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.

T. 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. For all purposes, graduate classes of three hours will count the same as a four-hour undergraduate course in fulfilling teaching load requirements and calculating overload compensation.

The regular teaching load for faculty in the ranks of Distinguished Lecturer, Senior Lecturer, or Lecturer is four 4-semester-hour courses per semester (a total of 16 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. For all purposes, graduate classes of three hours will count the same as a four- hour undergraduate course in fulfilling teaching load requirements and calculating overload compensation. A reduced teaching load may be negotiated with approval of the Office of the Provost and increased contributions to service, as stipulated in the faculty member's contract.

The regular teaching load for Instructor appointments is four 4-semester-hour courses per semester (a total of 16 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. For all purposes, graduate classes of three hours will count the same as a four- hour undergraduate course in fulfilling teaching load requirements and calculating overload compensation.

The regular teaching load for Visiting Assistant Professor appointments 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. For all purposes, graduate classes of three hours will count the same as a four- hour undergraduate course in fulfilling teaching load requirements and calculating overload compensation.

Faculty teaching above their contracted 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).

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).

U. 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 they 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 they are not presently qualified or prepared to teach,

2. to increase the faculty member's expertise in the courses which they already teach (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 their 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 they intend 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 their 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 their 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.

V. SPECIAL MEETINGS OF THE FACULTY

PROCEDURES AND POLICIES

1. Persons Eligible to Vote

   All full-time faculty are eligible to vote. 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

   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 by the Senate Chair, or 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 Special 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. 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 Special Faculty Meeting, unless the Provost otherwise communicates a reason for delay. Motions will be presented by the standing committee or their designee.

6. Rules of Order

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

   The parliamentarian of the Faculty Senate will advise the Special Faculty Meetings.

7. Conduct in Special 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.Q. Policy Prohibiting Discrimination, Harassment and Retaliation"). Special 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.P. of the Faculty Handbook for information on the Grievance and Dispute Resolution Policy for Faculty.

8. Confidential Nature of Special Faculty Meetings

   All discussions at Special Faculty Meetings are confidential.

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

9. Jurisdiction

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

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. One copy of the complete, official Minutes and Agenda of each committee or council, except the Tenure and Promotion Committee, the Hearing Committee, and the Review Committee, is to be filed with the University Librarian and will be physically deposited in the University Archives at the conclusion of the spring semester, but in no case later than June 15. If a meeting is designated by the Chairperson as "closed," the Minutes will not be required to be filed with the University Librarian. Minutes will be made available to any faculty member upon request.

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 Faculty Senate, 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 Senate.

   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 Senate. Such resolutions should always be in written form and filed with the Senate Chair 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 Senate, The Faculty Handbook and in other appropriate documents, previous policies to the contrary notwithstanding.

W. CALENDAR OF DATES FOR ALL FACULTY ACTIONS

Pre-Tenure Evaluation Calendar (effective AY 27-28)

For all tenure-track faculty submitting portfolios before applying for tenure and/or promotion.

August 10
Faculty member submits completed portfolio to Division Chairperson for evaluation.

August 24
Division Chairperson returns portfolio to faculty member with chair's evaluation added.

September 1
Faculty member submits portfolio (with Division Chairperson's evaluation and any critique of Chair's evaluation) to Chairperson of Tenure and Promotion Committee for committee consideration.

November 20
Chairperson of Tenure and Promotion Committee submits portfolio and written evaluation with recommendation to Provost.

Tenure and Promotion Calendar (effective AY 27-28)

For all tenure-track and lecturer-track faculty applying for promotion and/or tenure.

September 10
Letters due from all tenured faculty in the division for tenure-track faculty in their sixth year seeking reappointment to seventh year with tenure and for faculty seeking promotion to full professor. Copies of each letter are given to the chair of the Tenure and Promotion Committee and to the candidate for inclusion in the portfolio.

Letters from at least two higher-ranking faculty in the division or program for faculty seeking promotion from Senior Lecturer to Distinguished Senior Lecturer. Copies of each letter are given to the Chair of the Tenure and Promotion Committee and to the candidate for inclusion in the portfolio.

September 15
Faculty member submits completed portfolio to Division Chairperson or Core Director(s) for evaluation.

October 1
Division Chairperson or Core Director(s) returns portfolio to faculty member with Chairperson's evaluation added.

October 15
Faculty member submits portfolio (with Division Chairperson's or Core Director(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 or 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 1
All relevant materials regarding tenure and promotion recommendations (from the Division 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 they decide to recommend the candidate for tenure, presents the above recommendation materials plus their 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.

Lecturer-Track Portfolio Calendar

For all lecturer-track faculty submitting a portfolio without consideration of promotion.

January 15
Faculty member submits completed portfolio to Division Chairperson for evaluation.

January 31
Division Chairperson returns portfolio to faculty member with chair's evaluation added.

February 7
Faculty member submits portfolio (with Division Chairperson's evaluation and any critique of chair's evaluation) to Chairperson of Tenure and Promotion Committee for committee consideration.

March 31
Chairperson of Tenure and Promotion Committee submits portfolio and written evaluation with recommendation to Provost.

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

December 15
Notification of termination at year's end of a tenure-track or term faculty appointment for second year faculty members.

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.

2. Required Self-evaluation schedule for tenured and lecturer-track 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 Division Chairperson.

November 1
Faculty member submits self-evaluation, curriculum vitae, Division Chairperson's evaluation and any response to Provost.

March 1
Faculty member submits self-evaluation and curriculum vitae to Division Chairperson.

March 15
Division 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.

3. Review for all full-time faculty in year one

February 1
Division Chairperson submits letter of evaluation to faculty member and Provost.

February 15
Faculty member submits any comments in response to Division 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.

4. Optional Self-evaluation schedule for all full-time faculty

October 1
Faculty member submits self-evaluation and curriculum vitae to Division 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.

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, class meeting time, 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 for a suspected 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 responsible and accountable for the grading, feedback to students, and calculations of grades for assignments and exams in their courses. 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 their 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 they have 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), they may appeal to their 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 https://sacscoc.org/app/uploads/2019/08/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 https://sacscoc.org/app/uploads/2019/08/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 their representative to submit substantive change notification letters and associated documentation to the president of SACSCOC or submitting such letters and documentation themself (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 <u>not</u> 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 chief inclusive excellence officer, 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. 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.

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.

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 email address and cell phone number 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 https://oglethorpe.edu/life/support/wellness/health-services/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 their 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 or who have separated employment are asked to vacate the offices occupied at the time of retirement or separation. This allows faculty members teaching on a full-time basis access to offices that are best suited to their needs. All University property must be returned to your Division Chair or to Human Resources, including keys, security cards, library materials, parking passes, and/or laptop computers.

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 its@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 plays a vital role in furthering and enhancing the educational and scholarly mission of Oglethorpe University. The library supports the mission of the University through its collections, services, spaces, and programs for faculty, students, and staff. The library's mission is to serve as a hub for discovery, creativity, and lifelong learning. The library empowers the Oglethorpe community with vital information literacy skills, provides open and equitable access to knowledge and information, and cultivates an environment that fosters collaboration and knowledge creation.

To accomplish its mission, the library:

- Provides spaces, services, and resources to inspire our community of learners and scholars engaged in research, scholarship, and creative pursuits.
- Develops collections, including physical and digital content, based on the research and scholarly needs of the community.
- Provides access to collections and information via strategic partnerships and consortia agreements, connecting the Oglethorpe community to resources in the greater Atlanta area and beyond.
- Works to disseminate knowledge and to provides open and equitable access to our collections and services
- Provides information literacy and research skills instruction, consultations, and reference services to students and faculty in support of their academic and scholarly endeavors.

For faculty and instructors, the following services and policies are designed to support both research and teaching.

Collections – The library obtains materials in both digital and physical formats. Our collection strategy is heavily influenced by the academic mission and goals of the University, current courses, and requests and input from the Oglethorpe community. The library strives to develop a collection that reflects the diversity and makeup of the campus community. In addition to books and articles, the library also items such as calculators, chargers, laptops, and other electronic devices.

Course Reserves – Librarians can work with faculty to place items on reserve for students in their courses. Faculty can contact the library to request that materials, including books, movies, music, etc., be placed on reserve. Physical reserve materials are available at the library's circulation desk, whereas electronic reserve materials are hosted in Canvas.

Borrowing materials – Please note that Oglethorpe faculty, students, and staff need to present their Petrel Pass to check out materials from the library. Information on borrowing policies and procedures can be found on the library website at https://oglethorpe.edu/academics/library/.

Information literacy instruction – The library strives to empower students with transferable information literacy and research skills to help them succeed and thrive during their years at Oglethorpe and in their future endeavors. Librarians are available to partner with faculty to develop research assignments and activities, to provide tailored and scaffolded information literacy instruction sessions for students, and to create online resources and guides on information literacy

topics including, but not limited to, evaluation skills, citation management, search strategies, and AI and digital literacy.

Research consultations – Librarians are available for individual or small group research consultations for both students and faculty. For faculty, librarians can meet online or in-person to discuss projects, assignment ideas, and various research needs. Librarians can also meet with students to discuss their assignments and projects. The library also offers an online chat service to provide quick assistance and help with using or locating library resources or getting started with a research project.

Online resources – Librarians can work with faculty to create online instructional resources, including LibGuides, resources for Canvas, instructional videos, or online tutorials. These online resources can cover a range of information literacy topics, from finding and using databases, using citation management tools, or evaluating sources.

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
- hospital indemnity
- employee assistance program
- unpaid leave through Family and Medical Leave Act
- flexible spending account
- health savings account
- worker's compensation
- pet insurance

A. TUITION WAIVER 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 plans 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 unless approved in advance by their supervisor. 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 are eligible for Tuition Waiver benefits after completing six months of service from their hire date. Employee dependents are eligible for this benefit after a six-month waiting period, and include spouse and qualifying children under the age of 24 as defined by the IRS definition of a dependent. 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 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.

Human Resources *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 (50% for part-time staff employees) 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 700 schools around the country offering competitive tuition exchange scholarships to family members of faculty and staff 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 is defined as those eligible for tuition benefits (see Tuition Benefits section above).
    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 the 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."

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. 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

The university has established and maintains a 403(b) plan to allow eligible employees a tax-leveraged means of supplementing their retirement planning. 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 first of the month following the date of hire with the university. For Matching Contributions, all Eligible Employees may begin participation in these portions of the Plan as of the first 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 of 5% of their annual salary. The university offers a 7% match of annual salary. New eligible employees are automatically enrolled at 5% and may change their contribution at any time by contacting Lincoln Financial. 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. The University provides eligible employees covered by its plans with summary plan description booklets and other materials regarding these retirement plans as appropriate.

C. EARLY RETIREMENT AND CAREER CHANGE POLICY

After the conclusion of the 2025-2026 academic year in May 2026, the university will no longer

offer the early retirement incentive. We will continue to honor early retirement commitments that have already been made. Faculty members intending to apply for the early retirement incentive must notify the human resources director and submit a letter of application to the Provost before December 1, 2025.

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 before December 1, 2025. No more than three applications will be accepted this academic year. The Provost will review all applications and notify applicants of decisions.

   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 accordance with our regular payroll schedule. 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 their 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 their 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 is 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 their Division chair and the Provost as soon as practical, so as to allow the University the maximum opportunity to provide for coverage of their 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 healthcare 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. They shall formulate the courses of study, select instructors, recommend faculty appointments, maintain discipline and encourage sound learning. They shall execute all notes, contracts, and other similar instruments in the name and on behalf of the corporation. Further, they 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.

On the President's leadership team are the senior administrative officers:

1. Senior Vice President, Chief Operations Officer & Chief Financial Officer
2. Provost and Vice President for Academic Affairs
3. Dean of the Q. William Hammack, Jr. School of Business
4. Vice President for Advancement
5. Vice President for Student Affairs
6. Vice President for Enrollment Management
7. Vice President for Marketing and Communications
8. General Counsel & Presidential Engagement
9. Chief Inclusive Excellence Officer

The **Senior Vice President, COO & CFO,** 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 Senior 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, and the Director of Facilities.

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 Associate Provost; the University Registrar & Assistant Provost; 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; the Assistant Dean & Director of Global Education; the Senior Director for Student Success and the Director of the Environmental Studies Program.

The **Dean of the Hammack School of Business** is directly responsible to the Provost, and also sits on the President's leadership team, as chief academic officer for the Hammack School of Business and the Master of Business Administration program.

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 Senior Director of Engagement, the Senior 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 & Presidential Engagement** 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 serves as the primary liaison to the Board of Trustees.

The **Chief Inclusive Excellence Officer** 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 Disabilities[1]

I. INTRODUCTION

Oglethorpe University, like all colleges that receive federal funds, is required to ensure that qualified individuals with disabilities are not denied admission or subject to discrimination because of their disability. With the passage of the ADA Amendments Act in 2008, the definition of a disability was broadened. Institutions are expected to make good faith efforts to provide students with meaningful access to all programs. This commitment ensures students have equal opportunities, not guaranteed success, identical results, or lower standards. Students must be assessed based on their abilities and treated equitably relative to similarly situated peers without disabilities. Oglethorpe has developed a **Policy on Disability Programs and Services** to ensure compliance with applicable disability laws and regulations.

II. CAMPUS RESOURCES

Students with documented disabilities are supported by Accessibility Services. Information regarding policies and procedures can be found at http://success.oglethorpe.edu/accessibility-services/. For faculty and staff-related ADA matters, the Human Resources Director serves as the ADA Coordinator.

III. DEFINITION OF DISABILITY

Under the ADA, a *person with a disability* is defined as someone who has a physical or mental impairment that substantially limits one or more major life activities or bodily functions; has a record of such an impairment; or is regarded as having such an impairment.

Major life activities include, but are not limited to, seeing, hearing, eating, sleeping, walking, learning, concentrating, communicating, and working. Major bodily functions include those of the immune system, neurological, digestive, endocrine, respiratory, and more.

A *qualified person with a disability* is someone who meets the academic and technical standards required for admission or participation in an educational program or activity.

IV. ACADEMIC ADJUSTMENTS

Faculty are responsible for reading and implementing reasonable academic adjustments as outlined in a student's Letter of Accommodation (LOA). All students, regardless of disability status, are expected to meet the learning outcomes for their courses and the technical standards of their academic programs.

Faculty are expected to include the following statement on their syllabi: "The experience of every student in this class is valued. All students at Oglethorpe University with accessibility needs have the right to timely, reasonable accommodations to ensure equal access. Students in need of accommodations should consult with Accessibility Services to verify eligibility. A Letter of Accommodation (LOA) from Accessibility Services is required for the implementation of accommodations, which are not retroactive. Accommodations apply only from the time the professor receives the LOA; students are encouraged to contact their professors to discuss the implementation of academic accommodations. Professors will work with students approved for accommodations to ensure appropriate implementation. Students are encouraged to contact Accessibility Services at accessibility@oglethorpe.edumailto:accessibility@oglethorpe.edu or 404-364-8869 early in the semester term to begin the process. All discussions regarding accommodations will remain confidential.

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

V. FACULTY RESPONSIBILITIES FOR ACADEMIC ACCOMMODATIONS

At Oglethorpe University, providing equitable access to education is a collaborative effort involving the administration, faculty, and support services, including Accessibility Services. While Accessibility Services is responsible for coordinating and approving accommodations for students with disabilities, the implementation of these accommodations in the classroom is primarily the responsibility of faculty. Faculty play a crucial role in ensuring that accommodations are effectively integrated into the classroom.

GENERAL RESPONSIBILITIES

Review the LOA: Faculty are expected to familiarize themselves with each student's approved accommodations as communicated through official accommodation letters from Accessibility Services. These accommodations are tailored to individual needs and are a legal requirement under federal law.

Informing Students: If the LOA has not been received, faculty should inform students of the procedure to request accommodations through Accessibility Services and let them know that all course materials can be made available in alternative formats with prior request.

Maintaining Confidentiality: Faculty must maintain strict confidentiality regarding any information disclosed by students or Accessibility Services staff during discussions about accommodations. Only the approved accommodations will be provided to faculty by Accessibility Services; specific diagnoses remain confidential.

Timely Accommodation Provision: Once accommodations have been approved by Accessibility Services, faculty are responsible for implementing them in a timely and consistent manner.

Course Adjustments: Faculty are expected to demonstrate flexibility in supporting approved accommodations. This includes cooperating with the use of the Testing Center for test accommodations and making reasonable changes to classrooms.

In addition to their general responsibilities, faculty are encouraged to engage in ongoing consultation and collaboration with Accessibility Services to ensure the effective implementation of accommodations and to support an inclusive learning environment.

CONSULTATION AND COLLABORATION WITH ACCESSIBILITY SERVICES

Faculty are encouraged to communicate directly with Accessibility Services if they have questions, concerns, or need clarification on any accommodation request. Accessibility Services staff are available to help facilitate accommodations, troubleshoot challenges, and ensure compliance with ADA and institutional policies.

Supporting Students with Disabilities: Faculty should refer students who express any concerns or require additional support to Accessibility Services. Faculty are discouraged from determining or providing disability-related accommodations independently; all accommodations must be approved through Accessibility Services.

Identifying Essential Course Standards: Faculty are responsible for identifying and determining the abilities, skills, and knowledge that are essential and fundamental to their academic courses and programs. These standards are critical to academic integrity and are not subject to modification based upon disability. Faculty should expect students with disabilities to meet the same academic standards as their peers.

Proactive Communication and Course Design: Faculty are encouraged to design courses and course materials with accessibility in mind, following principles of Universal Design for Learning (UDL) wherever possible. This proactive approach benefits all students and minimizes the need for specific accommodations.

Test Accommodations: Accessibility Services coordinates with faculty for testing that requires accommodations beyond what is manageable in the classroom. Accessibility Services provides support for extended time, reduced-distraction testing environments, and other accommodations.

NON-COMPLIANCE WITH ACCOMMODATIONS REQUIREMENTS

Failure to provide legally mandated accommodations can result in consequences for the university and may violate federal law. Faculty should seek guidance if they are unsure how to implement an accommodation. Reasonable accommodations are determined by Accessibility Services. Students should contact Accessibility Services at accessibility@oglethorpe.edu if adjustments to their existing accommodations are needed.

VI. EXAMPLES OF ACADEMIC ACCOMMODATIONS

Academic accommodations are individualized and determined by Accessibility Services. Examples include, but are not limited to:

Extended time on tests, exams, quizzes, and assignments
Testing in a reduced-distraction environment
Use of assistive technology (e.g., laptops, calculators, speech-to-text tools)
Use of scribes, notetakers, or readers
Alternate test formats (e.g., oral exams or large print)

Faculty are encouraged to consult Accessibility Services with any questions about how to implement specific accommodations.

VII. CONCLUSION

Faculty play a critical role in ensuring that students with disabilities receive equitable access to academic content. Accessibility Services is available to consult with faculty on accommodation implementation, course design, and testing techniques. For support, contact accessibility@oglethorpe.edumailto:accessibility@oglethorpe.edu or 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 their 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 their records. Your letter should include constructive feedback from your observations. If the faculty member chooses not to include the results of the review in their 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 CRF 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. Note- data is only anonymous if there is no way that it could be linked back to the participant. As such, collecting data on student ID numbers, birth dates, academic major, etc. would NOT be considered anonymous data collection (and would need to go through the IRB), **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, **and**
6. The research will not be presented at any research conferences (including LASS) or published in an academic journal.

Academic programs where students frequently use human participants in research projects must develop a procedure for evaluating student projects that meet the six points above. The procedure must be approved by the IRB prior to implementation.

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 if the instructor plans to use any data collected in class for research purposes (e.g., presenting at a conference or including in a publication), the classroom project would then meet the criteria for human subjects research and would need to be approved by the IRB.

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. Most research studies that take place at Oglethorpe meet the criteria for expedited review.

The materials to submit for standard and expedited reviews are identical, and they should be submitted to the IRB Chairperson through email for expedited IRB reviews, the procedure normally takes one week or less. Currently, the IRB Chairperson is:

Lisa Hayes, Ph.D.
Associate Professor of Psychology
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, they 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, they 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 their 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

Address the following:

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. The IRB application must include everything the participant will be exposed to during the course of the study (e.g., consent form, all surveys and questionnaires, all interview questions, links to videos or audio files, any images used, etc).
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. Signed consent must be obtained before any data collection takes place in all research studies, including online studies. An example of an IRB-approved consent form can be obtained from the IRB chair (lhayes1@oglethorpe.edu) if needed.

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 their 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 and email address of the Oglethorpe University IRB Chairperson must be included in the form.

i. 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;

j. 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;

k. When applicable, a disclosure of appropriate alternative procedures or course of treatment, if any, that might be advantageous to the participant;

l. 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;

m. 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;

n. A statement that the original signed consent form will be maintained by the researcher and the participant will be given a copy for their 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 assent, 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.

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 their 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 their 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. They 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.

Section 9.3. Administrators Emeriti. The Board of Trustees may grant the honorary Emeritus title to an administrative officer, including a president or provost, who meets the qualifications as outlined herein. To be appointed Emeritus status, administrators must have: (a) served the institution in the corresponding administrator role for a minimum of ten years; (b) retired from the university; (c) provided distinguished service that goes beyond the normal duties and responsibilities of the appointment, exemplifying the highest standards of personal and professional integrity, civic responsibility, vision, and leadership, having made an outstanding impact on the university community throughout their tenure at the institution and thereafter. In exceptional circumstances, the Board may consider candidates who do not meet the ten-year service requirement but who have demonstrated extraordinary service and leadership that has significantly advanced the institution's mission.

An administrator may be considered for emeritus designation no earlier than two years after retirement. The sitting President must nominate the candidate for consideration to the Governance Committee, which must approve a nomination before it proceeds to the full Board. Final approval requires a three-fourths vote of the full Board of Trustees. The Board may grant administrators emeriti the privileges to: (a) receive a copy of the Board resolution in their honor (b) be listed in the University bulletin, website, and other appropriate publications; (c) attend ceremonial University events including convocation and commencement; (d) use the Emeritus title in community and professional activities; (e) utilize free library services on the University campus; and (f) receive a forwarding-only oglethorpe.edu email address. Administrators emeriti may not be appointed to exercise any of the authority or privileges associated with holding a faculty or staff position at the University unless doing so in the capacity of another concurrent position, such as Professor. Administrators emeriti are appointed for a lifetime honorary designation subject to the Board's authority to withdraw such designation at its sole discretion by a three-fourths vote of the full Board.

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. The Oglethorpe Honor Code

(Approved May 1, 2024)

SECTION 1: Constitution

1.1 Preamble

Our Oglethorpe community thrives on high standards of academic integrity. The Honor Code serves as a guiding document to develop our fundamental values[1] of:

- Honesty
- Trust
- Fairness
- Respect
- Responsibility
- Courage

By embracing these principles, everyone at Oglethorpe supports equitable access to academic success, as well as personal and professional growth. Oglethorpe welcomes all who accept and affirm these principles of academic integrity.

1.2 Affirmation

Students will sign the following affirmation at the start of their Oglethorpe career during Convocation.

I affirm that I am acting with academic integrity.

Additionally, students are asked to sign this affirmation at least once in every course.

By regularly signing this affirmation, students are reminded of the Oglethorpe community standards of academic integrity. We encourage students to maintain a commitment to integrity beyond their time at Oglethorpe.

1.3 Responsibilities and Rights

1.3.1 Student Responsibilities

Students are responsible for upholding the Oglethorpe Honor Code by:

- Knowing, understanding, and acting upon the concept of academic integrity.
- Knowing and understanding the concept of academic misconduct.
- Knowing and following the policies and procedures set forth in course syllabi, specific assignments, activities, and examinations.
- Asking for clarification if one has questions regarding the policies and procedures for a specific assignment, activity, or examination.
- Knowing and following the policies and procedures outlined in the Oglethorpe University honor code.
- Appearing and responding to communication from the honor council and interacting with the honor council honestly.
- Taking accountability for one's actions.

[1] https://academicintegrity.org/resources/fundamental-values

1.3.2 Student Rights

These are the basic rights of due process for students suspected of violating the honor code. These rights apply to everyone facing a suspicion of academic misconduct, unless specific sections of this code of the University Bulletin override them.

- Right to confidentiality: All aspects of honor code case reports, meetings, hearings, and resolutions remain confidential.
- Right to timely charge: If a student is suspected of a violation of the Oglethorpe honor code, they have the right to be informed of the report in a timely fashion.
- Right to confidential advisors: In addition to the Honor Council Director, a suspected student has a right to a confidential peer advisor.
- Right to advanced notice: A suspected student has a right to advanced notice of any official proceedings related to their case.
- Right to prioritize class schedule: No meetings or hearings regarding honor council business will be scheduled to conflict with a suspected student's class or lab schedule.
- Right to request recusal of honor council members: Suspected students may request that certain members of the honor council excuse themselves from a meeting or hearing, but only for cause.
- Right to provide and access evidence: A suspected student may submit their own evidence to be considered before the honor council. They also have the right to see and study all evidence pertaining to suspected actions in the case.
- Right to full participation: If a case proceeds to an academic conduct board, the suspected student can be present for the entire questioning and testimonial portions that pertain to them.
- Right to speak: The suspected student can make statements and ask questions in all meetings and hearings by the honor council pertaining to their case.
- Right to individual resolution: If multiple students are suspected of the same events, each student has the right to engage in their own deliberations and decision regarding the preferred course of action for resolution.
- Right to notification of outcomes: The suspected student has the right to be notified of their case resolution in a timely fashion.
- Right to Accessibility: Suspected students who have registered accommodations with the Office of Accessibility Services have the right to have their accommodations met during the honor council process.

Note: This list is not exhaustive. Details regarding these rights as well as specific additional rights are outlined in the Procedures and Policies portions of this code and throughout the University Bulletin.

1.3.3 Responsibilities of Instructional Staff

Each member of the instructional staff is committed to ensuring the integrity of our shared academic efforts. Here are specific responsibilities for instructional staff:

- Explain to students how academic integrity and the Oglethorpe honor code applies in a specific course.
- Explain to students how academic integrity and the Oglethorpe honor code apply to individual course assignments and examinations, specifically addressing what constitutes "authorized" aid.

- Provide academic integrity information in the course syllabus that includes (at a minimum) the Honor Code Preamble, Honor Code Affirmation, and a link to the full text of the Oglethorpe Honor Code found in the bulletin.
- Invite students to ask questions about any academic policies in your course that may not be clear regarding what constitutes academic misconduct.
- Respond promptly to questions from students regarding course policies and the honor code.
- Assume (unless evidence indicates otherwise) that students are conducting themselves with academic integrity and act toward them in ways consistent with that assumption.
- Consult with and potentially file a report with the Honor Council Director regarding all suspected academic misconduct. This is particularly relevant in cases where a student may admit misconduct, as the Honor Code generally prohibits instructional staff from determining responsibility and applying a sanction on their own.
- Abstain from assigning a grade (either in the assignment or the course) until a case in process has been resolved.
- Provide physical (including electronic) or observed evidence to the Director to support any claim of academic misconduct.
- Follow the appropriate procedures outlined in the Honor Code.
- Implement any sanctions or directives presented by the honor council in a timely fashion.
- Abide by the decision of the Honor Council.
- Testify truthfully before the honor council if summoned.
- Serve on the Honor Council when selected.

1.3.4 Rights of Instructional Staff

These are the basic rights of faculty who suspect that a student has violated the Oglethorpe honor code.

- Right to Consultation: Instructional staff have the right to consult with the Honor Council Director prior to or following the filing of an official report of suspected academic misconduct.
- Right to Report: Instructional staff have a right and are encouraged to report all suspected cases of honor code violations in which there is evidence of academic misconduct. The Honor Council Director will review all reports and provide guidance.
- Right to Discard a Report: Prior to the official start of an investigation, instructional staff can request a report be discarded if they receive new evidence that invalidates the concern in their initial report.
- Right to Communicate with Student: Instructional staff have the right to speak with a suspected student throughout the resolution process.
- Right to Mediation: The instructional staff member may request the Honor Council Director be present and mediate conversations/meetings that the instructional staff member has with the suspected student.
- Right to Resolution: Once an instructional staff member files a report, they have a right to a timely resolution of the case. They also have a right to receive communication of that resolution in a timely manner.

- Right to Accessibility: For instructional staff requesting accommodations, they reserve the right to have their accommodations met during the honor council process.

Note: This list is not exhaustive. Details regarding these rights as well as specific additional rights are outlined in the Policies and Procedures portion of this code and throughout the University Bulletin.

SECTION 2: PROCEDURES FOR RESOLVING A SUSPECTED HONOR CODE VIOLATION

2.1 Filing a report of a suspected honor code violation

The official process for resolving a suspected Honor Code violation starts when an Oglethorpe community member files a report at https://oglethorpe.edu/academics/honor-code/. Typically, reports are filed by Instructional Staff who have evidence that a possible violation has occurred in a course, but reports can be filed by any other Oglethorpe community member (student, staff, or administration) who has evidence of a possible academic violation. The Director reviews the report and the accompanying evidence and determines whether to proceed with a case. This often but not always involves consulting with the community member who filed the initial report. If the Director and the reporting community member agree to withdraw the report, then the Director discards the initial report; no record will be kept. Most frequently, however, the Director opens a new case. The decision as to whether to discard or open a new case should occur within ten academic business days of the community member filing the initial report.

2.2 Initial consultation with suspected student

Within five academic business days of opening new case, the Director contacts the suspected student with the time and date for an initial consultation. (There will be at least three academic business days between contacting the student and the scheduled consultation.) The Director also assigns a confidential Peer Advisor from the student members of the Honor Council. The Director includes the name and contact information for the Peer Advisor in the initial communication, but only the suspected student and the Director are at the initial consultation. (If requested, the Peer Advisor may join. The student may also meet with the Peer Advisor anytime during the Honor Council process to discuss their options for resolution and ask additional questions about their case.) During the initial consultation, the Director communicates to the student relevant information they currently have regarding the suspected violation. The suspected student will also find out who filed the report during the initial consultation, unless the reporting community member was a fellow student. The suspected student may not take a copy of evidence from the initial consultation; however, they can request to review the evidence again over the next three academic business days.

Following the initial consultation, the suspected student has three academic business days to communicate whether they accept responsibility or do not accept responsibility for the suspected Honor Code violation. The student can communicate their choice either verbally or via email to the Secretary, to their Peer Advisor, or to the reporting community member, but the Director must receive written confirmation of the suspected student's decision before moving on to the next step. If the student does not provide written confirmation their choice of "responsible" or "not responsible" within three academic business days of the initial consultation date, then this is considered to be a choice of "not responsible."

In some situations, the suspected student may accept responsibility to the reporting community member or their Peer Advisor prior to their initial consultation meeting with the Director. In this case, the suspected student may decline the initial consultation with the Director. However, they must still provide written confirmation of their choice of "responsible" within three business days of the original initial consultation date.

2.3 Resolution Paths

If the student accepts responsibility, then the case typically proceeds to a Resolution Conference (see Section 2.3.1). If the student does not accept responsibility, then the case proceeds to an Academic Conduct Board (see Section 2.3.2).

On occasion, a suspected Honor Code violation involves more than one student. In this case, each student will receive an individual Initial Consultation and can enter their claim of "responsible" or "not responsible" independently. Resolution Conferences and Academic Conduct Boards, however, may be conducted simultaneously. The decision of whether to hold a single Conference or Board for cases involving multiple students is at the discretion of the Director.

2.3.1 Resolution Conference

A Resolution Conference is a facilitated, semi-structured conference between the suspected student and the reporting community member. In attendance are (a) the suspected student, (b) the reporting community member*, (c) the Director, (d) one student member of the Honor Council (excluding the Peer Advisor) and (e) one Faculty member of the Honor Council. Following confirmation of the student's claim of responsibility, the persons above have no more than 15 academic business days to schedule and facilitate the Resolution Conference. The suspected student can request that a specific Honor Council member recuse themselves from the Conference, but the suspected student must communicate their recusal request no later than one academic business day before the Conference is scheduled to occur.

By the end of the Conference, all attendees must unanimously agree to an action plan for the student, including (but not limited to) any academic sanction associated with the Honor Code violation. The honor council members present at the conference will affirm or modify this sanction and action plan immediately after the conference. If modification is required, the Director will notify the student and faculty member within three business days of the resolution conference.

(*Note: The reporting community member may elect to send answers to a detailed questionnaire in lieu of attending a Resolution Conference, but they are bound to any unanimous action plan decisions made by the other attendees.)

A Resolution Conference leads to a case being closed if all the following occur:

1. The suspected student is present at the Conference, openly accepts responsibility, and agrees to make amends with the Community Member who filed the report.
2. The Community Member accepts the student's plea of responsibility and shares what the student can do to rebuild trust with the community.
3. All attendees agree to an action plan for the student, including (but not limited to) any academic sanction associated with the academic misconduct.
4. The student completes the action plan in the agreed upon timeframe.

Assuming that all of these conditions are met, the case is closed and the resolution documentation indicate that the student is "responsible".

If any of those conditions are not met, then the Director consults with the two Honor Council members present at the Resolution Conference to determine how to proceed. This can include but is not limited to (a) resolving the case by assigning a higher academic sanction than originally agreed upon in the conference or (b) moving the case to an Academic Conduct Board.

In rare circumstances, the persons present at a resolution conference may determine that an Honor Code violation has *not*, in fact, occurred (even though the suspected student originally

accepted responsibility). If the two Honor Council members and the reporting community member unanimously agree to this, then the case is dismissed, and the resolution documentation indicates that the student is "not responsible".

Students have the option of a Resolution Conference only if it is their first or second instance of recorded academic misconduct. If it is a second instance, the conference includes discussion of the prior instance and the action plan from the first resolution conference. A third (or higher) instance of suspected academic misconduct automatically proceeds to an Academic Conduct Board, even if the student accepted responsibility.

The suspected student may not appeal the results of a resolution conference.

2.3.2 Academic Conduct Board

An Academic Conduct Board is a facilitated, structured proceeding where the Honor Council members in attendance use questioning, witness testimony, and direct evidence to determine the likelihood that an Honor Code violation has occurred.

The suspected student will have at least three academic business days between notification of their academic conduct board date/time/location and the academic conduct board itself.

The following persons are present for the entire academic conduct board:

- the suspected student*,
- the Director, and
- at least five members of the Honor Council, including at least one student member (excluding the Peer Advisor) and at least one Faculty member.

* If the student fails to appear at the academic conduct board (after having been notified of the time, date, and location with at least three academic days notices), then the academic conduct board will proceed without the student present.

The suspected student can request that a specific Honor Council member recuse themselves from participating in the Academic Conduct Board, but the suspected student must communicate their recusal request no later than one academic business day before the Board is scheduled to occur.

The following persons are present for a portion of the Academic Conduct Board:

- The Community member who filed the report
- Any additional **witnesses** (called either by the reporting community member or the suspected student or the Director) who can contribute direct evidence as to whether the student did or did not engage in academic misconduct.

The suspected student is responsible for communicating with the Director about any witnesses they want to appear at the Academic Conduct Board. The suspected student should communicate any witness names (including contact information) to the Director no later than one academic business day before the Board is scheduled to occur.

The following persons are excluded from attending an academic conduct board:

- the Peer Advisor
- other Oglethorpe faculty or staff not directly involved in the case
- parents, guardians, or friends (unless called as direct witnesses)
- legal counsel or outside experts

This list isn't exhaustive, but it communicates the need to include *only* those persons who have direct knowledge of the actions in question. It is at the Director's discretion as to whether a person may or may not be present in an Academic Conduct Board. Any direct witnesses from outside the Oglethorpe community appearing at an academic conduct board is held to the standards of the Oglethorpe honor code; this includes confidentiality as described in Section 3.3. It is also at the discretion of the Director to restrict anyone from participating in the Academic Conduct Board (including the suspected student) if their behavior is disrupting the proceedings.

The suspected student and the Honor Council panelists appearing at the Academic Conduct Board will have access to all *currently available* evidence prior to the board. Every effort is made to collect and distribute all necessary evidence prior to the Board. However, additional evidence may be introduced during the Board if necessary.

The Academic Conduct Board process involves an opening statement from the suspected student, a verbal or written statement from the reporting Community Member, questions/discussion of the evidence, witness statements and questions, and a closing statement from the suspected student. Following the closing statement, the suspected student is excused.

The members of the Honor Council present at the Academic Conduct Board convene to discuss the evidence and testimony and vote on whether the suspected student is "Responsible" or "Not Responsible" for a violation of the Oglethorpe Honor Code. The decision carries by simple majority. (The Director will only vote in the case of a tie.) The panelists vote based on the "preponderance of evidence' standard; that is, the burden of proof for a vote of "Responsible" is that the evidence indicates it is more likely than not that an Honor Code violation occurred.

If a student is found "Not Responsible", then the case is dismissed.

If the student is found "Responsible", then the Honor Council members present at the Academic Conduct Board must deliberate and vote on an appropriate academic sanction. At this time, the Director informs the panelists of any prior "Responsible" case outcomes, as this will impact the sanction options. (See Section 2.4 on Responsibility and Sanction Structure for more details.) The vote for a sanction carries by simple majority. (The Director will only vote in the case of a tie.)

The Director has three academic business days to contact the suspected student and the reporting Community Member with the panelists' findings (including the sanction, if the student is found "responsible").

Only Students who originally plead "Not Responsible" but were subsequently found "responsible" at their Academic Conduct Board have the right to appeal the decision with the Office of the Provost. (See Section 2.5 (Appeals) for more details.)

2.4 Responsibility and Sanction Structure

Academic sanctions occur both in the context of the action plan determined during the Resolution Conference and the decision made by the Academic Conduct Board. The Honor Council members participating in Conferences and Boards may apply any appropriate sanction, but it is common to see less severe sanctions in cases where students accept responsibility. For example, consider a case where the sanction involves a grade reduction on the assignment. A student who accepted responsibility may be offered the opportunity to redo the assignment for a 50% deduction, while a student who did not accept responsibility but was subsequently found responsible may receive a 0 on the assignment.

2.4.1 Escalating Sanction Structure

Sanctions for subsequent "responsible" claims or findings will result in more elevated sanctions, even if the subsequent offense is less severe than the prior offenses. This creates an escalating sanction structure, which could appear as follows:

Appearance	Student Claim	Resolution Path/Decision	Sanction
1st	Responsible	Resolution Conference	Revision of assignment w/deduction
2nd	Responsible	Resolution Conference	0 on assignment
3rd	Responsible	Academic Conduct Board agrees	F in course
4th	Responsible	Academic Conduct Board agrees	Suspension/Expulsion

or

Appearance	Student Claim	Resolution Path/Decision	Sanction
1st	Not Responsible	Academic Conduct Board finds "responsible"	0 on assignment
2nd	Responsible	Resolution Conference	0 on assignment plus additional course grade deduction
3rd	Responsible	Academic Conduct Board agrees	F in course
4th	Responsible	Academic Conduct Board agrees	Suspension/Expulsion

or

Appearance	Student Claim	Resolution Path/Decision	Sanction
1st	Not Responsible	Academic Conduct Board finds "responsible"	0 on assignment
2nd	Not Responsible	Academic Conduct Board finds "responsible"	F in course
3rd	Not Responsible	Academic Conduct Board finds "responsible"	Suspension/Expulsion

The above cases are just examples and not an exhaustive list of sanction options. Again, the Honor Council panelists may apply any appropriate sanction, and it is the responsibility of the Director to assure that equivalent circumstances (number of appearances and severity of the violation) are being sanctioned in equitable and consistent ways.

2.4.2 Suspension or Expulsion

In very rare circumstances, the Honor Council will consider suspension or expulsion as a sanction when a student is found responsible for violating the Oglethorpe Honor Code. This sanction is only considered for a student who has had multiple "responsible" outcomes or has not responded to prior interventions. Suspension or expulsion are never considered as a sanction for a first "responsible" outcome.

Suspension or expulsion sanctions can only be applied in the structure of an Academic Conduct Board. If the escalating sanction structure described above (or the severity of the charge) means that suspension or expulsion is a sanction option, then the Academic Conduct Board panelists will include Faculty members only. This Academic Conduct Board votes on a more rigorous burden of proof, i.e. "clear and convincing evidence." That is, a panelist should vote "Responsible" if the evidence indicates that it is *substantially* more likely than not that the Honor Code violation occurred.

Most commonly, suspension or expulsion is not considered until a student has had at least two prior "responsible" claims or findings, although a student may be considered for suspension or expulsion with only one prior "responsible" claim or finding. In order to determine whether suspension or expulsion is a sanction option after one or two prior "responsible" claims/findings, the Director will consult with at least two members of the Advisory Panel (see section 3.2.2.3). If the Director and the Advisory Panel agree that suspension or expulsion are viable sanctions in the current case, then the Director will convene a Faculty-only Hearing Panel. (Note: A Faculty-only Hearing Panel is not compelled to assign suspension or expulsion as a sanction if they find the student responsible. However, a student cannot receive a sanction of suspension or expulsion unless their case was heard by a Faculty-only Conduct Board.)

A student who has three or more prior "responsible" claims or findings is automatically considered for suspension or expulsion in their current case. The Director need not consult with the Advisory Panel before convening a Faculty-only Hearing Board.

All suspension and expulsion sanctions are reviewed by the Office of the Provost.

2.5 Appeals

A student who wishes to appeal the results of an Academic Conduct Board must contact the Office of the Provost within five academic business days following notification of the Hearing Board decision. Only students who originally claimed "not responsible" but were found "responsible" for an Honor Code violation are eligible to file an appeal.

Appeals may be granted only under the following circumstances:

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 to call into question the fundamental fairness of the proceedings or which may have influenced the outcome of the case.
2. If there is new evidence that could affect the case's outcome.

Following submission of an appeal, the Office of the Provost may dismiss the appeal if it does not adequately address the requirements listed above. The Office of the Provost will communicate this decision to the Director, and the Director will contact the student.

If the Office of the Provost does not dismiss the appeal, then they will communicate this decision to the Director. The Director will then contact the members of the Advisory Council to review the appeal. A review requires at least two members of the Advisory Council. The Director will provide all persons reviewing the case with all case documentation (including notes taken during the hearing and audio records, as requested).

If the members of the Advisory Council conducting the review determine that a new hearing is warranted, then the Director will arrange for five or more members of the Honor Council who were *not* involved with the original case to sit on the new Academic Conduct Board. The Director will *not* inform the panelists participating in the new Academic Conduct Board that they are hearing an appeal case, and the new Board will follow all the same procedures as the initial Board. If the new Academic

Conduct Board finds the student “not responsible”, then the case is dismissed. If the new Academic Conduct Board finds the student “responsible” and applies a sanction, then the suspected student may not appeal further.

2.6 Requirement of case resolution

Once a case is on file, it remains on file until it is resolved. For example, if a case is filed before the “W” (withdrawal) deadline for the semester, the student may not attempt to circumvent the resolution process by withdrawing from a course. If a case is filed after the “W” deadline for the semester, the student must also proceed through a resolutions path even if they are earning an “F” in the course (outside of any sanction that might by applied by the Honor Council). Additionally, students who plan to transfer from Oglethorpe before their case is resolved are also responsible for completing the appropriate resolution path before the University will release their transcript.

SECTION 3: POLICIES

3.1 Scope of the Honor Code

Our honor code an academic one, based in our learning community. The Oglethorpe Honor Code applies to all students enrolled in any academic activities at the University.

This code is to serve as a guiding framework for all educational pursuits at Oglethorpe University. The primary purpose of this code is to maintain and sustain the academic community, by promoting community members to act honestly and with integrity. The goal of this code is to help community members stay within a community of academic honesty. The code also contains the pathway for reintegration for students who diverge from our academic honesty standards, ensuring that these students are aided by tools and strategies to succeed academically.

The preamble to the Honor Code describes the concept of academic integrity, but the Honor Code also describes academic dishonesty as any actions that are aimed at gaining unfair academic advantage. Academically dishonest practices can be further partitioned into subcategories (plagiarism, misrepresentation, unauthorized aid, facilitation, and interpersonal academic misconduct). Examples of academic misconduct listed below fall within one of those categories, but these categories and examples are neither exhaustive nor mutually exclusive.

Categories (and examples) of academic misconduct are:

3.1.1 Plagiarism

Plagiarism at its core is the failure to give credit for the use of another's legitimate work, and/or to have the work perceived as your own.

Examples of plagiarism include:

- Direct plagiarism, or copying word-for-word from a source without using quotations and proper attribution.
- Paraphrasing plagiarism, or the act of paraphrasing someone's work without acknowledging that the ideas are not your own.
- Self-plagiarism, or using work that you previously submitted for another course without acknowledgement or permission.

3.1.2 Misrepresentation

Academic misrepresentation is an attempt to fulfill the requirements of a course with work other than one’s own work. We distinguish misrepresentation from plagiarism by the fact that one could not reasonably give credit to a source in a case of misrepresentation.

Examples of misrepresentation include:

- Contracting with a person, website, or tool (either for free or via payment) to write an assignment for you (either in whole or in part) and submitting the paper as if it was your own.
- Contracting with a person, website, or tool (either for free or via payment) to solve problems for you (either in whole or in part) and submitting the solutions as if they were your own.
- Falsifying data, figures or sources in a laboratory report.
- Providing a report of attending an event, visiting a site, participating in an extra-credit activity and the like when you were not actually present at the event/site/activity.

3.1.3 Unauthorized Aid

This category refers to any possession or use of unauthorized materials or assistance in an effort to fulfill course requirements. It is the student's responsibility to ask the professor for specific guidance on what materials or assistance are in fact authorized *and* to communicate that information to any tutors or other providers of authorized aid.

Examples of unauthorized aid include:

- Possession or use of unauthorized notes during an assessment.
- Possession or use of unauthorized electronic devices during an assessment.
- Unauthorized use of external source material.
- Unauthorized use of "homework helper" sites.
- Unauthorized use of generative artificial intelligence.
- Unauthorized collaboration with other students.

3.1.4 Facilitation

In this category, a student is facilitating another student's ability to commit academic misconduct.

While we do work and study in a collaborative space, it is the student's responsibility to ensure that other students do not misuse their work.

Examples of facilitation include:

- Knowingly permitting another student to copy your work.
- Uploading assignments and/or solutions to a shared test bank, "homework helper" site, or group chat.
- Signing in for a student at an event where attendance is a required part of a course.
- Claiming that another student completed work for a group project that they did not do.

3.1.5 Interpersonal Academic Misconduct

In this category, we consider the unfair academic advantage that may result student-faculty and student-student interactions.

Examples of interpersonal academic misconduct include:

- Lying (to a professor or to another student) for academic advantage. This could include lying to earn a particular grade or lying to avoid an academic penalty.
- Colluding with other students in a collective effort to engage in academic misconduct.
- Claiming credit for a group project to which one did not contribute.
- Obtaining someone else's work (with or without their knowledge) and submitting as one's own.
- Pressuring or coercing another student to aid in one's engagement in academic misconduct.
- Falsely accusing another student of academic misconduct.
- Deliberately damaging the work of another student or otherwise putting another student in a position of academic disadvantage.
- Lying to the Honor Council regarding one's role or someone else's role in suspected academic misconduct.

The honor code applies to all behavior related to academic endeavors in our community. Thus, it extends beyond the boundaries of courses and classrooms per se, and yet it does not extend out of the academic realm into the purely social one. In some cases, however, a potential Honor Code violation may also be considered a possible violation of the Code of Student Conduct and even of federal, local or state laws. Such incidents may be adjudicated and result in sanctions from each of those bodies separately.

3.2 The Honor Council

The Honor Council consists of Faculty representatives, student representatives, and a Director. This composition allows for allowing diverse campus perspectives to support an honest academic community.

3.2.1 Responsibilities of all Honor Council members

Honor Council members are responsible for upholding the Oglethorpe Honor Code by:

- Participating in Honor Council training.
- Reading and understanding the Honor Code.
- Acting as an advisor or consultant for the campus community in regard to academic integrity and the Honor Code.
- Responding to requests to participate in Honor Council proceedings.
- Preparing for and actively participating in Honor Council proceedings.
- Making decisions in Honor Council proceedings based on evidence and using the relevant evidentiary standards.
- Recusing oneself from a proceeding if one is unable to assess the evidence objectively.
- Understanding relevant options for sanctions and applying those sanctions equitably.
- Maintaining confidentiality in all aspects pertaining to Honor Council proceedings.

3.2.2 Faculty Members of the Honor Council

3.2.2.1 Director

3.2.2.1.1 Qualifications

The Director must have prior Honor Council experience prior to appointment. Preference is given to senior, tenured Faculty, but non-tenured Faculty (either tenure-track or non-tenured-track with multi-year contracts) may apply.

3.2.2.1.2 Selection and Term

The Director is appointed by the Provost for a three-year term. All interested and qualified persons are invited to apply, with the final selection made by the Provost.

3.2.2.1.3 Responsibilities Specific to the Director

The Director's specific responsibilities include:

- Coordinating the selection/election of Faculty and student Honor Council members.
- Training of new Honor Council members.
- Providing information for all instructional staff and students regarding their rights and responsibilities pertaining to the Oglethorpe Honor Code.
- Consulting with instructional staff on how to address a possible case of academic misconduct.
- Receiving reports of possible academic misconduct.
- Scheduling initial consultations with suspected students.
- Scheduling and participating in all resolution conferences and academic conduct boards.
- Communicating outcomes of conferences/boards to all relevant parties.
- Maintaining records of proceedings (both in the form of hearing notes and audio recordings).
- Regularly reporting academic misconduct data to the Faculty.
- Making recommendations of changes to the Honor Code to the Faculty. (See Section 3.6)

3.2.2.2 Faculty Panelists

3.2.2.2.1 Qualifications

All full-time Faculty with service requirements in their contract are automatically considered eligible to serve on the Honor Council. Adjunct faculty with at least two years of satisfactory service (as determined by a supervisor) can apply to the Director to be added to the eligible pool of participants.

3.2.2.2.2 Selection and Term

Prior to the beginning of an academic year, all eligible Faculty may request to be excused from possible Honor Council service for the upcoming academic year. Reasons for being excused from service include (but are not limited to):

- Having served a term on the Honor Council within the previous five years.
- Intent to take a sabbatical leave or other leave of absence in the next two years.
- Intent to retire in the next two years.
- Having been at Oglethorpe for less than two years.

All excusal requests (and adjunct applications) are reviewed by the Director and two members of the Advisory Panel (see Section 3.2.2.3).

From the remaining eligible pool, the Director will randomly select six Faculty members to begin a two-year term of service on the Honor Council in the upcoming academic year. Terms are staggered so that while six new Faculty members are selected each year, six are continuing their service. Thus, a total of twelve Faculty members are actively serving on the Honor Council at any point during a regular semester.

3.2.2.3 Advisory Panel

The Advisory Panel is composed of Faculty panelists who have just completed the second year of their two-year term. They are no longer actively serving as panelists in Honor Council proceedings, but they may be asked to appear as a panelist in rare situations where the Director is unable to seat a panel with the existing Honor Council members. The primary function of the Advisory panel, however, is to serve as a body of Faculty members with experience on the Honor Council who can consult with the Director as needed. In addition to responsibilities outlined in other parts of the Honor Code (such as decision on whether to grant a new hearing in the case of an appeal, or assistance in the selection of Faculty panelists), members of the Advisory Panel are also asked to contribute recommendations for possible changes to the Code. (See Section 3.6.)

3.2.3 Student Members of the Honor Council

3.2.3.1 Student Panelists

3.2.4.1.1 Qualifications

The student members of the Honor Council are students who embody the principles of academic integrity, leadership, and Oglethorpe community engagement. At a minimum, student members of the Honor Council must meet the following qualifications:

- Sophomore standing or higher
- Academic good standing
- Financial good standing
- Financial aid good standing
- Conduct good standing
- No prior “responsible” outcomes from an Honor Council proceeding

3.2.4.1.2 Selection and Term

Each spring semester, a notice will be sent to all 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. All full-time faculty members and all current honor council members will also be invited to nominate students for a position on the honor council for the upcoming academic year. The Honor Council Director will inform nominees and encourage them to apply for membership.

In addition to verifying that they meet the minimum requirements listed above, applicants must also write and submit to the acting Director an essay on why they would like to serve. A three-person review group (consisting of the Vice President for Student Affairs, the Director, and a member of the Advisory Panel) will review the applicants' materials. This review group may, by unanimous consent, strike an applicant if there is a compelling reason to believe that the student cannot meet the responsibilities of Honor Council membership. In order to maintain confidentiality, the stricken student may still appear on the ballot but will not be eligible to serve.

Voting takes place under the Office of Student Life. Once voting is complete, the resulting vote totals are shared with the Director (but not yet the community at large). The top 12 *eligible* candidates are elected to the honor council for the subsequent year. In the case of a tie for 12th position, the Vice President for Student Affairs and the Director will 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 selectees are unable to complete their term of service. The Director will now provide the community with the list of selected students, but only the names (and not the vote totals or vote ranking) of those elected will be divulged.

All student terms are for one academic year.

3.2.3.2 Peer Advisors

A peer advisor is student member of the Honor Council selected by the Director to serve as a liaison for students suspected of academic misconduct. Responsibilities specific to the Peer Advisor role are:

- Providing accurate information to the suspected students about honor code and honor council processes, terminology and timelines.
- Providing accurate advice to the suspected student concerning his/her/their rights under the code. (See section 1.3.2)
- Providing accurate information to the suspected student concerning their responsibilities under the code. (See section 1.3.3)
- Receiving a suspected students claim of "responsible" or "not responsible" following the initial consultation and communicating that information to the Director.

A Peer Advisor may *not* do any of the following:

- Advise a suspected student on how they ought to plead.
- Serve as an advocate for the suspected student in a proceeding.
- Serve as a witness for the suspected student in a proceeding.

- Serve as a panelist any hearing involved in adjudication of the suspected student's case.
- Offer an opinion to the suspected student on the likely outcome of their case or on the likelihood of potential sanctions.

3.2.4 Removal of Honor Council panelists

3.2.4.1 Removal from a specific proceeding

A panelist has the right to decline service on a specific proceeding if they do not believe that they can be impartial as regards the suspected student. The panelist may simply decline the invitation to the proceeding.

If a member of the Honor Council has substantive reason to believe that another panelist participating in a proceeding may not be impartial as regards the suspected student, they should contact the Director as soon as possible. If this concern comes to the Director's attention before a proceeding, the Director will consult with the panelist and determine whether they should participate in the proceeding. If the concern comes to the Director's attention during or after a proceeding, the proceeding need not stop or the resulting decision vacated. However, the reported concern will be included in the information provided to the Provost in the case of an appeal.

3.2.4.2 Removal from Honor Council service

If any Honor Council member no longer meets the minimum qualifications for service, then they are no longer eligible to complete their term.

If there is substantive evidence that an Honor Council member is not upholding the trust and responsibility of service on the Honor Council (by, for example, breaching confidentiality), then a panel of no less than three members of the Advisory Panel will meet with the Director and the Honor Council member to determine whether or not the member may continue to serve. The decision carries by majority and is not subject to appeal.

3.3 Confidentiality

All business and activities of the honor council are confidential. Those within the bounds of confidentiality include all honor council members (not just those who served on a given case), honor council Director, administrative staff, academic support staff, and student life, staff athletic staff, faculty and program administrators, reporting party, reported student, witnesses, persons interviewed prior to or during an honor council case, community members harmed during an honor code violation, and the University counsel.

Confidentiality remains at the discretion of the reported party while an honor code case is open and after it has closed. In cases with multiple students, confidentiality is only at the discretion of the individual regarding their own case details and outcomes. In other words, reported students may not divulge any information about other reported students involved in their honor code case.

Should anyone outside the bounds of confidentiality receive information which is considered confidential, they will automatically be bound by confidentiality.

Members of the honor council who violate confidentiality requirements are subject to sanctions imposed by the honor council (see Section 3.2.4.2). Non-honor council Oglethorpe students who appear to have dishonored confidentiality may be charged with violating the code of student conduct,

as described in Section 3.1. Faculty and staff who appear to have violated confidentiality requirements may have letters of reprimand filed with the Office of the Provost and/or the faculty or staff member's direct supervisor on behalf of the honor council.

3.4 Timelines for case resolution

3.4.1 Academic Business Day

Throughout the Procedures (Section 2) of the Oglethorpe Honor Code, timelines for case resolution frequently reference an "Academic Business Day". This is defined as a day of week (not including weekends) during the Fall or Spring semester.

3.4.2 Cases originating at the end of a Fall or Spring semester

New cases submitted in the last days of the semester are not likely to be resolved before grades are due. If a case can't be resolved in the semester in which it was initiated, then the professor will assign a grade of "I" until the case it resolved at the beginning of the next Fall or Spring semester. (In some situations, a case filed at the end of the Spring semester may be resolved over the Summer semester. This, however, is not a guaranteed timeline, as it depends on the availability of Honor Council panelists to participate in the proceedings at a time of year in which the Honor Council is not in full operation.)

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 suspected student is no longer enrolled at that time, they will be given the opportunity to return to campus for the resolution process or participate remotely, in which case matters progress in the same way they would if the student were enrolled. If the student elects to not return to campus, or is unable to return to campus, then the resolution proceeds *in absentia*.

3.4.3 Cases originating in the summer

The term of the Honor Council panelists does not include the summer semester. However, if sufficient panelists are available, cases initiated in a summer semester course may be resolved before grades are due. Cases initiated in a summer semester but which cannot be fully resolved at that time will be heard in the following fall semester. As above, the professor will assign a grade of "I" until the case can be resolved.

3.4.4 Modification of the published timeline

There may be times when the suspected student has a substantial vested interest in ensuring that a case is fully adjudicated by the end of a given semester, even if the case was submitted in the last days of the semester. In cases such as these, the student may request to have their case expedited. If the suspected student has requested and agreed to an expedited resolution process, then they cannot use the accelerated timeline as ground for an appeal.

Additionally, despite best efforts, the Director may not be able to accommodate all cases in the published timeframe. If the Director can demonstrate a reasonable cause for the delay, then the extension of the published timeline would also not be grounds for an appeal.

3.5 Official Communication

All official honor council business will be conducted according to the University's communication policy, which states that "The Oglethorpe University e-mail system is the University's official mode of electronic communication to and among faculty, staff and students." (Oglethorpe Bulletin, section

3.6.1) Persons who miss an Honor Code-related event because of their failure to check their Oglethorpe email are solely responsible for any consequences.

3.6 Honor Code Review and Modification

As described in the Director duties (see section 3.2.2.1.3), the Director will make regular reports to the Faculty regarding academic misconduct cases on campus. Ideally, this report will appear annually at the end of an academic year. It is the responsibility of the Director to provide data available since the last report.

The Director is also responsible for soliciting changes to the Honor Code. The honor code is owned by the Oglethorpe University community, as a collaborative effort between the students, faculty, and staff who maintain its academic integrity. Therefore, any member of the community may make recommendations for changes to the Director. However, the honor code's administration and operation falls to the faculty to support the integrity of the academic program, and therefore all changes must be voted on by the Faculty. That said, the faculty should consult with students and non-faculty personnel before any modification of the honor code is voted on.

The honor code should undergo a systemic revision or reaffirmation no less than every five years. However, the Director or the Provost may propose to re-evaluate the code at any time that the Oglethorpe community or broader academic landscape suggests a need to revisit the code's policies and procedures. Any modifications to the honor code are to be implemented starting the following academic year at the start of the fall semester.

3.7 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.

Appendix I. 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 they 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 their 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 their 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 senior vice president, COO & CFO, 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 J. 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 their 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 their current home address, phone numbers, emergency contacts and beneficiaries on file with the office of human resources.

APPENDIX K. 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=	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
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=	Total 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 L. 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 they would not make for other students in that particular class. Furthermore, faculty members should not be pressured by athletic staff to do so. To this end, however, open communication between faculty and coaches is strongly encouraged.