



Middle Georgia State University

SCHOOL OF HEALTH & NATURAL SCIENCES

Department of Natural Sciences
Department of Nursing
Department of Rehabilitation Science & Fitness
Department of Respiratory Therapy & Health Science

School of Health & Natural Sciences

Faculty Handbook

2023-2026

I. Message from the Dean

This faculty handbook is the third edition of standards, policies, and information that are in alignment with the expectations of our faculty and staff as authored in the University System of Georgia and MGA Faculty Handbooks. The guidelines within this publication will be used exclusively to guide the expectations for all individuals associated with the School of Health & Natural Sciences at Middle Georgia State University. In order to cultivate a work environment that is conducive to professionalism, productivity, and collegiality among our dynamic faculty and staff, teamwork along with clear, concise, and respectful communication is the key to success.

It is my expectation that all faculty and staff will become familiar with the contents contained within this document as well as the most updated versions of the following:

1. The Georgia Board of Regents – USG Academic & Student Affairs Handbook ([Section 4.0: Academic Personnel](#))
2. The Middle Georgia State University faculty statutes, bylaw, and [handbook](#)
3. The Middle Georgia State University Human Resources Policies and [Procedures](#)
4. The Middle Georgia State University New Employee Orientation Required Safety [Training](#)
5. The Middle Georgia State University [Catalog](#)
6. The Middle Georgia State University Student [Policies](#)
7. The Middle Georgia State University FERPA [expectations](#)

Kind Regards,

Dr. Tara Underwood

Tara Underwood, DHA
Dean, School of Health & Natural Sciences
Professor of Health Administration

Table of Contents

I. Message from the Dean	2
Vision:.....	5
Mission.....	5
Unit Goals:.....	5
II. School of Health and Natural Sciences Strategic Plan/ Goals	5
III. Program Accreditation	6
Organizational Chart	8
IV. Administrative Policies / Procedures	9
a. Absences / Sick Leave	9
b. Professional Conduct	9
c. Policy Guidance on Political Activity / Social Media	10
Social Media Policy.....	11
V. Instructional Policies	12
a. Classroom/ Lab Expectations.....	12
Natural Science Biosafety Policy Manual.....	12
Simulation Lab Policy Manual	12
Guidelines for Office Hours.....	12
b. Student Expectations	13
VI. Faculty Employment Policies	13
a. Part-Time	13
b. Full Time.....	13
c. Qualifications/ Credentialing	13
d. Retirement/ Resignation.....	13
VII. Faculty Rights/ Responsibilities	13
a. Workload Policy	13
VIII. Faculty Performance	14
a. Annual Evaluation, Promotion, and Tenure.....	14
Faculty Instructional Policies.....	15
b. Advising.....	16
Student Success Initiatives.....	16
c. Scholarship.....	17

CITI Training for Researchers	18
d. Service	18
Professional Development	19
b. Promotion	20
c. Tenure	20
d. Post Tenure Review	20
IX. School Departments and Committees.....	20
a. Service Expectations	20
b. Committee List	21
X. Other.....	21
Faculty Affairs Awards	22
Staff Awards	22
Attendance Policy	22
Adjustments to Teaching Load.....	23
Course Overload	23
Course Reduction.....	24
Expectations for Online Teaching	24
Summer Teaching	25
Student Organizations	25
Communication.....	25
Outside Activities	25
Travel.....	26
Email Signatures.....	26
Directory Profile	26
Required Pre-Authorization Actions	26
Attendance at Graduation Ceremonies	27
Reserving Conference Rooms	27
Reserving Academic Space.....	27
Employee Mental Health Services	27
Student Mental Health Services	27

About the School

School of Health and Natural Sciences Governance

Vision:

The School of Health and Natural Sciences Vision is serving Middle Georgia as the destination for STEM and Health Education while graduating adaptable, engaged, lifelong learners who are good stewards of their communities.

Mission

The mission of the School of Health and Natural Sciences is to deliver quality curricula and programs which incorporate evidence-based practice and real-life application which prepare students to be competent professionals and leaders within our community and beyond.

Unit Goals:

The goals of the School of Health & Natural Sciences and its programs are to:

1. Offer benchmarked curricula that support the workforce needs of the region while meeting program certification and accreditation standards.
2. Attract and retain academically qualified students into our affordable, accessible, and challenging degree programs and produce competent graduates prepared to assume entry level positions in a dynamic healthcare or scientific environment.
3. Provide students with a strong foundation in natural sciences and opportunities for hands-on learning and research experience.
4. Develop, cultivate, and utilize relationships with alumni, the practitioner community, the scientific community, and the healthcare industry to provide practical feedback to inform program development.
5. Collaborate with the profession, college, and community in service and research to further the health outcomes of the community, the scientific knowledge of the community, and contribute to the disciplines.
6. Effectively and efficiently manage the resources of the institution.
7. Strategically operate the school in a manner attuned to the mission and initiatives of the School, university, and the University System of Georgia.

II. School of Health and Natural Sciences Strategic Plan/ Goals

- 1) Expand Enrollment and Graduation
 - ✓ Market to and enroll students into the Early Assurance and Dual Enrollment programs on all campuses in accordance with the MGA Strategic Plan 2023-2028.
 - ✓ Build and enhance partnerships with regional area high schools with programs that are in alignment with degrees and majors offered in the School of Health & Natural Sciences.

- ✓ Advertise campus events to regional high schools via social media to increase participation in STEMposium, Science Olympiad, and Health Occupation Interactive campus day visits.

2) Demonstrate Standards of Excellence in all Academic Programs

- ✓ Maintain national accreditation status for the nursing, occupational therapy, and respiratory therapy programs.
- ✓ Maintain and enhance partnership with faculty mentors and professional advisors.
- ✓ Encourage student engagement with opportunities in research experiences such as the annual STEMposium events, Course-Embedded Undergraduate Research Experiences (CURE) initiatives, the Regents Engineering Pathway Program, Research Apprenticeships, and other STEM initiatives
- ✓ Engage in innovative efforts to support faculty development and scholarly outcomes based upon Boyer-model initiatives as stated in priority #1 of the MGA Strategic Plan 2023-2028.

3) Ensure High Demand Programs for Workforce and Career Alignment

- ✓ Continue to offer healthcare and STEM- based programs based upon the projected workforce demands of the future according to the Georgia Department of Labor.
- ✓ Enhance current programs with state-of-the-art equipment while seeking opportunities to learn more about SoHNS focused workforce development program opportunities for the future.

School of Health & Natural Sciences Departments

The School of Health and Natural Sciences contains four academic departments:

- Department of Natural Sciences – Chair: Dr. Dawn Sherry
- Department of Nursing – Chair: Dr. Donna Ingram
- Department of Rehabilitation Science & Fitness– Chair: Ms. Betsy McDaniel
- Department of Respiratory Therapy & Health Science - Chair: Ms. Teri Miller

These programs are located on four of the five campuses that are a part of Middle Georgia State University to include Cochran, Dublin, Macon, and Warner Robins, Georgia.

III. Program Accreditation

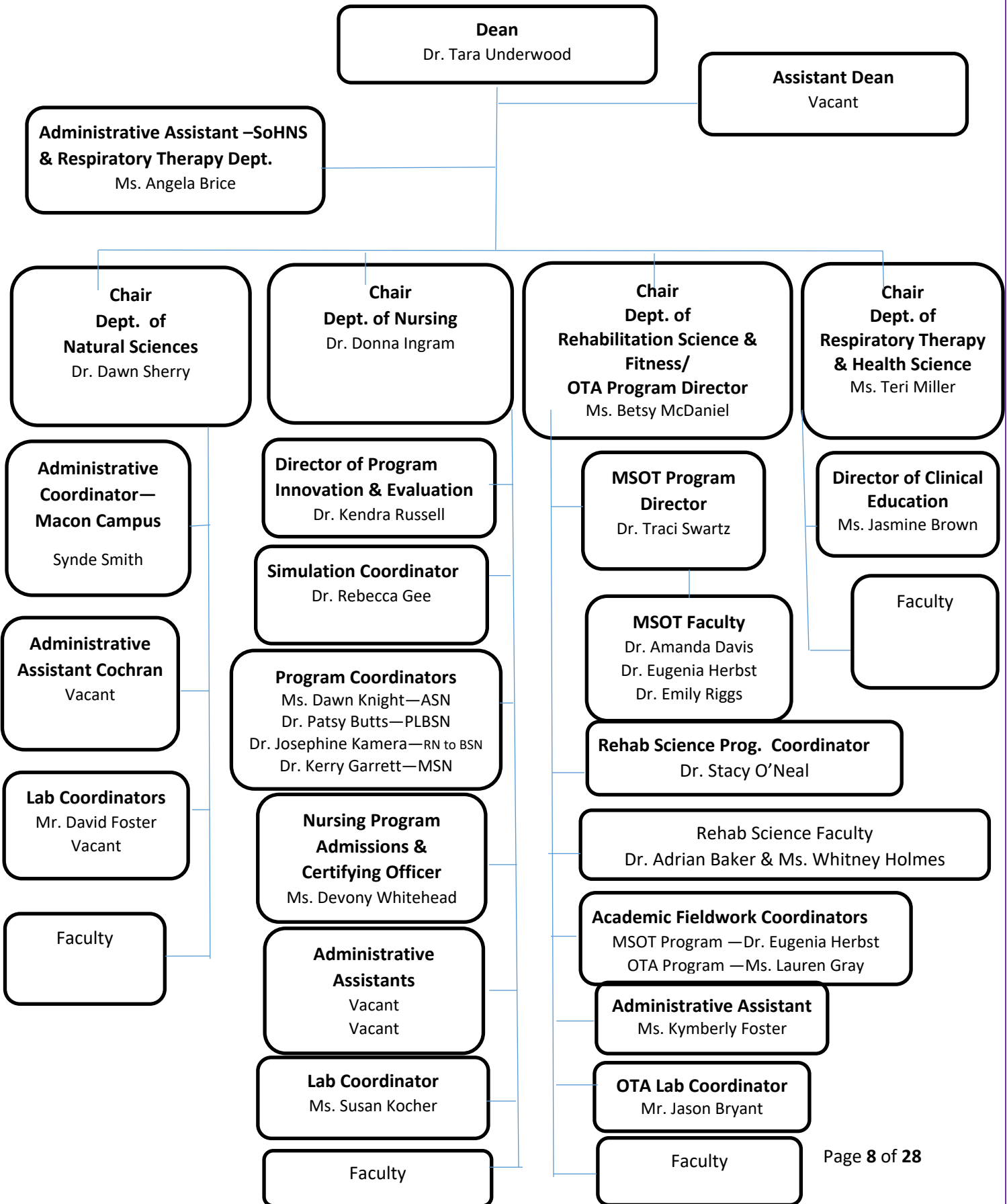
The nursing programs are housed in the School of Health & Natural Sciences and are accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Georgia Board of Nursing. The address for ACEN is 3390 Peachtree Road, NE, Suite 1400, Atlanta, GA 30326.

The Occupational Therapy Assistant and the Occupational Therapy Bridge programs are

accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814.

The Respiratory Therapy program's Bachelor of Science entry-level program is accredited by the Commission on Accreditation for Respiratory Care (CoARC) and is reported as CoARC program number 200424. The address 264 Precision Blvd., Telford, TN 37690. The web address is <https://coarc.com>.

Organizational Chart



IV. Administrative Policies / Procedures

a. Absences / Sick Leave

5.04.06 Faculty Absence from Class

All faculty members are expected to meet punctually all regularly scheduled sessions of their classes. Faculty members who must miss one or more of their class sessions shall arrange with their Department Chair or Dean to have their classes covered ***in advance***. When it is necessary to miss a class at an off-campus site, faculty members shall notify their immediate supervisor in advance, who shall notify the appropriate person at the site. In emergencies, when it is impossible to contact the immediate supervisor, the faculty member shall contact an Administrative Assistant or appropriate person at the site.

If you are unable to physically attend your assigned class, assigned exam, pre-arranged proctored exam assignment, assigned lab, or pre-determined office hours due to illness, family issues, or other personal reasons, you must inform ***both*** your Department Chair ***and*** the Departmental Administrative Assistant immediately.

Such leave is considered “sick time” and must be reported as such on your monthly time card. See MGA Statutes and Bylaws that can be found in section 6.04 of the MGA Handbook for details. Use the following schedule as a guide:

Activity	Sick Leave Reported
Full Day Absence	9 hours Monday through Thursday; 4 hours if on Friday
Each Class	2 hours
Each Office Hour	1 hour

As stated in the MGA Faculty Handbook (section 5.03.06 OTHER DUTIES AND EXPECTATIONS).

Faculty are expected to attend all officially designated meetings of the faculty including, but not limited to, Academic Assembly, Faculty Orientation/ Convocation, Commencement, and Department/School/College meetings unless excused by the Dean or the Provost. Requests to be excused must be submitted to the immediate supervisor for submission to the Provost. All faculty members are expected to follow school policies in regards to attendance and participation in the work of the School.

b. Professional Conduct

BOR [Policy 8.2.18 Personnel Conduct](#) specifies that all USG employees will “Treat fellow employees, students, and the public with dignity and respect”.

Refer to MGA HR Policy 8.1.1 [Appearance](#)

As stated in the HR policy manual, “Middle Georgia State University (MGA) employees, including temporary employees, student workers and interns, should project a professional image while performing their duties comfortably and safely.

Every employee is accountable for presenting a professional image. Employees are expected to dress appropriately, to be neat, to wear clean clothing, and to be careful of their personal hygiene. Not all fashion trends are suitable for the work environment. Clothing should not detract from the professional image of the employee which may occur if clothing is too faded, too tight, form fitting, low-cut, or short. See-through clothing, cut-offs, tank tops, and other such attire are inappropriate at any time.

Some departments may establish additional guidelines or require and provide uniforms.

All MGA staff should wear a visible form of identification. This can be in the form of an MGA name tag, names should be included on an MGA uniform, or an MGA Police Badge.

Flagrant violations of commonly accepted standards of cleanliness or dress may be cause for disciplinary action. If you have a question concerning the standard of dress for your area, ask your supervisor.

c. [Policy Guidance on Political Activity / Social Media](#)

Employee Expression of Political Opinions – (refer to USG policy 6.0 and Memorandum from USG Office of Legal Affairs, January 14, 2020)

The USG respects the free expression rights of USG employees to share their own views on political issues. Sharing these views should be done only in employees’ personal capacities and in a manner that does not interfere with work, does not involve improper use of state resources, and does not create the appearance that the employee is speaking on behalf of the USG or its institutions. Employees desiring to express personal political views should make it clear that their views are personal in nature and do not represent the views of the USG or its institutions. For example, employees desiring to express personal views to elected officials or other third parties must make it clear that their views are personal in nature and do not represent the views of the USG or its institutions and may not use state resources (including work email) or work time to communicate these views.

In addition, employees are prohibited from using any USG registered trademarks when expressing personal opinions on political issues, unless they are otherwise specifically authorized to do so. Individuals may not hold elective political office positions at the state or federal level while employed by the USG. Any employee seeking elective office must notify his or her direct supervisor and request a leave of absence without pay prior to qualifying as a candidate.

Employees are also prohibited from managing or taking an active part in political campaigns during work hours or where such involvement would otherwise interfere with work responsibilities. Under no circumstances may employees use any state property, resources, or materials in conjunction with any political campaigning.

Social Media Policy (as stated in MGA Faculty Handbook 6.22.02)

Given the nature of social media and that university professors hold a “special position in the community [that] imposes special obligations” (AAUP 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments, modified 1989 and 1990), members of the corps of instruction should exercise an abundance of caution in how they interact with students, former students, members of the community, and other professionals through such media and should bear in mind how their comments might be construed in legal and professional contexts.

In the case of a social media site that is created solely by the teacher for a class, an organization, or a club, the instructor bears reasonable responsibility for monitoring the appropriateness of content just as he or she would for any other electronic platform directly related to University activities in or outside of the classroom.

In further instances where technology allows instantaneous commentary, faculty members should be extremely careful, as such technology lends itself to off-hand remarks that could later be read in terms of professional reputation, accuracy, and liability. The University strongly recommends that all of its professionals exercise their best professional judgment in the use of all social media.

School of Health & Natural Sciences Social Media Pages

Facebook

Natural Sciences - <https://www.facebook.com/MGANaturalSciences>

Occupational Therapy Assistant Program -

<https://www.facebook.com/profile.php?id=100057186831001&mibextid=LQQJ4d>

Master of Science in Occupational Therapy -

<https://www.facebook.com/middle.georgia.state.university.msot.bri?mibextid=LQQJ4d>

Rehabilitation Science -

<https://www.facebook.com/profile.php?id=100063890658803&mibextid=LQQJ4d>

Respiratory Therapy Program - <https://www.facebook.com/MidGaRespiratoryTherapy/>

Respiratory Therapy Program Alumni page - <https://www.facebook.com/mgreatealumni/>

Instagram

School of Health and Natural Sciences – [Instagram.com/schoolhealthandnatsciences/](https://www.instagram.com/schoolhealthandnatsciences/)

Department of Natural Sciences – [Instagram.com/mga_natsci/](https://www.instagram.com/mga_natsci/)

Department of Nursing – [Instagram.com/mganursing/](https://www.instagram.com/mganursing/)

V. Instructional Policies

a. Classroom/ Lab Expectations

Course Syllabi

Faculty members are expected to utilize the [MGA University Syllabus](#) guidelines as indicated on the Faculty Affairs website. The course syllabi serves as a contractual agreement between the faculty member and the student. No adjustments should be made to the course syllabi once it is distributed to the students enrolled in a class unless there is a unique circumstance that warrants the change near the beginning of the semester.

Expectations for Labs (Science labs, nursing labs, simulation labs)

See Department Chair, Simulation Lab Coordinator, or Lab Coordinator concerning laboratory requirements and expectations.

Communication – All individuals who teach, prepare, or engage in activities that involve laboratory spaces should convey information related to supply shortage, security issues, potential hazards, and other relevant information to the appropriate Department Chair, Assistant Chair, or Administrative personnel.

Natural Science Biosafety Policy Manual

See Natural Science Biosafety Policy Manual concerning additional expectations that pertain to the Department of Natural Sciences laboratory.

Simulation Lab Policy Manual

See Department Chair for details that pertain to expected safe behavior, reporting procedures, cleanliness, and other details that are relevant to clinical laboratories. Only authorized personnel are permitted to enter the simulation labs.

Guidelines for Office Hours

Office hours should be conducted on campus and in-person unless the faculty member receives prior approval from the Department Chair. In ordinary circumstances, faculty are expected to be present in their office **with the office door open** and accessible to students. During the posted office hours (which should be posted outside of the faculty member's office door) faculty members should not be roaming around campus, attending committee meetings, or in another location at lunch during that timeframe. Keep in mind, established office hours give students an opportunity to visit their instructors and ask questions about assignments, career advice, or other relevant inquiries. Our students are the reason we are employed at the university and they should be considered a priority during our work hours. Faculty should avoid scheduling doctor's appointments or other meetings during posted office hours. Office hours should also be written in the faculty member's course syllabi.

Any time you are not going to be in your office during your scheduled office hours – for whatever reason – a **sign or note** must be posted on your office door, notifying visitors where you are, and when you will return. If you know you are not going to be in your office during your office hours, you must announce it to your classes (e-mail and an announcement in D2L are appropriate ways for your online classes), and you must inform the Administrative Assistant **and** the Department Chair.

b. Student Expectations

Faculty should refer to the MGA [Student Handbook](#) for details and their code of conduct.

VI. Faculty Employment Policies

a. Part-Time

See USG [Policy 4.2 Definition of Part-Time](#)

b. Full Time

See USG [Policy 8.2 General Policies for all Personnel](#)

c. Qualifications/ Credentialing

See Appendix 1 Faculty Credentialing Guidelines in the [MGA Faculty Handbook](#) and the USG [Policy 8.3.1.2 Minimum Qualification for Employment](#).

d. Retirement/ Resignation

See USG [Policy 8.2.8.2 Definition of a USG Retiree](#) and Eligibility for Health Benefits Upon Retirement

VII. Faculty Rights/ Responsibilities

Refer to the [MGA Faculty Handbook 5.03.01](#)

a. Workload Policy

Faculty teaching loads are outlined in the faculty handbook. The definition of a terminal degree used for faculty workload is an earned doctorate, or currently, an MFA for those teaching in the arts or a Master of Science in Respiratory Care, Respiratory Therapy or a similar degree. Although, using the MFA as a terminal degree is in transition (<https://tinyurl.com/yyzlce7>). As such, faculty members with a terminal degree (doctoral degree or MSRT) should teach 4 courses or 12 hours per semester. Faculty without a terminal degree (doctoral degree or MSRT) should teach 5 classes or 15 hours per semester. Areas (including nursing and aviation) that use clock hours rather than credit hours to assign teaching load should document evidence that the hours worked when assigning clock hours are similar to the hours worked when using credit hours.

Administrators who hold faculty rank are required to teach each year. The Provost, Associate Provosts, Deans, and other administrators in the Office of the Provost who hold faculty rank carry a teaching load of one course per year (3 or 4 credit hours).

Department Chairs and Associate Deans should teach one 3 or 4 credit hour course per semester (Fall, Spring, and Summer). Program Directors should teach two courses per semester (Fall and Spring) and one course in the summer. These course assignments are part of the normal responsibilities and are not paid as overloads.

The title Program Coordinator is applied in different ways across Academic Affairs. From an accreditation (SACSCOC) perspective, each academic program must have someone assigned as the Program Coordinator who is credentialed to teach in and oversee the curriculum for that program. Most often the Program Coordinator is also the Department Chair or Program Director. When this is the case, no additional course release or compensation is given as this responsibility is part of the normal roles of Department Chair or Program Director. In rare cases, a Department Chair or Program Director may not have the credentials to teach in and oversee the curriculum for a program within their stewardship. In these rare cases, a Program Coordinator may be named who does not also serve as the Department Chair or Program Director and a course load reduction may be approved on a case-by-case basis using the process outlined below.

VIII. Faculty Performance

a. Annual Evaluation, Promotion, and Tenure

Preparing Academic Portfolios can be a daunting task. It is vital that junior faculty seek the mentorship and guidance from senior faculty and Department Chairs for suggestions and improvement. They should also refer to section **4.05.02.6 “Documentation: The Faculty Portfolio”** in the MGA Faculty Handbook. Another good resource that can be utilized in preparing the Academic portfolio is: Seldin, Peter and J. Elizabeth Miller. **The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service**. Josey-Bass, 2009.

See section 4.05.02.2 Annual Evaluation in MGA Faculty Handbook.

The overall evaluation must indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, tenure status, and career stage. All criteria will be measured using this five-point Likert scale:

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

As stated in the MGA Faculty Handbook (p. 31), “The Board of Regents [policy 8.3.7.3](#) stipulates that faculty applying for **tenure** must demonstrate noteworthy achievement in at least two of the five evaluations categories:

1. Excellence and effectiveness in teaching and instruction;
2. Outstanding involvement in student success activities;
3. Academic achievement, as appropriate to the institution's mission;
4. Outstanding service to the institution, along with the profession or community; and
5. Professional growth and development.

The Board of Regents [policy 8.3.6.1](#) stipulates that faculty applying for ***promotion*** should demonstrate noteworthy achievement in at least three areas:

1. Excellence and effectiveness in teaching and instruction;
2. Outstanding involvement in student success activities;
3. Academic achievement, as appropriate to MGA's mission;
4. Outstanding service to the institution, along with the profession or community; and
5. Continuous professional growth and development.

See checklist below for Promotion and Tenure

Scale: 1 = Does Not Meet Expectations | 2 = Needs Improvement | 3 = Meets Expectations | 4 = Exceeds Expectations | 5 = Exemplary

Teaching

Excellent teaching and effectiveness in instruction (See USG Section 8.3.6.1 Minimum for all Institutions in All Professorial Ranks).

Faculty Instructional Policies

Each faculty member in the School of Health and Natural Sciences should become familiar with Section **2.08.10 Responsibilities of the Corps of Instruction** in the MGA Faculty Handbook.

Expectations: Teaching, Advising, Service, Professional Development & Scholarly Activities – (refer to MGA Faculty Handbook section 4.06 and 4.07 for details that pertain to Criteria for Promotion and Tenure respectively)

Teaching is the primary focus for faculty at Middle Georgia State University. The activities of advising and mentoring students are also vital to the institutional goals of maintaining and increasing retention, progression, and graduation rates. Professional development is an essential component to enhancing the knowledge, skills, and expertise in a variety of disciplines represented in the School of Health & Natural Sciences. Research and scholarly activity can be achieved in a variety of methods in order to contribute to the profession, enhance the learning experience of our students, and cultivate a community of scholars within our institution. Lastly, service to the departments, School, university, and community is a selfless mechanism by which an individual can provide knowledge, volunteerism, information, and actions that enhance the recipient of such efforts.

Based upon the allocation of 100% of the faculty member's time, the percentage break down of time given to each area may vary.

For example:

Tenure – track faculty with a terminal degree teaching 4 courses per semester

Teaching including student advising, student success initiatives and mentoring	80%
Research/ Scholarly Activities & Professional Development	10%
Service to the Department, School, University and Community	10%
Total	100%

Non-tenured faculty and lecturers with a non-terminal degree teaching 5 courses per semester

Teaching including student advising, student success initiatives and mentoring	90%
Research/ Scholarly Activities & Professional Development	Not Required
Service to the Department, School, University and Community	10%
Total	100%

Refer to the [MGA Faculty Handbook](#) for the following policies:

- 5.04.03 Textbook Policy
- 5.04.04 Curriculum Development

b. Advising

Each department possesses designated professional advisors that exist to support academic enrollment, retention, and progression. Department Chairs should ensure that advisors are aware of any curricular changes that are relevant to the majors of which their support.

Faculty are also expected to advise students to ensure mentoring opportunities and other academic support initiatives are executed.

Student Success Initiatives

As a part of the [USG's 2029 Goals in the Strategic Plan](#), a focus has been placed on student success initiatives. A faculty member's involvement in student success can be assessed in a variety of ways. Examples include the following:

- ✓ Student Advising/ Mentorship Actions (document these items)
- ✓ Student/ faculty research and presentation project collaboration

- ✓ High Impact Practice (HIPs) work (overseeing internships, undergraduate research, clinical practicums, etc.)
- ✓ Co-authoring peer-reviewed publications with students
- ✓ Co-authoring grants with students
- ✓ Serving as a Faculty Advisor student organizations

c. Scholarship

The expectations for outstanding research, scholarship, creative activity, or academic achievement will be measured as described in the Boyer model (**Boyer, Ernest L. 1990. *Scholarship Reconsidered*. New York: The Carnegie Foundation for the Advancement of Teaching**) as articulated in #3 of the MGA faculty handbook (page 29, section 4.06 – Criteria for Promotion).

The delineation between the ratings of “meets expectations” versus “exceeds expectations” will be measured based upon the number of relevant activities, and the proof of such activities, submitted with each faculty member’s portfolio. The impact of a faculty member’s work on broader audiences (e.g. national publication, presentation or grant award) will also be considered.

The four domains of this particular model include the domains of discovery, integration, application, and teaching. Examples include the following:

- ✓ The Scholarship of Discovery
 - Search for new knowledge
 - Traditional definition of scholarship
 - Discovery of new information and new models
 - Sharing discoveries through scholarly publication
- ✓ The Scholarship of Integration
 - Integration of knowledge from different sources
 - Presents overview of findings in a resource topic
 - Bringing findings together from different disciplines to discover convergence
 - Identify trends and seek knowledge in new ways
- ✓ The Scholarship of Application
 - Discovering ways that new knowledge can be used to solve real world problems
- ✓ The Scholarship of Teaching
 - Involves the search for innovative approaches and best practices to develop skills and disseminate knowledge
 - Informal/ formal teaching, advising and mentoring

Specific examples of scholarly work include:

- publications
- developing ways to improve patient care
- conducting research with students through supervision of undergraduate research projects

- conference panel speaker or session organizer
- presentations at regional, statewide, national, or international relevant discipline-specific conferences
- service to the profession and community concerning a relevant, discipline-specific task –
- teaching a patient education seminar or a high school summer camp
- participating in networked scholarly activities across disciplines, roles, and institutions
- conducting evidence-based practice for a population under the care of the clinician (e.g. nurse, respiratory therapist, occupational therapy assistant)
- scholarship of teaching and learning discovery, application, or integration
- scholarly research presented at academic conference, seminar or workshop
- applying for/ obtaining a grant from a philanthropic, state, or federal organization
- editorial work
- development of teaching materials that enhance and increase the learning experience (e.g. audio, video, software, etc.)
- serving as a member of a thesis or dissertation committee
- literature reviews

Faculty are highly encouraged to contact Dr. Rod McRae, Assistant Provost of Faculty Development for further guidance and assistance.

CITI Training for Researchers

Prior to engaging in any research involving Human Subjects it is required that you take the appropriate training.

The completion certificate for CITI training will be required as part of your IRB (Institutional Review Board) application for research. The CITI training certification expires every 3 years and a refresher course will need to be taken if you continue work with human subjects.

Even if you are not engaging in research, the courses are available for you to take. As faculty it would be beneficial to take the training to be able to discuss best practices with students (this is optional).

Please find the link to the website here: <https://about.citiprogram.org/>

There is a tutorial for setting up an account and registering for courses here: <https://support.citiprogram.org/s/article/updated-guide-to-getting-started>

And, if you have training completed already, here are instructions for transferring your training: <https://support.citiprogram.org/s/article/how-to-add-change-your-affiliated-institution-or-transfer-completions>

Should you have questions please contact the CITI support irb@mga.edu

d. Service

Noteworthy professional service to the institution or the community (See USG Section 8.3.6.1 Minimum for all Institutions in All Professorial Ranks).

Professional Development

Engaging in those activities which enhance relevant professional knowledge and expertise as it relates to education or a specific discipline. Examples include:

- continuing formal graduate study
- attending relevant lectures
- attending workshops, seminars, and institutes

Please note that the information below provides a summary of information that will document progression toward tenure and promotion; the overall annual evaluation by the administrator rating is holistic and is based on all reporting on the Faculty Self-Evaluation Form.

TEACHING

Please provide evidence to document achievement in each teaching category.

- **Course Design, Delivery (e.g. in-person, hybrid, online only), and Management Evidence**
- **Effective Teaching Evidence**
- **Engagement in Student Success Activities**
- **Innovation/Continuous Improvement Evidence**

SERVICE

Please provide brief, bulleted evidence to document achievement in applicable service categories.

- **Committee Work and Administrative Assignments**
- **Student Success Service**
- **Culture Building**
- **Community Service**
- **Letters/ Certificates of Appreciation**

SCHOLARSHIP

Specific examples of scholarly work include:

Examples of Exemplary Scholarship

- scientific publications
- receiving grant awards
- publication of research or creative projects with students through supervision of undergraduate research projects
- presentations at regional, statewide, national, or international relevant discipline-specific conferences
- scholarly research presented at academic conference, seminar or workshop
- editorial work
- participating in networked scholarly activities across disciplines, roles, and institutions
- *Other scholarly activities that demonstrate an exemplary contribution to the field of study*

Examples of Exceeding in Scholarship

- supervised research, internships or creative projects with undergraduate students
- conference panel speaker or moderator
- applying for a grant from a philanthropic, state, or federal organization
- teaching science or health-related issue at a high school summer camp
- development of teaching materials that enhance and increase the learning experience (e.g. audio, video, software, etc.)
- serving as a member of a thesis or dissertation committee
- conference organizer

b. Promotion

See USG [Policy 8.3.6.1 Criteria for Promotion](#).

c. Tenure

See USG [Policy 8.3.7.3 Criteria for Tenure](#)

d. Post Tenure Review

See USG [Policy 8.3.5.4 Post-Tenure Review](#)

IX. School Departments and Committees

a. Service Expectations

A faculty member's service, for the purposes of annual evaluation, can be considered in a variety of ways as mentioned in the table on page 21. Examples of service include the following:

- Serving on departmental, School, or university committees
- Serving on community advisory committees or Boards that are relevant to the faculty member's expertise or discipline
- serving on statewide or national committees as a university representative or discipline-specific expert

b. Committee List

School of Health & Natural Sciences

- Interdisciplinary Professional Education Committee
- School Newsletter Committee

Department of Natural Sciences Committees

- Curriculum Committees
 - BIOL 1001/1002
 - BIOL 2107/2108
 - BIOL 2251/2252
 - BIOL 2260
 - PHYS-all courses
 - CHEM-all courses
 - General Education Assessment Committee
- Biosafety Committee
- Institutional Animal Care and Use Committee (IACUC)
- STEMposium Committee

Department of Nursing Committees

- ASN
- BSN
- MSN
- Evaluation

Specialty Ad Hoc Nursing Committees include:

- Pinning Ceremony
- ATI Policy

Department of Rehabilitation Committee & Fitness

- Accreditation Committee

Department of Respiratory Therapy & Health Science

- Respiratory Therapy Advisory Committee

X. Other

Faculty Affairs Awards

Faculty are highly encouraged to support each other in collaborative research and other scholarly endeavors. The following awards are given to deserving faculty each academic year:

- Excellence in Part-Time Teaching
- Excellence in Full-Time Teaching
- Excellence in Scholarship
- Excellence in Service

Staff Awards

Our dynamic staff that endeavor to support our academic programs and processes can be nominated for the following awards:

- Service Excellence Award
- Unsung Hero Award
- Champion Award

More information about the nomination process for Staff Awards is located here:

<https://www.mga.edu/faculty-staff/staff-council/staff-awards.php>

Attendance Policy

[Student Attendance Policy](#)

Student Attendance Records

Full and part-time faculty at Middle Georgia State University are required to maintain attendance records in all face-to-face and distance-education classes per section 5.04.05 of the MGA Faculty Handbook. It is critical that faculty keep complete and accurate records. In particular, please note the following:

- After the drop for non-payment by the Office of the Registrar, students may have dropped from your class rolls. Please print fresh Banner rosters and identify any students in your classroom who are not listed on the roll. These students should be sent to the Bursar to make payment **before** being readmitted to class.
- Fresh Banner rosters should be pulled for the next two weeks and periodically throughout the semester, since students may drop from rolls for a variety of reasons throughout the term.
- Attendance for online classes is documented via class participation or academic engagement. Remember that documenting that a student has logged into an online class is not sufficient to demonstrate academic engagement.
- When submitting final grades in SWORDS, faculty are required to enter the student's last date of attendance for any grades deemed unsuccessful attempts. Faculty who log unsuccessful

grades for online students will be prompted to submit evidence of the last date of attendance in Brightspace/D2L at the end of term.

- Faculty should maintain records of attendance for online and face-to-face classes for a minimum of three years.

See [MGA Faculty Handbook](#) for the following processes:

- 5.04.08 Change of Schedule (Drop and Add Process)
- 5.04.09 No-Show Reporting
- 5.04.07 Directions for Admitting a Student to Class

See this link for the [MGA Grade Appeal Process](#)

Adjustments to Teaching Load

In rare instances, there may need to be a course overload or course reduction awarded to a faculty member, in accordance with the policy in the MGA Faculty Handbook. Before considering a request for a course overload or reduction for a faculty member, please review a departments' course offerings and assure the department and program have adequate answers to the following questions:

1) Are all faculty assigned a full teaching load?

2) Are the courses offered at times and locations that are conducive to full course enrollment? (i.e. We should not have two or more low enrolled sections of the same course at close to the same time on the same campus.)?

3) Are we offering a minimal schedule (not all elective options, but enough for a student to take a full load of courses) such that students can progress through a degree on each campus that degree is offered?

4) Does each degree program have sufficient curricular space to allow students to complete a minor or have elective credits that can be taken from other areas outside their program of study? This should, in theory, drive down the average credits a student has earned at graduation. These questions are not only answered once, but they should be reviewed on a regular basis to make sure resources are used wisely and students have pathways toward graduation. Once these questions are reviewed with the leadership team within a school, and only when it is justified, a dean can submit a request for approval to grant one of two adjustments to a faculty member's workload.

Course Overload

As stated in the MGA Faculty Handbook under Section 5.03.01 "The Academic and Student Affairs Handbook of the USG discourages the payment of extra compensation for teaching overloads. Every effort must be made to adjust faculty schedules to accommodate courses as part of their normal load. The BOR strongly recommends minimizing any necessary overloads. See the following for more information: [4.11 of the USG Academic & Student Affairs Handbook: Faculty Overloads and Instructional Staff Responsibilities](#). To accommodate large enrollments or special situations, faculty members may teach an overload under the following guidelines:

1. The work is carried in addition to the normal full load.
2. No qualified person is available to carry the work as part of his or her normal load.
3. There is a written understanding that as soon as possible, and preferably within the academic year, they shall be given compensatory reassigned time or pay at the overload faculty rate of pay for the overload hours.

Monetary compensation for overloads is possible only upon the recommendation of the appropriate Academic Dean or Department Chair and the approval of the Provost and the President. No faculty member shall be required to teach an overload. Faculty can only receive overload pay for a maximum of 4 credit hours per faculty member per semester. Overload pay is not permitted for part-time employees. Overloads are granted only if they do not affect faculty productivity in Scholarship and Service.”

The first teaching load adjustment comes in the form of a course overload. In order to be considered, the Dean must be able to adequately respond to the criteria noted above and the faculty member’s courses should be full, or close to full. Overloads are granted only after a faculty member is teaching at least 200 credit hours across all assigned sections for a four-course load or 250 credit hours across all sections for a five course load. Also, it will be a rare exception that a faculty member is given a second overload, consistent with the Faculty Handbook. In almost every area, we have enough faculty to provide instruction to students if we address the scheduling and curriculum issues that are prevalent.

As there is significant work to accomplish as a leader in academic affairs, course overloads should be a rare occurrence for administrators with faculty rank.

(USG 4.10 Faculty Overloads and Instructional Staff Responsibilities) See Provost’s memo dated June 18, 2019

Course Reduction

The second teaching load adjustment comes in the form of course reduction. It is expected that a faculty member who is tenured or on the tenure track will be involved in research and scholarship. It is also expected that faculty members who hold doctoral degrees will be involved in significantly more service, research, and scholarship than those with a master’s degree.

There are rare instances when a course reduction may be beneficial. For example, some course reductions are written into policy (i.e. the Faculty Senate chair). A one-time course load reduction may be justified for someone who has received a scholarly book contract or grant allowing them to heavily invest in the research project. These course reductions should meet the criteria of an abnormally significant scholarly achievement that will bring significant honor or prestige to the institution. If the primary benefit is to the faculty member, a request for a course reduction will be declined. Teaching honors and awards are relevant and should be mentioned in this area along with average scores and summaries of student comments on evaluations, peer evaluation reviews from classroom observation, and other items.

Expectations for Online Teaching

Faculty who teach online should ensure the course is an actively engaging experience for the students of which they instruct. Assignments, quizzes, and exams should be returned to students within 48 business hours or within a reasonable timeframe that does not exceed a week. Faculty are highly encouraged to utilize the services and expertise of Ms. Kimberly Leinberger, the School of Health & Natural Sciences Online Academic Program Coordinator to ensure the course design meets Quality Matters standards. Mr. Andrew Lenard, the Learning Management System Administrator, is also another great resource for online teaching and D2L inquiries.

Summer Teaching

Refer to MGA Faculty Handbook 4.11.03

“Academic year contracts are for 10 months and do not obligate the faculty to teach during the summer. Faculty members are not guaranteed summer employment; however, as summer employment opportunities are available, selection will be as equitable as possible. Consideration for selection of personnel for summer school shall first be given to tenured and tenure-track faculty members who are currently teaching at Middle Georgia State University and who plan to return the following year. Distribution of course load shall be as equitable as possible. Payment of compensation to faculty members for full-time employment during the summer session shall be at a rate not to exceed 33-1/3% of their regular ten months compensation for the previous academic year (BR Minutes 1950-51, p.333; 1984-85, p. 80). The schedule of payments and maximum compensation at Middle Georgia State University may vary significantly from year to year and is determined through the offices of Academic and Fiscal Affairs.”

Opportunities to teach in the Summer are contingent upon a variety of factors which include (but are not limited to):

- Course Enrollment
- Student Need for progression and graduation purposes

Other unique circumstances

Student Organizations

A list of student organizations can be found at this [link](#) or by going to <https://www.mga.edu/student-life/organizations.php>.

Descriptions of the variety of student organizations that exist at MGA are located at this website: <https://mga.presence.io/organizations>

Communication

To share information and news with faculty, staff, and students, the following information is used: [Inside MGA](#) online publication – Deadline is 3pm on Mondays.

Outside Activities

Refer to MGA Handbook Policy 6.18.01 “Faculty Outside Work and Outside Consulting” concerning policies related to occupational service and consulting.

Nurse Practitioners

Nurse Practitioners (NPs) need to work 1,000 hours in their field of clinical expertise every 5 years to maintain credentials. As faculty members, NPs have a full teaching load of twelve hours and 6 office hours per week. In addition, they are required to spend instructional time in the nursing lab and the hospital clinical setting. Due to this unique situation, Nurse Practitioners, who also work as faculty within the Department of Nursing may receive a 3-credit hour course release per semester to pursue the clinical hours needed for their credentials. This modification to their work schedule would divide the NP’s time with 90 hours per year to pursue the clinical experience while working at MGA (6 hours X 15 weeks in a semester X 2 semesters = 90). NPs would need to pursue the additional required hours on their own time.

Travel

All travel, whether it is intercampus travel or travel required for conference attendance, must be approved by the Department Chair or Dean as deemed appropriate. The guidelines, forms, and other information that pertain to travel are located at this link: [Travel: Middle Georgia State University \(mga.edu\)](#)

Email Signatures

Information that pertains to the expected structure of institutional e-mail signature format is located at this website: [Email Signature Builder: Middle Georgia State University \(mga.edu\)](#)

An example of a proper e-mail signature is as follows:

Amy Lastname
Assistant Professor of Biology
Middle Georgia State University
100 University Parkway, Macon, Georgia 31206
O: 478.471.0000 F: 478.471.0000
Amy.Lastname@mga.edu

Directory Profile

Faculty are expected to keep their MGA directories information up-to-date. Profiles can be updated using this link: <https://www.mga.edu/directory/me/index.php>

Required Pre-Authorization Actions

The following actions require prior authorization/approval from the Chair (some cases the Associate/Assistant Dean or Dean):

1. Canceling a class session (if sick, notify the Administrative Assistant and Department Chair). Faculty should observe the MGA Faculty Instructional Policies (see Handbook section 5.04)

2. Changing the already assigned classrooms - requires authorization from the Chair
3. Moving students from one section of a class to another either in a face-to-face or online class - - requires authorization from the Chair
4. Changing office hours for a certain day or week, etc. - requires authorization from the Chair
5. Prior approval is required for leaving campus for any purpose during work time – need to fill out travel authorization from. The form needs the signature of the Chair and the Dean.
6. Prior approval is required for traveling to conferences, meetings, etc. during work time – need to fill out travel authorization from. Requires authorization form the Chair and/or Dean.
7. Outside Occupational Activities – requires authorization from the Chair, Dean and the Provost. See MGA Handbook Policy 6.18.01.
8. Bringing children on campus - Faculty should observe the HR policy on bringing children on campus. As stated in the HR ...”*Children of employees and students are not allowed in any high risk areas such as: laboratories, shops, studios, mechanical rooms, power plants, garages, hangars, food prep areas, or any other area containing power tools or machinery with exposed moving parts or be allowed to drive or be a passenger in any state owned vehicles including golf carts.*”
9. Reserving conference rooms or spaces outside of Departmental spaces – requires authorization from the Chair or Dean.

Attendance at Graduation Ceremonies

All faculty are expected to attend **at least one** of the graduation ceremonies each academic year (either Fall or Spring ceremony). Depending upon the size of the venue, Department Chairs will work with faculty members to ensure all faculty members participate as required during at least one of the events.

Reserving Conference Rooms

Each department has access to a conference room that can be utilized for meetings and other gatherings. Please contact the Department Administrative Assistant to reserve the space in advance.

Reserving Academic Space

Please contact your Administrative Assistant in order to reserve spaces. See this link for details that pertain to each campus: <https://www.mga.edu/provost/reserving-academic-space.php>

Employee Mental Health Services

Every employee should take advantage of the USG’s mental health services as needed. The USG Employee Assistance Program is a wonderful resource that is available to all. Visit the [Human Resources’ Wellness website](#) for more information. All counseling services are completely confidential.

Student Mental Health Services

If faculty or staff notices that a student may be in need of counseling services, they should refer them to the student health clinic or the Be Well Mental Health Support Line at 833-910-3362. More information can be found at this website: [Mental Health: Middle Georgia State University \(mga.edu\)](#)
Additional student-centered services can be found at [Student Support Services](#).