

Section 6: Faculty

6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (*Full-time faculty*) [CR]

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Fort Valley State University (FVSU) recognizes that maintaining an adequate number of full-time faculty is central to its mission and goals. Currently, FVSU has an adequate number of full-time faculty members to support the mission of the university and to ensure the quality and integrity of the academic programs. Adequate, full-time faculty are available for each degree program and delivery mode. It is worth noting that the number of full-time faculty positions has increased since 2018 following a modest attrition in number of faculty owing to deactivation of a few low-producing programs. This is an effort to ensure adequacy of faculty resources that are necessary to ensure the quality and integrity of academic programs at FVSU. Moreover, the mission of the institution shall govern the type of faculty employed in teaching, research, and/or oversight of the academic programs, as well as the number and distribution of qualified, full-time faculty members.

The [Mission](#) of Fort Valley State University is to advance the cause of education with emphasis upon fulfilling commitments that our community members have undertaken collectively. As an institution of the University System of Georgia, Fort Valley State University naturally embraces the principles articulated by the Core Mission Statement for State Universities as approved by the Board of Regents of the University System of Georgia. The university's primary commitments include, among others, enhancement of teacher training programs grounded upon a liberal arts foundation, as reflective of over 110 years of experience and tradition. Additionally, the university recognizes with great pride and desires to further its responsibilities as Georgia's 1890 Land-Grant institution by

offering programming excellence in agriculture, agribusiness, family and consumer sciences, extension, and military science, as well as to further its traditions of excellence in programs in the liberal arts and humanities, social sciences, and natural and physical sciences.

As such, the achievement of the institution's mission with respect to teaching, research, and/or service will require a critical mass of permanent, full-time, qualified faculty to provide direction and oversight of the academic programs. Moreover, the number of such faculty is sufficient to fulfill basic faculty functions of curriculum design, development, and evaluation; teaching; identification and assessment of appropriate student learning outcomes; student advising; research and creative activity; and institutional and professional service. The student-teacher ratio reflects that quality without imposing hardship on students and/or the institution's overall mission. The work of core faculty is supplemented and enhanced by judicious assignment of part-time faculty who have expertise within their respective subject areas and graduate teaching assistants whose qualifications broaden and enrich the curriculum, increase learning opportunities for students, and enhance the mission of the institution.

Determination of Quality and Adequacy

Per the [FVSU Faculty Handbook](#), the institution uses the following measures to determine the quality and adequacy of full-time faculty to support the primary mission of teaching and the evolving research mission.

Quality:

1. Hiring of qualified, full-time faculty through searches utilizing [FVSU Applicantpro.com/jobs/](#);
2. Performance expectations (via annual and multi-year reviews) of employed faculty as noted in the [FVSU Faculty Handbook](#), pp. 31-35;
3. Comparison between the rate of increase in overall student enrollment and the stability in full-time faculty as specified in the [FVSU Common Data Set 2018-2019](#); and

4. Program [accreditations](#) reflecting a quality faculty by agency standards and national standards.

Adequacy:

1. Comparison of full-time faculty to part-time faculty and to total enrollment;
2. Percentage of full-time tenured/tenure-track faculty;
3. Full-time faculty by college;
4. Full-time faculty by discipline/degree program;
5. Comparison of full-time faculty and total students enrolled, and FTE enrollments;
6. Class size trends;
7. Student-to-faculty ratio as compared to comparable institutions;
8. Student-to-faculty ratio as related to strategic plan goals;
9. Full-time teaching online and rank;
10. Student-faculty interactions (physical and virtual office hours, student advisement, student mentoring for research and career opportunities, etc.);
11. Research and external funding;
12. Expenditures supporting the mission; and
13. Allocation of funds for faculty (faculty development, faculty online course development, etc.).

Hiring Qualified Full-Time Faculty

FVSU's mission drives the allocation of resources and guides faculty hiring decisions. Given that teaching is central to the university mission, FVSU puts highly knowledgeable and effective instructors in front of every class. FVSU details the expectations and responsibilities of faculty in position advertisements, which typically indicate teaching as a primary expectation. Research, scholarship, creative activity, and service are just as important as teaching, but they are secondary responsibilities. As evidenced in the following position advertisements for full-time faculty, FVSU seeks individuals who demonstrate the ability to teach effectively and requests application

materials such as a terminal degree in the prescribed discipline, prior teaching experience, teaching evaluations, and teaching philosophies to ensure a commitment to learner-centered teaching. Examples of position advertisements are noted below.

1. [Assistant Professor of Counseling](#)
2. [Assistant Professor of Elementary/Special Education](#)
3. [Assistant Professor of Health and Physical Education](#)
4. [Assistant/Associate Professor of Mathematics](#)
5. [Assistant/Associate Professor of Veterinary Science](#)

In addition to stating the institution's expectations for quality teaching, faculty are evaluated to determine if they are academically and/or professionally qualified to teach the courses they will be assigned to teach. This process assures faculty recommended for hire are academically qualified for the instructional assignment initially done at the time hiring decisions are made. New hires slated to teach graduate courses are expected to hold an earned terminal degree that qualifies them to teach courses within the specific discipline(s). A new hire who will teach undergraduate courses is expected to hold an appropriate master's degree, or higher, appropriate for teaching in the specific discipline. If a faculty member has qualifications to teach identified courses other than academic degrees, then that individual must be qualified using the [FVSU Faculty Credentials Compliance Form](#), which identifies, documents, and justifies why the faculty member is qualified to teach the courses he or she will be assigned to teach. This completed form is reviewed and either approved or denied by the college dean, and ultimately the provost and vice president for Academic Affairs.

Performance Expectations

Though FVSU's faculty members engage in activities related to teaching, research/creative activity, and professional service, they are first and foremost committed to teaching, supervision,

and mentoring students. The [Faculty Performance and Assessment](#) section of FVSU Faculty Handbook (p.27-29) states the following:

FVSU is committed to recruiting, mentoring and sustaining high quality faculty who are student-centered and dedicated to providing high quality instruction. Fundamentally, the university endeavors to recruit and retain faculty who are dedicated to their own professional advancement while willing to engage students in meaningful educational experiences in and out of the classroom. Such experiences ensure that students are prepared for effective citizenship in a technological oriented society. Therefore, it is expected that all faculty will participate in ongoing professional advancement activities that will enable them to provide students a range of academic activities that will deepen their understanding of complex ideas, possibly engage them in research or other scholarly endeavors, and contribute to the learner's overall scholarly advancement. As part of the faculty member's annual performance evaluation, the university expects its faculty to document the work done specifically in the areas of teaching, scholarly endeavors and service. Descriptions and criteria for each of these areas are as follows:

Teaching: Among the hallmarks of effective teaching are instructional exercises and activities that highlight critical thinking; infuse global and multicultural perspectives; integrate technology usage; hone students' interpersonal skills and their leadership development as well as make them socially responsible; and incorporate lifelong learning components. Faculty should engage students in research/creative activity to inspire excitement for learning and enable students to make connections within and among related courses such as their major and minor areas of study as well as general education courses.

In this regard, faculty might employ a variety of pedagogical approaches in the classroom especially given the diverse learning styles of today's students. Some approaches to consider are the traditional lecture, interactive discussions, small-group work, laboratory and creative work, research, special projects, internships and assistantships, problem-based learning, private lessons and tutorials. Online and blended learning opportunities,

mentoring, and inquiry-based learning approaches are also important instructional models used. Regardless of the methodology used, it is expected that all faculty will maintain a high standard of academic integrity in the classroom. This would include displaying the highest professional standards of dress and decorum as expected of all FVSU faculty.

At the beginning of the semester, each faculty member is required to provide students with a course syllabus. The syllabus identifies the course goals, objective, states the name of the textbook and additional resources that the course requires and specifies topics to be covered in the course. Additionally, learning outcomes, assessments, testing and grading expectations are identified. A copy of the syllabus for each course is filed in the department's office within the first week of class.

Supervising: When students are in instructional settings, some of which might occur outside the classroom such as internships, practicum or laboratory experiences, the faculty member is expected to perform supervisory duties. As supervisor, the faculty member seeks to improve the student's performance through guidance, monitoring, and feedback. As a supervisor, it is expected that the faculty will observe, evaluate and give student feedback on how well a task is being performed and the professional decorum so displayed.

Mentoring: Mentoring enables the faculty to bond with students and colleagues in the interest of advancing their personal and professional growth, but more importantly helping them to be retained at FVSU. The mentoring experience fosters creativity, nurtured relationships, and deepens understanding and interests in the discipline of focus. Note that mentoring students and colleagues is an important opportunity for faculty although FVSU does not have specific expectations or requirements for faculty to perform mentoring duties. There are, however, clear duties that FVSU expects all faculty to perform such as:

Class Attendance: Instructors shall meet classes on time and be prepared for each class when it meets. When a teacher cannot meet class as scheduled, the immediate supervisor shall be notified. This notification holds for authorized trips as well as for emergencies (to

include illness). The offices of the department and the College should be notified no later than 8:30 a.m. on the day the class is scheduled and preferably, 24 hours before the absence from the class is to occur.

Any faculty member who is absent from work responsibilities for three or more consecutive days because of illness shall present a physician's written verification of the illness. The faculty member shall submit this statement to the Department Chair or immediate supervisor who will promptly forward the medical documentation to Human Resources. The Chair/supervisor must not retain a copy of any medical records.

- Give students prompt and timely feedback by returning graded papers, quizzes, tests and/or assessment. Enable students to understand the growth areas that they need to accomplish through constructive feedback.
- Align one's instructional methods to the stated learning objectives.
- Respect and maintain confidentiality (e.g., grades, personal information, incidences of alleged academic dishonesty, advising or special needs).
- Adhere to FVSU's [affirmative action](#) policy.
- Adhere to FVSU's policy on [sexual harassment](#).
- Adhere to FVSU's [Non-Retaliation/Non-Retribution](#) Policy.
- Be available on campus a minimum number of hours per week beyond scheduled classes.
- Respond to phone calls, e-mails, and inquiries from students in a timely manner.

The commitment to teaching, as well as research, scholarship, creative activity, and service, are further evidenced in the annual performance review and promotion and tenure processes. Faculty are required to establish annual goals relating to teaching, mentoring, and supervision of students;

research, scholarship, and creative activity; professional service; and/or administration and leadership using guidelines of the [FVSU's Annual Performance Evaluation of Faculty](#), as outlined in the Goal Setting section (p. 40-41) of the Faculty Handbook. The Annual Performance Evaluation instrument is then used to document performance relating to those annual goals in the performance areas for the preceding calendar year (January 1-December 31).

Through the completion of an Annual Performance Evaluation instrument, faculty are also required to identify their primary roles and responsibilities; to show how the activities in the three performance areas advance the mission of the department, college, and university; and to illustrate the quality and significance of the annual activities in the three performance areas.

Tenure and promotion decisions are based on demonstrated performance in the three areas (teaching; research and creative activity; and professional service), as outlined in the Section 4: Review & Evaluation of Faculty Performance of the Faculty Handbook. The alignment of the hiring expectations, annual and multi-year review criteria, and the connection to the strategic plan all evidence that the institution employs quality full-time faculty who support the institutional mission and ensure the quality and integrity of its academic programs.

FVSU Faculty Categories and Faculty Responsibilities

To achieve its mission, FVSU uses the following categories of full-time faculty:

1. Tenure and tenure-track faculty—hold an earned doctorate, acceptable terminal degree, or other acceptable credential, are appointed to one of the professional ranks; are eligible for tenure after a probationary period; are eligible for promotion to associate professor and full professor; and have performance expectation in teaching, supervision, and mentoring; research, scholarship, and creative activity; and professional service.
2. Non-tenure track faculty with professional rank—hold an earned doctorate, acceptable terminal degree, or other acceptable credential, are appointed to one of

the professional ranks, are eligible for promotion to associate professor or full professor, and have performance expectations in teaching, supervision and mentoring; research, scholarship and creative activity; and professional service; and are not eligible for tenure.

3. Non-tenure-track lecturers/senior lecturers—hold at least a master’s degree in the field or closely related discipline; lecturers are eligible for promotion to senior lecturer; have performance expectations in teaching, supervision and mentoring; professional service that relates to teaching, supervision, and mentoring; and are not eligible for tenure.
4. Limited-term faculty—hired on a limited term basis (typically nine months); hold at least a master’s degree in the field or closely related discipline; and have expectations in teaching, supervision, and mentoring, and are not eligible for tenure.

Faculty Workload Models

FVSU maintains three workload models—one for undergraduate faculty; one for undergraduate-graduate faculty; and one for graduate faculty. The [Faculty Handbook \(p.23\)](#) states that:

In a given academic year, each full-time faculty member is expected to teach 24 semester hours of undergraduate credits, or 21 semester hours of a combination of graduate and undergraduate credits, whether online or face-to-face. A full-time graduate faculty member is expected to teach 18 semester hours of graduate credits per academic year.

In calculating semester hour equivalent, laboratory assignments are converted to semester hour credits as follows: a three-contact hour lab is equivalent to 1.5 semester credit hours, and a two-contact hour lab is equivalent to 1 semester credit hour.

FVSU ensures that adequate faculty resources are dedicated to professional service by requiring that all full-time faculty allocate at least 10 percent of their time to professional service activities, such as serving on committees, advising, etc. Furthermore, some faculty dedicate much more time

to such service, and professional service is evaluated as part of both annual and multi-year reviews of tenure-track faculty.

Adequacy of Full-time Faculty to Support the Mission and Goals

FVSU uses a variety of methods and metrics to analyze the adequacy of full-time faculty to support the institutional mission and goals. A review of these methods and metrics demonstrates that FVSU has managed the number of full-time faculty well, in a manner that has assured the quality and integrity of its academic programs, and ability to carry out the FVSU mission.

Comparison of Full-Time Faculty, Part-Time Faculty to Total Enrollment: As reflected in Table 6.1.1, FVSU has maintained stable relationships between enrollment patterns and number of faculty. There is a modest increase of 7% in enrollment between 2014 and 2018, while total faculty increased by 5.3% during the same period. Also, the number of full-time faculty increased from 104 in 2016 to 117 in 2018, demonstrating FVSU's strong commitment to maintaining adequate full-time faculty to address its mission.

Table 6.1.1: Faculty Status and Total Enrollment of FVSU

Fall Semester	Total Full-Time Faculty	Total Part-Time Faculty	Total Faculty	Total Enrollment
2018	117	42	159	2,776
2017	115	34	149	2,752
2016	104	33	137	2,679
2015	123	30	153	2,695
2014	121	30	151	2,594

Full-Time Faculty by Highest Degree: Table 6.1.2 shows that 87 out of 117 (74%) faculty hold earned doctorate degrees, two hold Educational Specialist degree, and one has the post-doctorate degree. Among others 20 hold Master's level degree in their respective discipline. These statistics demonstrate that FVSU committed to maintain qualified full-time faculty.

Table 6.1.2: Fall 2018 Faculty Highest Degree at FVSU

Highest Degree	Total Full-Time Male	Total Full-Time Female	Total Full-Time Faculty	Percentage
Post-Doctorate	--	1	1	1%
Doctorate	60	31	91	78%
Educational Specialist	--	2	2	2%
Master's Level Degree	10	13	22	19%
TOTAL	70	47	117	100%

Another indicator of adequacy of full-time faculty is program accreditations. Most programmatic accrediting agencies scrutinize the number of qualifications of faculty, especially full-time faculty, who contribute to the program. Table 6.1.3 lists FVSU's accredited programs.

Table 6.1.3: FVSU Accredited Academic Programs

Programs Accredited	Accrediting Agency (Acronym)
Rehabilitation Counseling and Case Management	CACREP
Teacher Education	NCATE
School Counselor Education	CACREP
Family and Consumer Sciences	American Association of Family and Consumer Sciences (AAFCS)
Veterinary Technology	AVMA
Electronics Engineering Technology	ETAC of ABET
Master of Public Health	EHAC
Social Work	CSWE

Average Class Size Trends: As stated in the mission, FVSU is committed to providing a supportive environment in which students may be successful. Part of what FVSU examines to ensure that students have a quality learning environment is class size trends. FVSU strives to maintain small class sizes as appropriate for the content and disciplines. As illustrated in Table 6.4, 84% percent of courses taught in fall of 2018 had student enrollments of 39 students or less. Course sections offered with 30-39 students constituted 15% and only 3% of course section had enrollments higher than 50 students. Average class size was 21.7 students.

Table 6.1.4: Fall Semester 2018 Course Sections and Class Size Trends

	Undergraduate Class Size (Number of Students)							AVERAGE CLASS SIZE
	2-9	10-19	20-29	30-39	40-49	50-99	100+	
Class Sections	138	92	100	70	58	16	0	21.7
Percent	29%	19%	21%	15%	12%	3%	0%	

Source: FVSU Common Data Set 2018-2019.

Student-to-Faculty Ratio: The Integrated Postsecondary Education System (IPEDS) calculation of full-time equivalent faculty is becoming the national standard used when calculating student-to-faculty ratio and is the formula now used by the National Center for Education Statistics College Navigator website. Using this calculation for fall semester 2018, the most recent year for which data is available, FVSU's student-to-faculty ratio was 17:1. Examination of student-to-faculty ratio is an important consideration when comparing adequacy of faculty between institutions within the University System of Georgia (USG). Such comparisons indicate that the FVSU's student-to-faculty ratio is lower than other USG state universities with the exception of Columbus State University, as shown in Table 6.1.5.

Table 6.1.5: IPEDS Student-to-Faculty Ratio for USG State Universities

State University	Student-to-Faculty Ratio
Fort Valley State University	17
Savannah State University	19
Albany State University	18
Clayton State University	18
Columbus State University	17
Georgia College & State University	21
Georgia Southwestern State University	18
University of North Georgia	21
AVERAGE	19

Full-Time Faculty Teaching Online: FVSU offers two fully online undergraduate programs (psychology and criminal justice), in which 100 percent of the program is offered and completed online. In addition, the graduate program in Rehabilitation Counseling and Case Management is a fully online program. All the courses in these programs are taught by FVSU's full-time faculty.

Student-Faculty Interaction: FVSU encourages student-faculty interaction at various levels. In addition to regular classroom interactions, student-faculty interactions take place in faculty offices during office hours, in student organizations' activities, in campus life, during sporting events, etc. Faculty also interact with students while mentoring them for their research projects, or while students work with faculty on their funded grants. Some faculty also take their students to present their research finding at professional conferences.

Faculty Definitions

To achieve its mission, FVSU uses the following categories of faculty as identified in the [FVSU Faculty Handbook](#), pp. 42-44: (a) tenured/tenure-track permanent full-time faculty; (b) temporary full-time/non-tenure-track faculty; and, (c) part-time faculty. Full-time faculty (categories a and b) are faculty who have a contract for employment on a 100% workload basis for two out of every three consecutive academic terms (9-month contracts) or three out three consecutive terms (12-month contracts).

1. Tenured/Tenure-Track Faculty

Assistant Professors are those who: (i) have an earned doctorate degree or its equivalent; (ii) adapt to the expectations of the academy, as well as of FVSU; and (iii) are established in his/her scholarly work with steadily growing trend in significance, depth, focus, recognition, and productivity.

Associate Professors are those who demonstrate the high quality and significance of their scholarly work and leadership initiative. Their specialty areas, expertise, and professional identities should become more advanced and widely recognized within and beyond the university.

Professors are the experienced and senior faculty members who demonstrate a strong record of contributions to scholarly work and show leadership in their areas of emphasis. They should have qualities of a leader, mentor, scholar, expert, and/or distinguished colleague through and

by a documented record of distinguished accomplishments that merit regional, national, or international attention and recognition. [BoR Policy 8.3.1](#) requires the earned doctorate degree or its equivalent in training, ability, and/or experience in order for promotion to the rank of professor.

Joint Appointments: If a faculty member's background and qualifications are suitable and/or services are found to be desirable in more than one academic department/division, FVSU may consider issuing him/her a joint appointment contract. In such cases, an agreement between the affected departments/divisions must be developed outlining how the home unit and the sharing unit(s) will provide input during the promotion and tenure review, as well as annual performance review processes. Normally, the chair of the home unit will be responsible for annual reviews and the sharing unit(s) provide information to achieve fair and equitable review of the faculty member with joint appointment.

2. Non-Tenure-Track Faculty

Lecturers and senior lecturers are those who have demonstrated to be highly effective with their primary responsibility for teaching, supervising, and mentoring students. Their annual performance evaluations, unless otherwise specified, will be limited to their teaching responsibilities, attendance at departmental meetings, and participation on appropriate department committees. The heavy teaching load of these faculty members, including multiple sections of undergraduate courses, will constitute a full workload and offsets other responsibility that tenure-track/tenured faculty members expected to fulfill at FVSU. The [BoR Policy 8.3.4.3](#) requires full-time lecturers and senior lecturers are to be appointed by the institution on an annual basis, with the presumption of reappointment for the subsequent year unless notified in writing as follows:

- Lecturers with full-time service record of less than three years at FVSU will be notified of non-reappointment as soon as possible, but no specific notice is required;
- Lecturers with three or more years, but less than six years of full-time service to FVSU

will be notified of non-reappointment in at least 30 calendar days prior to the institution's first day of classes of the semester; and

- Senior lecturers and lecturers with six or more years of full-time service to FVSU will be notified of non-reappointment in at least 180 calendar days prior to the institution's first day of classes of the semester.

Lecturers must submit a portfolio for promotion to the senior lecturer after five consecutive years of service. The [BoR Policy 4.5](#) mandates a minimum full-time service of two consecutive years at the institution in order to be qualified for applying to the promotion of senior lecturer.

Non-Tenure-Track Faculty with Professional Ranks: Non-tenure-track faculty with professional ranks (i.e., non-tenure-track assistant professors, associate professors, and professors) are expected to fulfill the roles and responsibilities outlined in their contract and/or Faculty Performance Agreement to meet specific needs related to the missions of the university, college, and their home department. These individuals are not eligible for the award of tenure or probationary credit toward tenure; however, they may apply for an open tenure-track faculty position and be considered through normal search and screening process. Non-tenure-track faculty with professional ranks will undergo similar review process to that of tenure-track faculty for their annual performance reviews and multi-year reviews with the presumption of renewal for the next academic year, unless otherwise notified in writing by the Provost and Vice President for Academic Affairs or president of FVSU. They are also eligible to apply for promotion under [BoR Policy 4.5](#) when they meet the minimum consecutive years of service at FVSU.

3. Part-Time Faculty

FVSU employs part-time teaching faculty on a course-by-course, semester-by-semester, as-needed basis. Such part-time faculty are temporary employees, appointed and hired through administrative channels. Part-time faculty must meet the same minimum requirements for academic preparation and credentials as their full-time counterparts. In order to teach

undergraduate classes, part-time faculty must hold at least a master's degree in the academic area in which they teach or have completed at least 18 graduate hours in the teaching discipline. A terminal degree in the discipline is required for part-time faculty teaching graduate courses. In exceptional cases, outstanding professional experience and demonstrated contributions to the discipline may be presented in lieu of formal academic preparation. Faculty rank for part-time faculty will be assigned according to the individual's highest degree and academic experience, as is the case with full-time faculty. All part-time faculty members, regardless of the academic rank they hold, are not eligible for tenure or tenure-track status.

























Carrying Traditional Faculty Functions in Nontraditional Ways

Keeping up with best practices in learning, FVSU adopts several nontraditional student learning strategies through its [Leadership Engagement Achievement Professionalism \(LEAP\)](#) Institute. It is one of FVSU's preeminent Centers of Excellence. Its primary mission is to provide each FVSU student with the LEAP Experience, which positions each FVSU graduate, regardless of discipline, to become gainfully employed (career/workforce ready), fully qualified for graduate school, and unequivocally prepared for leadership. There are two major foci of the LEAP Experience: (1) an academic focus; and (2) a co-curricular focus. Each student who matriculates at the university will be actively engaged in the LEAP Experience. Specifically, this experience ensures that each student who persists through to graduation receives a comprehensive, structured immersion into a discipline-focused and credentialed exposure to experiential learning via five major areas: leadership, service learning, civic responsibility, volunteerism, and professional development with significant emphasis on proficient soft skills development.

In addition, FVSU's [University College](#) provides a wide variety of academic support programs and initiatives that are designed to create a successful transition to college life for students during their freshman and sophomore years. The services provided to students are coordinated through three offices, which include: Academic Advisement and Tutorial Services, Academic Counseling and Disability Services, and Testing and Assessments, as well as academic support services offered by the federally funded TRIO Student Support Services Program. The Pre-College Academy is

also a part of University College. At the core of University College is its mission to provide each student with efficient and effective student academic support services to increase the number of FVSU students who graduate in four years. FVSU's goal is for all students to have successful acclimation at the university.

Supporting Documentation

-  Mission - Fort Valley State University
-  FVSU Faculty Handbook
-  FVSU Applicant pro
-  FVSU Faculty Handbook, pp. 31-35
-  FVSU Common Data Set 2018-2019
-  Accreditation and Memberships
-  Assistant Professor of Counseling
-  Assistant Professor of Elementary/Special Education
-  Assistant Professor of Health and Physical Education
-  Assistant/Associate Professor of Mathematics
-  Assistant/Associate Professor of Veterinary Science
-  FVSU Faculty Credentials Compliance Form
-  Faculty Performance and Assessment
-  Affirmative action policy
-  Sexual harassment
-  Non-Retaliation/Non-Retribution Policy
-  FVSU's Annual Performance Evaluation of Faculty
-  Faculty Handbook (p.23)
-  FVSU Faculty Handbook, pp. 42-44
-  BoR Policy 8.3.1
-  BoR Policy 8.3.4.3
-  BoR Policy 4.5
-  Leadership Engagement Achievement Professionalism (LEAP)
-  University College

6.2.a For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (*Faculty qualifications*)

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The [Faculty Roster Form](#) includes the disaggregation of both full-time and part-time faculty by academic department within each of the three colleges (College of Agriculture, Family Sciences and Technology (CAFST); College of Arts and Sciences; and College of Education and Professional Studies) for fall 2018 and spring semesters of 2019. These departments represent both single (e.g., biology, chemistry, etc.) and multiple discipline areas (e.g., agricultural sciences, behavioral sciences, etc.). The document specifically provides side-by-side information for each faculty member, full-time or part-time status; courses taught (developmental, undergraduate nontransferable, undergraduate transferable, or graduate); academic degree and coursework; and other qualifications and comments related to courses taught. The roster shows a healthy distribution of qualified, full-time and part-time faculty for each of the program areas at FVSU. It is important to note that FVSU also employs “administrative faculty” who are full-time at the institution and may teach courses. In such cases, their “administrative responsibilities” are not included in the Roster—only teaching responsibilities for administrative faculty are included.

Documentation and Justifications of Faculty Qualifications

Most of the documentation and justification of faculty qualifications for full-time faculty takes place as a part of screening by designated faculty members in the specific discipline who serve on search committee following the advertisement for the faculty position. Once the finalists are identified, their credentials are further reviewed by the search committee, department chair, the dean, and the Provost and Vice President for Academic Affairs. Following the final interviews, the potential faculty employee’s credentials are once again reviewed by department chair and dean

when making recommendations and by the Provost and Vice President for Academic Affairs when extending an offer for the advertised position. These credentials are constantly updated during annual and periodic performance reviews and when awarding promotions and tenure. Copies of documentations are maintained by department heads and academic deans for their respective units and by the Office of Human Resources (HR) and the Office of Academic Affairs for all of the university faculty.

For all part-time employees and emergency short-term hires the following faculty credential review form is utilized:

FORT VALLEY STATE UNIVERSITY
Fort Valley, Georgia

Review of Faculty Credentials

Name _____ College _____

Department _____ Teaching Area _____

1. Academic Concentration (18 semester hours at Master' s level or above required)

Course Number	Course Title	Institution	Semester Completed	Semester Hours

2. Fort Valley State University courses assigned based on the above analysis of credentials.

FVSU Course Number	Course Title	Semester(s) Taught

3. Analysis of consistency between credentials for teaching in an area and the courses being assigned.

4. Justification/ Rationale if sufficient coursework is not identified or the decision on continuation for appropriateness/qualifications for that assignment (NOTE: experience utilized for justification must be documented)

5. Recommendation for securing a translation by a Foreign Translation Service.

6. Response to initial review concerns.

7. Verification and Recommendation(s)

_____ Qualified to teach in the _____ academic discipline.

_____ Not qualified to teach in the _____ academic discipline, but qualified to teach in the _____ academic discipline at FVSU (Indicate coursework to justify alternative teaching area in the chart below):

_____ Not qualified to teach at the University level.

Course Number	Course Title	Institution	Semester Completed	Semester Hours

Department Chair_____

Date _____

Dean _____

Date _____

Supporting Documentation

 [Faculty Roster Form](#)

6.2.b For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
(*Program faculty*)

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

FVSU employs a sufficient number of full-time faculty members to ensure curriculum, quality, integrity, and review of each of its academic programs. As defined by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), “an academic program is a credential as defined by the institution.” FVSU has 38 such academic programs, currently active, consisting of 29 Bachelor’s degree programs, eight Master’s degree programs, and one Educational Specialist degree program. In addition, it has two Associate programs in Core Curriculum. A complete list of degrees and majors authorized for FVSU can be found at the [Board of Regents of the University System of Georgia](#). As stated in Standard 6.1, FVSU employs several ways of ensuring the academic programs’ quality, curriculum, integrity and review: hiring adequate number of highly qualified faculty for each academic program, setting faculty responsibilities, monitoring faculty performance via annual and multi-year performance evaluations, setting faculty workloads to meet the needs of individual academic programs, ensuring adequate number of faculty to meet the needs of academic programs, meeting the standards of program accrediting agencies, maintaining optimal class-sizes and student-to-faculty ratios, promoting student-faculty interaction, among others. In this section, disaggregated data by academic program are included for additional details. A great deal of oversight of the academic programs is conducted through program coordinators, department chairpersons, college deans, and ultimately by the provost and vice-president for Academic Affairs. This multi-level oversight ensures the quality and integrity of academic programs by defining and implementing effective teaching and learning practices that are educationally sound and appropriate to the program of study and mode of delivery. Many academic programs (e.g., criminal justice, social work, agricultural sciences, etc.) also integrate off-site

practicum/internship components into curricula, where an industry or organization or community partner actively contributes to the supervision and assessment of the student. Clear policies and procedures have been established to ensure the purpose of placements and the rights and responsibilities of all parties involved are documented and understood by way of a [Memorandum of Understanding](#).

Student credit hours generated by full-time and part-time faculty for each undergraduate and graduate majors within these colleges is included in [Tables 6.2.1](#) and [6.2.2](#), respectively, for fall semester 2018. Additionally, the table also provides the number of faculty, number and percent of classes taught by full-time and part-time faculty, and number and percent of student credit hours taught by full-time and part-time faculty. These data show that FVSU has maintained an adequate number of full-time faculty to meet its instructional requirements.

In addition, FVSU adopts an effective process to identify and allocate adequate resources to achieve the outcomes of academic programs, courses, and overall student success. For example, in 2018, FVSU undertook a Campus Prioritization Initiative. The initiative involved faculty and staff across the campus coming together in an organized manner under Academic Strategic Resource Allocation and Support Programs Task Forces and a consultant group for the purpose of reevaluating the strengths of each academic program and coming up with recommendations for programs that: (1) needed enhanced resourcing, (2) needed no change in resourcing; (3) needed reduced resourcing; (4) needed transformation; or (5) needed eliminating. The following recommendations were proposed by the taskforce, as outlined in [President Paul Jones' memorandum, dated January 18, 2018](#):

1. Eliminate the Vice Provost for Academic Affairs position, and leverage the capabilities of the Associate Vice President for Academic Affairs and Assistant Vice President for Academic Affairs relative to providing administrative oversight of programs such as Honors, Graduate Studies, and Undergraduate Research
2. In an effort to strengthen the College of Education (COE) and heighten university focus on national accreditation and professional programs, rename the COE to the College of

Education and Professional Studies.

3. Consistent with FVSU's Strategic Plan 2015-2020, Priority 1 (Land-Grant Mission Enhancement), a new position (Office of Land-Grant Affairs and Economic Development) will be created to leverage agriculture infrastructure for advancing the institution's land-grant mission and economic development initiatives. The position/office, reporting directly to the Office of the President, will jointly and collaboratively oversee land-grant affairs with the CAFST dean, the research director, and the extension administrator, and serve as the institution's front door for economic development initiatives. If FVSU moves forward with this proposal, Dr. Govind Kannan will assume this position, and a search will commence for a new CAFST dean.
4. Realign the Title III Program to the Office of the President to provide university-wide focus on FVSU's ongoing efforts and upcoming initiatives in this area.
5. Temporarily move the Vice Provost for Student Affairs to the Office of the President.
6. Realign the Office of the Registrar within Student Affairs, thus fostering a more cohesiveness enrollment management strategy that will be crucial to the OneStop Enrollment Shop initiative, which will be located in the Lyons Center following its renovation.
7. Realign the Women's Center under the Dean of Students, and combine this Center with the Women's Learning Community for a more structured approach.
8. Realign iHelp, Career Services, and LEAP into one functional area to provide collaborative professionalism and volunteerism services to students and industry partners.

Some of the recommendations have already been implemented while others are still being reviewed.

Comparison of Class Size Trends: FVSU is committed to providing a supportive environment in which students may be successful. Part of what FVSU examines to ensure that students have a quality learning environment is class size trends. FVSU strives to maintain small class sizes as

appropriate for the content and disciplines. As illustrated in Table 6.2.3 of the [FVSU Common Data Set 2018-2019](#), 70% of FVSU course sections and 84% of FVSU course subsections (i.e., lab or discussion session) had less than 30 students enrolled in fall 2018.

Table 6.2.3: Fall Semester 2018 Course Sections and Subsection and Class Size Trends

	Undergraduate Class Size (Number of Students)							Total
	2-9	10-19	20-29	30-39	40-49	50-99	100+	
Class Sections	138	92	100	70	58	16	0	474
Class Subsections	31	38	34	16	3	0	0	122

Source: FVSU Common Data Set 2018-2019.

Full-Time Faculty Workloads: As previously discussed, a full-time faculty workload at FVSU pertains to faculty members whose primary responsibility is teaching and whose teaching load (per academic year) is at least 24 semester credit hours of undergraduate courses, at least 21 credit hours of combined undergraduate and graduate courses, or at least 18 credit hours of graduate courses. The FVSU Faculty Handbook indicates that faculty designated with the responsibility of teaching, research, and services (i.e., Corps of Instruction), as defined and outlined in the Corps of Instruction by the BoR in the Academic Affairs Handbook, and further illustrated in the FVSU Faculty Handbook, is comprised of faculty whose primary responsibility is that of teaching and with whom the quality of instruction provided by the university rests.

As stated earlier, FVSU full-time faculty members are appointed on a nine-month or 12-month contract, depending upon their respective duties and responsibilities and upon their appointment is primarily teaching or research. The duties of full-time faculty include instruction, scholarly or creative activities, advising, and services at institutional, college, and departmental levels, as well as service to the community and professional associations. The usual division of effort is distributed as 70% for instruction, 20% for scholarly or creative activities, and 10% for service. Faculty who are on full-time research appointments are expected to spend most of their time on

conducting research and to balance their remaining time between teaching and providing service, the percentages for which are determined by the specific assignment.

FVSU is committed to providing high-quality instruction and cutting-edge research focused on finding solutions to real-world problems and extension to the community through service. High-quality instruction is provided by the credentialed and experienced faculty who are in sufficient amount to further the mission of the institution. Indices of the adequacy of number of faculty to support the mission and ensure the quality and integrity of academic programs can be found in the [FVSU Common Data Set 2018-2019](#). This data set shows that FVSU employed 118 instructional faculty in the academic year 2018-2019, of which 117 (or 99%) were full-time faculty; 82.2% belonged to minority groups; 59.3% were men; and 75.4% had earned doctorate or other terminal degrees.

Maintaining Program Quality: FVSU adopts several measures to maintain and enhance the integrity and quality of its academic programs. In addition to annual reviews of each academic program by department chairs, academic deans, and the Provost and Vice President for Academic Affairs, FVSU conducts a comprehensive program review of each academic program once every five years. This review process involves four steps: (1) the faculty of each discipline (academic program) is invited to compile and submit a self-study report to the Office of Institutional Research, Planning and Effectiveness (OIRPE); (2) the report is sent to the Comprehensive Program Review Committee, which is comprised of representative faculty from all colleges and departments, for review and assessment using a uniform three-point scale (1=Below Average, 2=Developing, or 3=Exemplary) on the rubric of four criteria (validity, productivity, quality, and pursuit of best practices) and provide any helpful feedback; (3) an external reviewer is invited from the area of discipline being reviewed who will then review the self-report, conduct on-site interviews with faculty, staff, students, and other stake holders, and submit the findings along with recommendations; and (4) the program/department chair meets with the Provost and Vice President for Academic Affairs to discuss the findings and recommendations and develop a

strategy for taking necessary steps (if needed) to strengthen the program quality and integrity. For samples of program reviews, visit [FVSU Academic Program Review](#).

Supporting Documentation



[Memorandum of Understanding](#)



[Table 6.2.1 Undergraduate Student Credit Hours by Full-time and Part-time Faculty](#)



[Table 6.2.2 Graduate Student Credit Hours by Full-time and Part-time Faculty](#)



[President Paul Jones' memorandum, dated January 18, 2018](#)



[FVSU Common Data Set 2018-2019](#)



[FVSU Academic Program Review](#)

6.2.c For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (*Program coordination*)

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable





Narrative

Per the [FVSU Faculty Handbook](#), p. 7, program coordination at FVSU is performed at both micro and macro levels. At the micro level, each academic program is coordinated by program coordinators, especially in the multi-disciplinary departments. Academic program coordinators are knowledgeable of university policies and procedures, understand the long-term goals and curricula of their programs, assist in recruiting faculty and students to their programs, communicate with alumni and professionals, collaborate with other programs in the university, supervise and monitor students' progression towards graduation, provide advice to students on unit-related matters including withdrawal, administrative issues, and clarification of matters in relation to the unit outline. In addition, they ascertain that their academic programs contain essential curricular components, have appropriate content and pedagogy, maintain discipline currency; and where applicable, program coordinators are also responsible for meeting the program accreditation standards. They perform these duties in coordination with other qualified faculty in their respective disciplinary areas as a shared responsibility. The [undergraduate](#) and [graduate](#) coordinators will report to department chairs or deans.

At the macro level, the deans of colleges, who typically report to the Provost and Vice President for Academic Affairs, are responsible for the coordination of the academic programs and instructional activities of the college and exercise general supervisory responsibility for research and service programs of the college. They are responsible for formulating and recommending proposed policies for the college and presenting them to the faculty for consideration; administering the rules and regulations enacted by the faculty; and presenting to the Faculty Senate those actions of the faculty that require confirmation or approval of the Faculty Senate before

becoming effective, apart from various other administrative duties. A complete list of deans' activities can be found in the [FVSU Faculty Handbook](#), pp. 7-8.

Supporting Documentation

-  [FVSU Faculty Handbook, p. 7](#)
-  [Undergraduate Program Coordinators/Chairs and their Credentials](#)
-  [Graduate Program Coordinators/Chairs and their Credentials](#)
-  [FVSU Faculty Handbook, pp. 7-8](#)

6.3 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. (*Faculty appointment and evaluation*)

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

FVSU complies with the USG [BoR Policy 8.3.1.2](#) which requires that the following minimum faculty employment qualifications shall be met by all USG institutions and all academic ranks:

1. Consistent with the SACSCOC requirements for institutional accreditation;
2. Evidence of ability as a teacher;
3. Evidence of activity as a scholar and ability in all other duties assigned;
4. Successful experience (which will necessarily be waived for those just entering the academic profession who meet all other requirements); and
5. Desirable personal qualities judged on the basis of personal interview, complete biographic data, and recommendations.

As outlined on FVSU’s website under “[Hiring Process](#),” the university hiring process is centralized and coordinated by the HR department for all classifications of employment. When a position vacancy occurs, the hiring department must submit the critical hire vacancy form, job vacancy posting request, and job description to the HR department. HR will post all approved employment opportunities to the FVSU [employment page](#) and work directly with the hiring department to fill the position. All applicants must apply for employment and provide three professional references. Additional application materials may be required depending upon the position. Apart from the above-listed USG BoR requirements, FVSU complies with other federal and state regulations (e.g., Equal Opportunity and Affirmative Action) and is committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described

in the Americans with Disabilities Act in completing the application and/or interview process as noted in the FVSU [Human Resources Policies](#). As specified in the [FVSU Faculty Handbook](#), pp. 50-51, the following steps are involved in faculty recruitment, application, and hiring process:

The Recruitment Process

Whether full or part time, faculty and academic administrators are recruited through a search process and recommended for employment following a review of their peers with subsequent reviews and approval by the college dean, the Provost and Vice President for Academic Affairs, and the president, the latter of whom is the only authorized person to extend the contract for employment.

New faculty members are recruited to fill positions or vacancies created by resignations, budget redirections, or dismissals. They may also be recruited to fill temporary appointments for a specific length of time. An example of the latter would be an appointment for a year or less to fill a temporary vacancy resulting from a regularly employed faculty member being on a leave of absence.

The Application Process

An employee application form must be completed and kept on file through the search process for each person formally applying for a faculty position at the university. An applicant will be ineligible for employment if he/she has been convicted of a crime involving moral turpitude, unless the applicant has been pardoned as provided by law. Background checks are required, and other forms are to be on-file as required by the USG prior to employment.

All non-faculty employees (e.g., permanent, temporary, part-time, seasonal, emergency/temporary, etc.) must complete the official employment application available in the HR office. In all cases, attention will be given to ensure adherence to all policies affecting employment, including the nepotism policy. Guidelines and procedures for the employment of non-faculty personnel are available in the EEO/Affirmative Action Office and the HR office.

The Provost and Vice President for Academic Affairs shall send to the president, who may send to the chancellor as necessary, the recommendation for employment of a non-citizen, certification that the services to be performed do not involve direct participation in the formulation, execution, or review of broad public policy, and that United States citizenship does not bear some rational relationship to the special demands of the particular position to be filled. Faculty members must have current, valid proof of employment eligibility in the U.S. due to citizenship, status as a permanent resident, or status as an employment-eligible non-resident when they begin work.

Non-resident international faculty at FVSU can be sponsored as short-term visiting scholars (J-1 visa) or for extended employment under an employment-sponsored visa (such as an H1B) through HR. International faculty may contact HR for advice and assistance regarding employment eligible visa status. Department chairs wishing to sponsor short-term scholars for J-1 visas should contact HR for assistance. FVSU sponsors filings for employer sponsored petitions (e.g., H1B) and permanent residency for full-time tenure track faculty only.

The Hiring Process

After the application for a faculty, classified staff, or academic administrator's position has been received, reviewed, and recommended for approval by the supervisor of the area to the appropriate vice president (faculty, academic administrators, and their staff are reviewed and recommended for employment by the Provost and Vice President for Academic Affairs), the complete hiring package, including the signed personnel action notice (PAN), is then forwarded to the Vice President for Business and Finance. This office processes the budget section of the form and verifies conformity with authorized salary levels, then signs and forwards the package to the president.

The president signs the PAN and issues a letter of agreement to the new hire (as appropriate). The hiring package is then sent to HR. When the director of this office sends a copy of the approved PAN to the unit chair, the hiring process is complete. A reporting date is established. An offer of employment is made by the unit chair at the approved PAN date. HR provides orientation for the new hire presenting all information required for payroll and benefits and gives a brief orientation

of the university's rules and regulations. A new employee package is provided. All required payroll forms are forwarded to payroll to officially place the employee on the payroll. For classified personnel, if a drug test or background check is required, such will normally be processed by HR on or prior to the official reporting date.

Because of the potential legal ramifications and violation of university policy, no supervisor is authorized to bring a person on board until each prescribed step for employment is completed and the new hire has been processed through HR. No academic officer, full- or part-time faculty member, or classified personnel is authorized to report for duty prior to receipt of the president's authorization of the processed PAN. New hires cannot start working until approval has been received.

Faculty Evaluation Policy

FVSU complies with the USG [BoR Policy 8.3.5](#) which stipulates that each member institution “shall establish definite and stated criteria, consistent with Board of Regents’ policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually.” FVSU conducts faculty performance evaluations annually, regardless of contract or tenure status, in accordance with published criteria, and utilizing a uniform [faculty evaluation form](#) available on the human resources section of its website. These evaluations aim to maximize faculty performance effectiveness in three areas (i.e., teaching, scholarship and creative work, and service) during the preceding calendar year (January 1 through December 31), and they are conducted by department chairs and reviewed by college deans.

Basic Categories of Faculty Performance: Basic categories of faculty performance evaluation are described as follows in [FVSU Faculty Handbook](#), pp. 32-34:

1. Teaching, Student Advisement, and Mentoring: This category of faculty performance refers to a wide variety of instructional activities that engage faculty peers and others to facilitate student learning. Teaching effectiveness at FVSU shall be assessed and evaluated

not only from the perspective of the teacher's pedagogical intentions, but also from the perspective of student learning.

Faculty members are encouraged to disseminate their best teaching practices to appropriate audiences and to subject their work to critical review. In addition to documenting teaching effectiveness in terms of student learning, faculty should provide other measures of teaching effectiveness, such as teaching awards, examples of student work and responses, feedback and recognition from local, state, and national organizations, evidence of handling diverse and challenging teaching assignments, securing grants for curriculum development or teaching techniques, accomplishments involving community-engaged pedagogy, and contributions to the achievement of departmental teaching-related goals.

Depending on the faculty member's context, evaluation of teaching and curricular contributions shall not be limited to classroom activities, but will also focus on the quality and significance of a faculty member's contributions to larger communities, for example, through activities such as curriculum development, community-engaged teaching practices, program assessment, student advisement and mentoring, public lectures and workshops, teaching abroad and international exchange, and student engagement in critical thinking.

Whatever the individual's relative emphasis in the other two agreed upon performance areas, all faculty members are expected to devote at least 5% of their time to the area of teaching, student advisement, and mentoring.

2. Research, Scholarship, and Creative Activity: Research, scholarship, and creative activity at FVSU is broadly defined as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the university. These professional activities become recognized accomplishments when the work exhibits the use of appropriate and rigorous methods is formally shared with others and is subject to informed critique and review.

Accomplishments shall be judged in the context of their use of current knowledge, their impact on peers and communities who are stakeholders in the processes, and the products of the research and creative activities. In evaluating scholarship, an attempt should be made to determine the quality and significance of the faculty member's accomplishments.

Contributions to the development of collaborative, interdisciplinary, cross-institutional, international and/or global, or community-engaged research activities are highly valued. Documenting collaborative research might involve evidence of individual contributions (e.g., quality of work, completion of assigned responsibilities, etc.); work facilitating the successful participation of others (e.g., skills in teamwork, group problem solving, etc.); and/or the development of sustained partnerships that involve the mutually beneficial exchange of knowledge and resources. FVSU recognizes grantsmanship, publishing in pedagogical journals or making educationally focused presentations at disciplinary and inter-disciplinary gatherings and professional conferences that advance research practices, the scholarship of teaching, and curriculum innovation or practice.

In certain fields such as writing, literature, performing arts, fine arts, and broadcast media or related fields, distinguished creation should receive consideration equivalent to that accorded to distinction attained in more traditional areas of research. In disciplines such as music, activities such as conducting and directing, choreography and composition, etc. are evidence of a candidates' creativity.

Whatever the individual's relative emphasis in the other two agreed upon performance areas, all faculty members are expected to devote at least 5% of their time to the area of research, scholarship, and creative activity.

3. Professional Service: Professional service involves the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the university, the community, or the profession. Whatever the individual's relative emphasis in the performance areas, all faculty members are expected to devote at least 5% and up to

10% of their time (not including faculty members with an agricultural outreach emphasis) to the professional service activities essential to the functioning of the institution. Institutional service is a vital part of faculty governance and should be recognized in the faculty performance review process.

Service to communities external to the university and the profession is highly valued and frequently enhances teaching, research, and creative activities. External service might also include developing linkages with partner institutions, both locally and globally.

In all types of professional service, documentation of service shall focus on quality and significance rather than on a plain recitation of tasks and projects. Documentation of the products or outcomes of professional service should be provided by the faculty member and considered as evidence for the evaluation of his or her accomplishments. Documentation should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness. Some examples of documentation of the impact of the faculty member's role in service activities may include the following:

- An explanation of the scholarly work involved in the service role;
- Copies of minutes and/or number of hours met;
- Copies of products developed;
- Measures of the impact or outcome of the service role; and
- An explanation of the unique contribution of leadership roles or recognition by others concerning these contributions.

In addition, periodic faculty reviews are conducted for full-time faculty on tenure-track in their third-year of employment (pre-tenure review) and in their fifth year (tenure and/or promotion review). All tenured faculty shall undergo review once in every five years following the award of tenure (post-tenure review). Process of these evaluations are stated in the [FVSU Faculty Handbook](#), pp. 35-40.

Student Evaluations of Faculty: The [BoR Policy 8.3.5.1](#) requires that “each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students.” FVSU has adopted online [course evaluations](#) method for students to complete the instructional assessment form (IAS) at the end of each semester they enrolled in classes. FVSU’s OIRPE organizes these evaluations, compiles data, and shares it with respective faculty members via the online faculty portal for them to retrieve and review the results and implement strategies to improve their methods of teaching if necessary. These evaluations are taken into consideration in assessing faculty instructional effectiveness during their annual and periodic performance reviews, along with other criteria, and factored into evaluation scores.

Faculty Employment—Renewal/Removal/Resignations/Suspensions/Terminations

FVSU has established policies on faculty employment in terms of their continuous employment, renewal of contracts, removal, resignation, suspensions, and terminations as outlined in the [Faculty Handbook \(pp. 52-54\)](#). The University System of Georgia [Human Resources and Administrative Practice Manual](#) provides definitions of the terms of dismissal, demotions, and suspensions.

A. Continuous Employment

Tenured Faculty: Unless cause has been established otherwise, all tenured faculty members employed under written contract for the academic year (i.e., two semesters) and for the fiscal year (i.e., 12 months) will automatically be issued a contract, respectively, for the ensuing academic or fiscal year. However, fiscal faculty should remain cognizant of the fact that tenure at the university is only guaranteed for a nine-month period only. Tenured faculty employed under written contract for the fiscal or academic year shall give written notice of their intention to resign to the President or his/her authorized representative, postmarked no later than February of the year, immediately preceding the expiration of the contract period.

Non-tenured Faculty: Each year, immediately preceding the expiration of a contract period, the President of the University or his/her authorized representative shall, in writing, advise

all non-tenured faculty employed under written contract if an employment contract for the succeeding academic year will be offered. The written notice to the effect that an employment contract will not be issued shall be delivered by hand or by certified mail to the addressee, with receipt to show delivery and the address where delivered.

B. Transition in Contract:

When a fiscal year administrative employee returns to an academic appointment as a faculty member, the salary shall be determined on the same basis as other faculty members with similar rank and experience within the department to which he/she returns or those in other similar positions within the institution.

C. Non-Renewal of Contract

Lecturers & Senior Lecturers: Full-time lecturers and senior lecturers are appointed by institutions on a year-to-year basis.

Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

1. For lecturers with less than three (3) years of full-time service, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers with three (3) or more years but less than six (6) years of full-time service, institutions must provide non-reappointment notice at least thirty (30) calendar days prior to the institution's first day of classes in the semester.
3. For senior lecturers or lecturers with six (6) years or more of full-time service, institutions must provide non-reappointment notice at least one hundred and eighty (180) calendar days prior to the institution's first day of classes in the semester.

Lecturers or Senior Lecturers who have served for six (6) or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution (See [Appendix 9: Grievance and Conflict Resolution Procedure for Faculty and Staff](#), in FVSU Faculty Handbook). The procedures must be approved by the Chancellor or his/her designee prior to implementation.

In no case will the service as lecturer or senior lecturer imply any claim upon tenure or reappointment under other conditions than those above.

Suspension of Faculty Members: The President may at any time suspend any University Faculty member for cause.

Dismissal of Faculty Members: The grounds and procedure for dismissal of University Faculty shall be in accordance with [Section 8.3.9](#) of USG BoR Policy Manual on Discipline and Removal of Faculty Members. Section 8.3.9.1 states that a tenured or non-tenured faculty member may be dismissed before the end of his or her contract term for the following reasons, provided that the institution has complied with the procedural due process requirements:

1. Conviction or admission of guilt of felony or of a crime involving moral turpitude during the period of employment or prior thereto if the conviction or admission of guilt was willfully concealed;
2. Professional incompetency, neglect of duty, or default of academic integrity in teaching, research, or scholarship;
3. Unlawful manufacture, distribution, sale, use, or possession of marijuana, a controlled substance, or other drugs as defined by applicable laws; teaching or working under the influence of alcohol or illegal or dangerous drugs, which interferes with the faculty member's performance or duties or responsibilities to the institution or his or her

- profession;
4. Conviction or admission of guilt in a court proceeding of any criminal drug offense;
 5. Physical or mental incompetency as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;
 6. False swearing with respect to official documents or statements filed with or given to the institution;
 7. Disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity;
 8. Violation of Board of Regents' policies; and,
 9. Other grounds for dismissal as may be specified in the institution statutes of the institution, which may supplement the Board of Regents' policies governing causes and procedures for dismissal.

In addition to the above grounds in the BoR policy, FVSU policy ([p.64, Faculty Handbook](#)) stipulates two more grounds for early dismissal of tenure or non-tenured faculty. They are:

1. Failure to comply with expectations for submitting pre-tenure or post-tenure documents after a reasonable period of time beyond the published schedule; and
2. Failure to meet the requirements of the Professional Development Plan according to the time frame which has been provided subsequent to Post-tenure review.

FVSU, in compliance with the USG BoR guidelines, has an established policy to provide an avenue for a grievance or [disciplinary review](#) to handle claims that a person has been harmed by any action that violates the policies of either the institution or the BoR. An employee may file a grievance only if:

1. The employee has been suspended; or
2. The employee has been discharged; or
3. The employee has been demoted, or their salary has been reduced.

An employee may not file a grievance, even in the above circumstances, if:

1. The discharge occurred during the six (6) month provisional period;
2. The employee has been adversely affected by a reorganization, program modification or financial exigency;
3. The issue underlying the grievance is a charge of discrimination on the basis of race, sex, age, disability, religion or sexual discrimination. Such charges should be directed to the appropriate resource official shown in Table 6.3.1 below.
4. The issues being grieved have been previously heard by an administrative panel at the institution.

For all valid grievances involving early dismissal, the preliminary dismissal procedures, provision for a hearing committee, and final dismissal procedures are available in [Faculty Handbook, pp.64-68](#).

Table 6.3.1: Grievance Type and Corresponding Resource Official

Type of Grievance	Resource Official
Administrative and teaching faculty alleging discrimination on the basis of race, color, religion, national origin, gender, age, disability or veteran status	Director of EEO and Diversity Programs
Any teaching faculty member with a complaint/grievance	Chief Compliance Officer
Administrative and teaching faculty alleging failure by the institution to provide access to facilities under the Americans with Disabilities Act (ADA)	Director of Plant Operations
Administrative faculty alleging failure by the institution to provide non-facility accommodations for a disability under the Americans with Disabilities Act (ADA)	Director of Human Resources
Teaching faculty alleging failure by the institution to provide non-facility accommodations for a disability under the Americans with Disabilities Act (ADA)	Associate Vice President for Academic Affairs
Any administrative or teaching faculty member with complaint/grievance that cannot be resolved on campus	University System Consortium on any Negotiation and Conflict Resolution (CNCR)

Intention to Renew Contracts and Resignations

- A. Tenured: All tenured faculty members employed under written contract for the fiscal or academic year shall give at least sixty days written notice of their intention to resign to the President of the institution or to his/her authorized representative.
- B. Non-tenured: Each year, on or before the dates specified in BoR tenure regulations, the president of an institution or his/her authorized representative, shall advise, in writing, all non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor) and who are employed under written contract whether an employment contract for the succeeding academic year will be offered to them. Such written notice shall be delivered by hand or by certified mail, to be delivered to the addressee only, with receipt to show to whom and when delivered and the address where delivered.

Notice of intention to renew or not to renew a non-tenured faculty member who has been awarded academic rank of instructor, assistant professor, associate professor, or professor shall be furnished, in writing, according to the following schedule:



















- at least three months before the date of termination of an initial one-year contract;
- at least six months before the date of termination of a second one-year contract;
or
- at least nine months before the date of termination of a contract after two or more years of service in the institution.

This schedule of notification does not apply to persons holding temporary or part-time positions, or persons with courtesy appointments, such as adjunct appointments.

Non-tenured faculty and other non-tenured personnel employed under written contract shall be employed only for the term specified in the contract, and subsequent or future employment, if any, shall result solely from a separate offer and acceptance requisite to

execution of a new and distinct contract.

Supporting Documentation

-  [BoR Policy 8.3.1.2](#)
-  [FVSU Hiring Process](#)
-  [FVSU Employment Page](#)
-  [FVSU Human Resources Policies](#)
-  [FVSU Faculty Handbook, pp. 50-51](#)
-  [BoR Policy 8.3.5](#)
-  [Faculty Evaluation Form](#)
-  [FVSU Faculty Handbook, pp. 32-34](#)
-  [FVSU Faculty Handbook, pp. 35-40](#)
-  [BoR Policy 8.3.5.1](#)
-  [Course Evaluations](#)
-  [Faculty Handbook \(pp. 52-54\)](#)
-  [Human Resources and Administrative Practice Manual](#)
-  [Appendix 9: Grievance and Conflict Resolution Procedure for Faculty and Staff](#)
-  [BoR Section 8.3.9](#)
-  [p.64, Faculty Handbook](#)
-  [Disciplinary review](#)
-  [Faculty Handbook, pp.64-68](#)

6.4 The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (*Academic freedom*)

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The USG [BoR Policy 6.5](#) specifies that:

As public institutions of higher education, USG institutions must promote open ideas and academic freedom on their campuses. While institutions may need to enact policies to promote campus safety, to ensure the proper functioning of the academic environment and institution activities, or to further other important institution objectives, those policies should not unduly burden the free expression rights of students, faculty, and staff. Any parameters placed on the time, place, and manner of expression must not be based on the content of the expression.

Complying with the above requirement, FVSU implements appropriate policies and procedures for preserving and protecting academic freedom as published in its [FVSU Faculty Handbook](#), p. 10, so all faculty members can enjoy exercising, without penalty for such exercise, all the rights of an American citizen, as well as the rights of academic freedom as they are generally understood in the teaching profession. For more information, see the university's [Free Speech Policy](#) and [Non-retaliation/Non-retribution Policy](#).

Academic Freedom and Tenure

FVSU subscribes to and endorses statements published by the American Association of University Professors (AAUP) that define the academic responsibilities of faculty members (Excerpts from the 1940 Edition of the [AAUP Policy Documents and Reports](#). The document is also on file at the Hunt Memorial Library in the general reserve section.

Academic Freedom

Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. It is to be noted that any research for pecuniary returns should be based upon an understanding with the university's administration.

Faculty members are entitled to freedom in the classroom in discussing their subject in the spirit of critical thinking, but they should be careful not to introduce into their teaching controversial matter that has no relation to the subject matter under discussion.

College or university faculty members 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. As scholars and educational officers, they should be cognizant of the fact that the public might judge their profession and their institution by their utterances. Hence, they should always be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.






Faculty members who feel that their academic freedom has been violated are entitled to redress via petition to their next-level supervisor. The petition must outline the specific violations of academic freedom, the individual to whom the allegation(s) is (are) directed, and any and all other pertinent information necessary to decide upon the validity of the allegations. The department head/dean will forward the petition to the Provost and Vice President for Academic Affairs, who will convene a faculty committee to review the allegations and report its findings to the Provost and Vice President for Academic Affairs.

Policy Implementation

The FVSU Faculty Senate has a standing Committee on Faculty Welfare, which is charged to review and recommend institutional policies or guidelines related to the well-being of the faculty including academic freedom among others (i.e., promotion, tenure, faculty leave policy, health and life insurance, fringe benefits, retirement, etc.) as outlined in the Article IV, Section 1 C(i) of the

Faculty Senate Bylaws. FVSU has no academic freedom grievances or publicized cases regarding academic freedom.

Supporting Documentation

-  [BoR Policy 6.5](#)
-  [FVSU Faculty Handbook, p. 10](#)
-  [FVSU Free Speech Policy](#)
-  [FVSU Non-retaliation/Non-retribution Policy](#)
-  [American Association of University Professors \(AAUP\) Policy](#)

6.5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

(Faculty development)

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

FVSU supports faculty in meeting and exceeding their professional expectation at all stages of their careers through leadership development, faculty professional development, faculty service recognitions, and awards.

Leadership Development

FVSU recognizes the importance of faculty development in their leadership opportunities. President Paul Jones initiated the FVSU Leadership Development Program in 2016. An inaugural group of 16 faculty and staff members participated in a year-long training from consultant staff at the Leadership Institute of Columbus State University. Each year since then, a group of selected faculty and staff are encouraged to undergo this training to acquire and/or strengthen their [leadership skills](#).

President Jones also initiated a [Presidential Research Enhancement Program](#) (PREP) upon his arrival in 2016. Organized through the Office of Sponsored Programs, this initiative awards faculty mini-grants as seed money to develop a proposal which can be submitted to a federal, state, or private funding source for other grant opportunities. Awards are up to \$5,000 per academic semester, but do not exceed \$10,000 in an academic year. This initiative aims to inspire faculty innovation, creativity, and problem solving, three things that are vital for all institutions of higher learning.

In fall 2018, the Provost and Vice President for Academic Affairs initiated the [Provost Faculty Fellows Program](#). Each academic year, this initiative facilitates two selected faculty members to work closely with the Provost and Vice President for Academic Affairs on an administrative project (e.g., facilitating effective communication, increasing faculty participation in the University College, enhancing honors program, improving course scheduling and registration, progressing technology integration into the classroom, or establishing effective faculty and staff recruitment procedures). Participant faculty members can choose any administrative project that interests them from the identified list of university-wide issues, meet with the Provost and Vice President for Academic Affairs and other institutional leaders periodically, and have the opportunity to attend a regional or national leadership development program or conference pertaining to their selected project. At the conclusion of the program period, which spans for an academic year, each [Provost Faculty Fellow](#) prepares a final report and maintains a leadership role in the program by mentoring future Fellows.

Faculty Professional Development

FVSU provides [Faculty Professional Development](#) opportunities through its Center for Teaching and Learning (CTL), whose mission is to provide pedagogy, technology, and professional development support to faculty, and thereby aspire to enhance the teaching and learning environment at FVSU.

The Professional Development Coordinator/CTL Director develops a [Faculty Development Training Schedule](#) through a series of workshops on various topics related to pedagogy of teaching, scholarship and research, technology use, preparation for pre-tenure/tenure, etc. throughout the academic year which allows [faculty](#) to attend workshops without interfering with their regular class schedules. In addition, scholars with considerable experience in the field are brought in from within and outside the university to make professional presentations, conduct workshops, and interact with interested faculty on a one-on-one basis. FVSU's CTL also disseminates information on upcoming opportunities for professional development outside the campus for interested faculty members.

Faculty Service Recognitions and Awards

In addition to its [annual recognitions of faculty](#) for their length and quality of service, as well as for scholarship, grant writing, and creative activities, FVSU also participates in USG's system-wide award programs (e.g., Chancellor's Learning Scholars, Regents' Teaching Excellence Awards for Online Teaching, Regents' Scholarship of Teaching and Learning Awards, Regents' Momentum Year Award for Excellence in Advising and Student Success, Regents' Momentum Year Award for Excellence in Teaching and Curricular Innovation, etc.) by nominating deserving and highly accomplished faculty members.

While these awards and recognitions may be limited to top-performing faculty members, all faculty have opportunities for the award of merit raises based on their performance level subject to budget approval by the Chancellor and USG BoR.

Faculty Travel Support

To further support the development of faculty, resources are provided through [Title III funds](#) for faculty to attend professional conferences and make scholarly presentations and travel in the performance of their official duties. Faculty are entitled to reimbursement for expenses incurred if they follow the current Institutional Travel Regulations and Guidelines, as specified in Section 11 of the [FVSU Standard Operating Policies and Procedures Manual](#), pp. 47- 49.

Thus, FVSU makes every effort to provide various opportunities, necessary resources and encourage faculty to engage in professional development. It is imperative that all faculty members present compelling evidence of ongoing professional development in teaching, research, and service for the award of tenure, promotion in rank and a successful post-tenure review. In addition, the FVSU Faculty Handbook emphasizes the importance of professional development for merit-based salary increases (p.57), where it states:

The criteria for determination of the extent of such [merit] increases shall include teaching ability, completion of significant professional development activities including the

attainment of additional academic degrees, promotion in rank, seniority, research productivity, academic achievements and publications, academic honors and recognitions, relevant to professional achievements and recognitions...

Faculty of FVSU hold the necessary credentials to serve and meet the high expectations and demands of a diverse and growing student population. With support from university administration, continued training and professional development opportunities make this endeavor possible.

Supporting Documentation

-  Leadership skills
-  Presidential Research Enhancement Program
-  Provost Faculty Fellows Program
-  Provost Fellows Summary
-  FVSU Faculty Professional Development
-  FVSU Faculty Professional Development Training Schedule
-  Annual Recognitions of Faculty
-  Title III funds
-  FVSU Standard Operations Policies and Procedures Manual