

Academic Affairs Policy and Procedures Manual

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Absence from Class

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021; Updated March 27, 2025)

Emergency or Illness

If a faculty member is unable to meet his/her classes or discharge other scheduled duties due to illness, an emergency, or other unexpected developments, the dean, associate dean, assistant dean, or department chair should be notified at the earliest possible opportunity. If unable to reach any of them, contact the Provost and Vice President for Academic Affairs or the Office of the President. In all cases, the dean, associate dean, assistant dean, or department chair should be fully informed as soon as possible, and arrangements should be made for classes to receive comparable or compensatory learning experiences and/or for the faculty member's other responsibilities to be met.

Proctoring Examinations

If a scheduled examination or other graded activity is to take place in the faculty member's absence, the examination or activity must be proctored by a member of the corps of instruction.

Professional Development

Faculty members of Dalton State College are encouraged to participate in the professional organizations of their disciplines and in other professional development activities that will enhance their effectiveness as classroom instructors. When these activities require absence from the campus at times when teaching and other duties are assigned, the institution must determine that this absence is in the best interest of the instructional program and the students. This must be discussed with the dean, associate dean, assistant dean, or department chair well in advance of the proposed absence. If it is determined that the absence is warranted, arrangements must be made for the faculty member's classes to receive comparable or compensatory learning. If a faculty member will be traveling internationally, the individual must complete a Travel Authorization through the GeorgiaFirst Self-Service/PeopleSoft Expense Module. Those who encounter issues accessing the Travel Authorization feature in the Expense Module should contact the Department of Accounting for assistance. Permission to access the Travel Authorization page may need to be granted.

Substitute Teaching

If substitute classroom teaching during the absence is approved by the dean, associate dean, assistant dean, or department chair, it is normally conducted by other members of the regular faculty with no additional compensation. However, if the absence exceeds two consecutive weeks of instruction, substitute teaching by qualified regular or temporary faculty may be compensated at a pro rata proportion of the appropriate temporary salary.

Academic Alert

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

Faculty should complete an Academic Alert report in BANNER for any student experiencing academic difficulty (e.g., excessive absences, missed assignments, and poor performance). Once submitted, the academic success coach will reach out to these students offering services from the Center for Student Success and Advising Support. The academic success coach assists students with study skills, time management, motivation, and major choice. Students will be encouraged to use resources such as the tutoring center, a study skills video, the Writing Lab, the Math Lab, or career services to improve their chances of success. Students' advisors are automatically copied on all academic alerts submitted.

Academic Freedom Policy and Dispute Resolution

(Reviewed by Academic Affairs and Approved by the Faculty Senate, June 16, 2022; Approved by the Full Faculty August 12, 2022)

Academic Freedom Policy Statement

(Reviewed by Academic Affairs and Approved by the Faculty Senate, October 8, 2020)

All employees are entitled to academic freedom. Dalton State College subscribes to the principles of academic freedom expressed in the [“Statement on Academic Rights and Responsibilities” issued by the American Council on Education in 2005 \(ACE\)](#). While members of the College’s faculty are entitled to full academic freedom as described there, in their interactions with students, they are expected at all times to maintain the highest standards of academic professionalism and to make every effort to assure unimpeded intellectual diversity in their classrooms and other instructional venues.

Academic Freedom Dispute Resolution Procedure

As stated in the Faculty Senate Bylaws, the Faculty Welfare Senate Committee “shall resolve disagreements between faculty and administrators regarding academic freedom and make recommendations regarding such disagreements to the Provost and Vice President for Academic Affairs.” Before bringing a dispute regarding academic freedom to the Faculty Welfare Committee, a faculty member should attempt to resolve the dispute with their immediate supervisor. This should include discussions with their department chair or associate dean, as applicable. If the dispute cannot be resolved at this level, faculty should then seek resolution from their dean. If a resolution still cannot be reached, a faculty member can request that the dispute be heard by the Faculty Welfare Committee, using the procedure below, after which the Committee shall make recommendations regarding the dispute to the Provost and Vice President for Academic Affairs. Any faculty member that seeks the involvement of the Faculty Welfare Committee for resolving the dispute shall not be harassed, intimidated, or otherwise penalized for utilization of this procedure.

To begin the process of involving the Faculty Welfare Committee, a faculty member shall contact the Chair of the Faculty Welfare Committee and explain the nature of the dispute. Within 10 working days, the Chair shall take the following actions:

1. Contact the administrator(s) involved in the dispute, providing notification that the faculty member has asked the Faculty Welfare Committee to become involved in achieving a resolution;
2. Contact the members of the Faculty Welfare Committee, informing them of the request for the Committee to hear the dispute;
3. Coordinate with the faculty member, administrator(s), and Committee members to schedule an online or in-person Committee meeting to address the dispute regarding

academic freedom, notifying those involved of the scheduled meeting at least 3 working days in advance.

At the scheduled date and time, the Committee shall meet to hear the dispute and make its recommendation for resolution. Both the President of Dalton State College and the Provost and Vice President of Academic Affairs are members of the Committee but should not take part in this meeting, nor be counted as Committee members when determining if a quorum is present. The meeting will be presided over by the Chair of the Faculty Welfare Committee. Should the Chair of the Committee be unable to preside, due to absence or direct involvement in the case under review, then the remaining Committee members will elect a moderator for the meeting, who will complete all obligations of the Committee Chair related to the Committee's investigation. During and after the meeting in which the dispute is heard, the Chair shall have the following responsibilities:

1. Ensure that the Secretary of the Committee, or another Committee member, records the minutes of the meeting;
2. Ensure that a quorum of at least half of the Committee is in attendance, excluding from the count the faculty petitioner and administrator(s), if they are members of the Committee, and the DSC President and VPAA;
3. Allow the faculty member who requested the meeting to present their perspective on the dispute related to academic freedom, including any evidence or witnesses;
4. Allow the administrator(s) involved to present their perspective on the dispute, including any evidence or witnesses;
5. Allow Committee members to ask questions of both the faculty member and the administrator(s);
6. Dismiss the faculty member and the administrator(s) involved in the dispute from the meeting (even if the faculty member or administrator(s) are Committee members);
7. Lead a discussion with the Faculty Welfare Committee to determine the findings and recommendations of the Committee, with a majority vote needed to confirm the final findings and recommendations of the Committee;
8. Within 10 working days, submit in writing the findings and recommendations of the Committee to the Provost and Vice President for Academic Affairs, including a plan for how to resolve the disagreement related to academic freedom.

The findings and recommendations made by the Faculty Welfare Committee and sent to the Provost and Vice President for Academic Affairs shall be advisory only and shall in no way bind or commit the VPAA to any suggested course of action. Within 10 working days of receiving the Committee report on the dispute, the VPAA shall advise the faculty member and administrator(s) involved in the dispute of their decision related to academic freedom. If either the faculty

member or administrator(s) disagrees with the decision, they may appeal to the President of Dalton State College. The appeal must be submitted in writing to the President within 10 working days after being notified of the decision by the VPAA. The President shall advise the faculty member and administrator(s) involved in the dispute, within 10 working days, of their decision related to dispute. The decision made by the President of Dalton State College shall be considered final.

Changes to the Academic Freedom Policy and Dispute Resolution Procedure

Any changes to the Academic Freedom Policy or the Academic Freedom Dispute Resolution Procedure shall first be approved by a majority vote of the Dalton State Faculty Senate. If the Senate approves the changes, they shall be presented at the next meeting of the full faculty, with a majority vote needed for final approval.

Academic Progression

(Reviewed by Academic Affairs and Approved by the Faculty Senate, February 11, 2021)

To remain in academically good standing, students must maintain an institutional GPA of 2.0 or higher. Students who do not maintain a 2.0 move through a sequence of statuses ranging from Academic Warning to Academic Probation to Academic Suspension to Academic Dismissal. See complete information [here](#).

Annual Evaluation of Deans, Associate/Assistant Deans, and Department Chairs

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 5, 2020)

Department chairs, assistant deans, associate deans, and deans at Dalton State are evaluated continuously by supervisors and are formally evaluated at least once each year. The deans and the members of the President's Executive Cabinet (the President, Provost and Vice President for Academic Affairs, and the Vice President for Student Affairs and Enrollment Management, and the Vice President for Fiscal Affairs) are evaluated by their subordinates every other year. The essential focus of this process is the improvement of institutional effectiveness through enhanced administrative support of the mission of the institution. Faculty are sent a link to the online evaluation component for their department chairs and/or associate or assistant deans in early March and a link to the online evaluation component for their deans by middle March. These evaluations are anonymous.

Annual Evaluation of Full-time Faculty

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 5, 2020; updated April 21, 2025, to reflect BOR policy change related to accrediting bodies)

Policies of the Board of Regents require each institution to evaluate the performance of each faculty member at least once a year. The primary focus of this requirement and similar accreditation criteria is the improvement of teaching effectiveness.

Although evaluation is a continuous process, the formal annual evaluation of regular faculty members and administrators normally occurs during the spring semester. Components include the faculty member's Annual Report, which enables each member of the faculty to report both quantitative and qualitative accomplishments in the areas of teaching, student success, service to the institution and community, research/scholarship/creative work, and professional growth/development. Faculty members may also offer summary evaluations of their courses, discipline, school or department, and the institution, along with other appraisals or recommendations for the improvement of instructional or institutional effectiveness. The Annual Report and other reports should be the result of thoughtful, reflective, and candid analyses of one's achievements related to one's professional self, school, department (if applicable), and the institution. Student evaluations, including written analyses of these assessments by the faculty member's immediate supervisor, are a consideration in the annual process as noted in the [*Board of Regents' Policy Manual, Section 8.3.5.1.*](#)

In preparing for the formal annual evaluation session, the faculty member's immediate supervisor will complete the Faculty Annual Evaluation form. The faculty member will receive a copy of the Faculty Annual Evaluation form and may attach a response before returning a signed copy after the evaluation meeting.

Other evaluation methods may include the following:

- Direct in-class observation of instruction
- Review of course syllabi
- Review of grade distributions and DFW rates
- Review of instructional materials
- Assessment of professional responsibilities

Throughout the continuous evaluation process and in the formal annual evaluations used for recommending renewal or nonrenewal (for non-tenured faculty), and in awarding tenure, promotion, and merit salary adjustments, the essential criteria are based on those specified by Regents' policy: teaching effectiveness, commitment to student success, service to the institution and community, research/scholarship/creative work, and professional growth/development.

Details concerning the faculty evaluation process may be found in the *Faculty Evaluation Manual*. The appeals process for situations in which a faculty member and supervisor have reached an impasse regarding setting and/or achieving annual goals and annual evaluations is located in Section 8.0 of the manual.

Annual Evaluation of Part-time Faculty

(Reviewed by Academic Affairs and Approved by the Faculty Senate, September 14, 2023)

Part-time faculty, including dual-enrollment faculty teaching at off-campus instructional sites, are evaluated on a yearly basis. For part-time instructional faculty, deans, chairs, or their designees evaluate the faculty member using the Part-time Faculty Annual Evaluation Form located in Appendix E of the *Faculty Evaluation Manual*.

Part-time faculty members for the nursing programs in the School of Health Professions, who are utilized only in the clinical setting, are evaluated each fall by the immediate supervisor using student course evaluations, which include a section with questions pertaining to clinical instruction, course coordinator feedback, and behaviors associated with applicable Standard Faculty Responsibilities (attends clinical as scheduled, informs chair or dean of absences, receives satisfactory clinical teaching evaluations, completes projects and paperwork as assigned, and acts in a professional manner).

Part-time faculty members in the nursing and radiologic technology programs in the School of Health Professions whose responsibilities are limited to supervising the clinical education of students in the medical setting (clinical instructors and preceptors) are evaluated by the students at the end of each semester using the Evaluation of DSC Clinical Instructor (CI) or Preceptor form. The director of the educational program compiles the data and provides feedback to the clinical instructors/preceptors by the following procedures. For the radiologic technology program, feedback is given to the clinical instructors at the annual CI Workshop for the program and includes an annual report for each clinical instructor with a cumulative review of three semesters of student evaluations. For the nursing program, feedback is given to each preceptor at the end of each semester.

Part-time faculty members in the School of Education whose responsibilities are limited to supervising teacher education students in the school setting (clinical supervisors) are assessed each semester using the Candidate's Evaluation of DSC Supervisor form. At the end of the year, the dean of the School of Education ensures completion of a Part-Time Faculty Evaluation Instrument. Feedback is provided to the clinical supervisors on a yearly basis.

Artificial Intelligence

(Proposed by the AI Committee, Reviewed by Academic Affairs, and Approved by the Faculty Senate, February 13, 2025)

Dalton State College and AI

Introduction

Dalton State College embraces innovation as part of the college's academic mission, including Artificial Intelligence (AI). AI can be a beneficial tool and an asset within higher education for

personalizing and supporting learning experiences and research. AI has diverse and versatile applications at Dalton State, both inside and outside the classroom. However, using AI should not function as a replacement for critical thought or personal academic effort and achievement. Therefore, the use of AI, while encouraged within a variety of academic and professional settings and contexts at Dalton State, will also be monitored for misuse, according to Dalton State's [Ethical Conduct Policy](#) and [Student Code of Conduct](#). As AI develops and becomes more integrated within professional settings and the workplace, Dalton State policy will be monitored to ensure academic freedom is maintained.

During their academic careers, Dalton State students will learn about the ethical and appropriate use of AI. With the goal of helping students develop AI proficiency as the use of AI technology expands in various fields, the College will ask each discipline to use existing department/school curriculum committees or create similar committees to determine how AI can be addressed within the disciplines. Academic departments and schools will also be asked to identify AI liaisons to provide outreach and support to faculty in their application of AI. All information, such as Dalton State's AI Libguide, will be added to each class in GeorgiaView, and consideration will be given to adding an AI component to first-year experience. As AI is quickly evolving, Dalton State will also regularly provide faculty access to professional development related to AI.

AI Literacy

According to the University System of Georgia guidelines, Artificial Intelligence (AI) is defined as a technology family that enables computers to perform a variety of advanced functions, including the ability to process visual cues, understand and translate spoken and written language, analyze data, and make recommendations from those analyses. AI literacy includes both understanding artificial intelligence technology and possessing the skills to successfully utilize it. Critical thinking is key to AI literacy; one must be able to harness AI technology, assess AI output, and intelligently use the provided output to accomplish one's tasks.

To be AI literate, one must understand:

- What AI is, along with the basics of how AI functions and the different types of AI.
- How to use AI technology within the workplace and within one's chosen career and profession.
- Humans, rather than just being consumers of AI, are AI collaborators/partners.
- The ethical concerns of AI use.
- The limits of AI, especially related to accuracy and bias, and how to navigate these limits.
- How and when to cite the use of AI.

An institution's reputation is built on its commitment to ethical principles. Colleges and universities are held to high moral standards by the public, and unethical behavior—whether it's academic dishonesty, questionable research practices, or inappropriate use of AI—can severely

damage their reputation. Dalton State is committed to transparency about when and how AI is used, including full disclosure where it might involve privacy and security issues as an institution. Because AI, at this stage, is known to reflect bias, Dalton State recognizes that AI must be used with awareness and discernment about bias. Dalton State also recognizes that we are responsible for understanding our community's and regional employers' needs for AI-literate graduates entering the workforce, including a strong understanding of its ethical use. Dalton State will be responsible for overseeing and updating these policies as needed and providing guidance on ethical practice.

Ethical Use

For Students

When AI use is permitted as part of a course assignment or other college activity, it is expected that students will adhere to the following guidelines.

Students will:

- Exclusively utilize the program(s) designated as permissible by the course instructor. This use will be limited as indicated in the instructions for the assignment or activity.
- Clearly indicate the use of AI as directed by the course instructor. This may include the submission of prompts or transcripts utilized to generate the AI content. Students may also be required to include properly formatted citations in the style indicated for the assignment (i.e., APA or MLA; please see "Citing AI-Generated Content" below).
- Respect the privacy of others and avoid entering personal information into AI programs without individual permission.
- Review materials generated by AI to ensure that the information is accurate and appropriate for the assignment.
- Comply with copyright rules when entering data into AI programs, and when utilizing data generated by AI programs.
- Follow the guidelines of appropriate oversight committees and/or organizations when engaging in research or when required by professional programs such as nursing, social work, or education. Any such requirements will be explained by the course instructor.

For Faculty, Staff, and Campus Personnel

When utilizing AI Technology faculty/staff/campus personnel will:

- Utilize AI in ways that encourage the development of skills, knowledge, and creativity, and not as a replacement for learning.
- Define the appropriate use of AI for students enrolled in their courses and include these in their syllabi.
- Adhere to current best practices for AI use in their professional/academic field when developing curriculum and/or materials for campus use.
- Ensure that materials generated by AI programs for student or campus use are accurate and free from bias.

- Reach out to students regarding suspected use of unauthorized AI programs prior to making a referral for academic misconduct.
- Learn about any AI detection programs they plan to use along with the associated benefits and challenges of utilizing that AI detection software.
- Be transparent regarding the use of AI in their work/curriculum when appropriate or beneficial to student learning.
- Avoid entering the private information of others, such as students, coworkers, staff, and administration, into AI programs without the appropriate authorization or permission.
- Follow the guidelines of appropriate oversight committees and/or organizations regarding AI use in the creation of scholarly and/or publishable materials and research.
- Respect copyrights when entering data into AI programs, and when utilizing data generated by AI programs.

[Citing AI-Generated Content](#)

It is important to properly credit the original authors/creators of ideas, images, and information. Different academic disciplines use different citing methods; the links below provide guidance for how to cite in the most commonly accepted styles:

- [APA Style](#)
- [MLA Style](#)
- [Chicago Manual of Style](#)

[Purdue University's Libraries and School of Information Studies](#) also provides useful examples of how to cite in each of the above styles.

[Grammarly](#)

Dalton State College provides students, faculty, and staff with access to Grammarly, and it is presumed that students may use Grammarly unless specifically noted otherwise by the faculty member. Faculty should be transparent with students about their policies and expectations for Grammarly use in each course and/or assignment. A simple prohibition of the use of AI is not sufficient to clearly prohibit use of Grammarly.

[Security and Privacy](#)

AI programs and chatbots use data entered by users in addition to their original datasets to train themselves, and this means that with most chatbots, data one enters may be stored and reused in ways one cannot control. Therefore, Dalton State personnel and students must never enter any sensitive, protected, regulated, or confidential data into a non-approved AI tool. The only exception to this general prohibition is for Microsoft CoPilot. Dalton State faculty, staff, and students may enter such data into Microsoft CoPilot as CoPilot contains protections against data training and misuse. This exception is available because Dalton State has negotiated contractual terms with Microsoft for Microsoft CoPilot with Enterprise Data Protection. As CoPilot has

enterprise data protection, personnel and students are permitted to use CoPilot. CoPilot may be accessed using Dalton State credentials. Using CoPilot with Enterprise Data Protection helps secure data, excluding that data from datasets used by AI for model training.

Users should also be aware that AI can sometimes produce inaccuracies when providing output (known in the industry as “hallucinations”). It blindly trusts the reliability of any data in its corpus. As a result, any problems with the data can be carried forward into generating problems in output. AI can also replicate biases that appear in the dataset, or in algorithmic design. In addition, it sometimes “makes up” answers, especially if the prompter keeps pushing.

Terms and Definitions

The following are some AI terms that users will find useful:

Artificial Intelligence (AI) – A technology family that enables computers to perform a variety of advanced functions, including the ability to process visual cues, understand and translate spoken and written language, analyze data, and make recommendations from heuristic analyses.

AI Bias – Also known as algorithm bias or machine-learning bias, AI bias refers to unfair or discriminatory AI results that reflect human biases, including historical and current inequalities.

Chatbot – A software application that imitates human conversation.

Deep learning (DL) – A method of AI that teaches computers to process data in a way that is inspired by the human brain. Deep learning models typically are used to recognize complex patterns in pictures, text, sounds and other data to produce accurate insights and predictions.

Generative AI (GenAI) – A form of AI capable of generating text, images, videos or other data using generative models, often in response to prompts. Generative AI differs from traditional AI models because of its ability to create new materials. Traditional AI models are trained to perform a specific task and are not designed to create anything new. Examples of traditional AI models include search algorithms, voice assistants such as Siri or Alexa, or grammar and spelling checkers.

Hallucinations - Conditions when an LLM process identifies patterns or objects that are nonexistent, creating nonsensical or inaccurate outputs.

Large Language Model (LLM) – A computational model recognized for the ability to achieve general-purpose language generation and other natural language processing tasks such as classification.

Machine Learning (ML) - A branch of AI and computer science that focuses on using data and algorithms to enable AI to imitate the way that humans learn, gradually improving its accuracy

Prompt Injection – A specialized type of cyber-attack against LLMs, whereby bad actors disguise malicious inputs as legitimate, resulting in the return of erroneous results or leaking sensitive information.

Training Data – A collection of information used to teach AI models to make decisions or predictions. Training data have been generated by humans in their work or other contexts in the past, meaning systemic biases can be perpetuated in AI data.

Sample Syllabus Statements

Faculty are welcome to use the sample AI statements below in their syllabi. These statements may be modified, or faculty may create their own.

AI Use Not Allowed

In this course, there is an emphasis on original content and creativity, so AI tools and applications, which include the use of such programs as Grammarly, are not allowed, whether in the generation of ideas and critical thought or the application of AI tools to complete class work and course assignments. Any use of AI will be addressed according to Dalton State's [Ethical Conduct Policy](#) and [Student Code of Conduct](#).

AI Use Not Allowed Unless Explicitly Approved in Advance by Professor

In this course, there is an emphasis on original content and creativity, so AI tools and applications, which include the use of such programs as Grammarly, are not allowed, whether in the generation of ideas and critical thought or the application of AI tools to complete class work and course assignments. The professor reserves the right, on any assignment, to alter this rule to permit the use of AI as the professor sees fit. Unless specific written authority is provided, students should not use AI in this class. Any unauthorized use of AI will be addressed according to Dalton State's [Ethical Conduct Policy](#) and [Student Code of Conduct](#).

Some AI Use Allowed

In this course, there is an emphasis on original content and creativity, so limited use of AI tools and applications are allowed and only as appropriate, where, for example, the use of generative AI to complete class work and course assignments and generate ideas that replace original and critical thought is not allowed. Appropriate uses of AI include spell check, grammar check, and synonym identification tools (i.e., traditional AI tools), as well as suggestions for rephrasing sentences or reorganization of original, human-generated paragraphs. Inappropriate uses of AI include using AI to generate entire sentences or paragraphs and having an AI platform generate all ideas and/or content for an assignment (i.e., generative AI tools). Any inappropriate use of AI will be addressed according to Dalton State's [Ethical Conduct Policy](#) and [Student Code of Conduct](#).

AI Use Allowed

In this course, there is an emphasis on problem solving in a variety of situations and contexts, so AI tools and applications are allowed in the generation of ideas and critical thought and in the application of AI tools to complete class work and course assignments. When using AI, however, students must still be able to generate, assess, and explain their own approaches and assignments. In addition, students are expected to use proper documentation for any usage of AI tools. Any inappropriate use of AI will be addressed according to Dalton State's [Ethical Conduct Policy](#) and [Student Code of Conduct](#).

AI Use Encouraged/Expected

In this course, there is an emphasis on understanding and employing the latest technological advancements and practices, so AI tools and applications are encouraged and expected in the generation of ideas and critical thought and in the application of AI tools to complete class work and course assignments. When using AI, however, students must still be able to generate, assess, and explain their own approaches and assignments. In addition, students are expected to use proper documentation for any usage of AI tools. Any inappropriate use of AI will be addressed according to Dalton State's [Ethical Conduct Policy](#) and [Student Code of Conduct](#).

Assessment

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Schools and faculty members are required to participate in the ongoing campus assessment program. This includes course assessment for Dalton State's Course Outcome Assessment Plan as well as the Program Outcome Assessment Plan. Faculty members are required to assess courses and programs as assigned and to demonstrate how the assessment has been used to contribute to continuous improvement in both courses and programs. In order to comply with SACS accreditation standards with respect to Institutional Effectiveness: Assessment of Educational Programs, to include student learning outcomes (SACS Standards 8.2a and 8.2b), the following information will be systematically required of academic departments:

1. Program Assessment

All Dalton State academic bachelor's (B.A., B.S., B.B.A/B.A.S., B.S.Ed., B.S.W.), associate's (A.A., A.S., A.A.S., A.S.N.), and certificate degree programs, including general education competencies, must be assessed on a regular basis. As stated in the Dalton State College Student Achievement Assessment Manual, program assessors "will meet at least once annually with relevant faculty to collectively examine program assessment data" with the results of such examinations "summarized as part of the annual program assessment" (p. 7).

2. Course Assessment

Courses that appear in the institutional Catalog and that cover all educational programs must also be assessed on a regular basis. Deans and chairs can determine an assessment plan each semester that outlines the courses to be assessed and distributed in a manner that will be fair to faculty. Faculty who are responsible for many or all courses in a program can elect to assess one or two courses per semester until they assess all the courses in the program, and then start the cycle again.

Please keep in mind the following note from SACS: "If sampling is used, the institution should provide a representative sample that reflects the full array of educational programs/courses offered, including those programs/courses offered at off-campus locations and via distance education if applicable, and describe the method of selection."

In this case, it is important that deans and chairs ensure that there are separate course assessments for Gilmer County, online, hybrid, dual enrollment sites, and at least one summer course. SACSCOC requires documentation that courses taught and assessed during the regular fall and spring semesters are equivalent to those taught in the summer. SACSCOC considers online and hybrid courses as parts of distance education.

3. General Education

SACSCOC has two standards (8.2b and 9.3) pertaining to general education competencies. Section 8 of SACSCOC's revised Principles of Accreditation (2018) reaffirms that institutions

identify, assess, and provide evidence of student achievement of “student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.” Section 9.3 requires institutions to demonstrate that its graduates successfully complete “a general education component at the undergraduate level that (a) is based on a coherent rationale. (b) is a substantial component of each undergraduate degree program. (c) ensures breadth of knowledge.” To this end, Dalton State’s institutional effectiveness must include assessment of general education outcomes. Since the general education competencies are embedded in courses taught almost exclusively in the School of Arts and Sciences, deans and chairs of the school must ensure an annual assessment of general education outcomes in the College’s assessment platform (currently Weave).

The College has adopted and fully implemented its new assessment plan using Weave, the web-based assessment system to provide evidence and documentation that it has undertaken a consistent process of assessment that includes the identification of authentic outcomes, assessment that produces meaningful data, and an analysis of that data leading to documented improvements in its educational programs.

4. Comprehensive Program Review

The offices of Academic Affairs and Institutional Research oversee comprehensive Academic Program Reviews of degree programs, with each program undergoing comprehensive program review every five years. Using the Academic Program Review Timetable located on the Institutional Research web page, deans should prepare reviews of their programs as specified in the template available on the Institutional Research web page. The Institutional Research office will send out reminder messages and continue to provide data to assist deans with their reports. Information about the timetable and template can be found here:

<https://www.daltonstate.edu/about/comprehensive-program-review.cms>.

Catalog And Student Handbook

(Reviewed by Academic Affairs and Approved by the Faculty Senate, February 11, 2021)

The College Catalog and Student Handbook contains student-related academic policies and procedures currently in effect. The [Academic Information and Regulations](#) section of the catalog addresses policy related to faculty such as class attendance, drop/add classes, grades, and academic progress.

Change Of Grades

When faculty members record a grade incorrectly, they should submit a Request of Grade Change form with a specific explanation of the reason for the change. Grade change requests are completed on a dynamic form that is available on the [Academic Affairs web page](#) in the Roadrunner portal. Grade changes are routed to the faculty member's dean for approval before routing to the Registrar's Office.

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

Cheating and Plagiarism

Cheating and plagiarism are defined and discussed in the [*Student Code of Conduct*](#). Each faculty member should clearly state in the course syllabus policies on violations of academic integrity at the beginning of each course and the penalties for such infractions.

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

Classrooms

As each class is scheduled, the Registrar's Office assigns it to a classroom and/or laboratory.

To relocate any on-campus (day or night) class for any reason, the Office of Student Affairs and Enrollment Management must be contacted. It is essential, however, that all changes be made through the dean, associate dean, assistant dean, or department chair and recorded through the Office of Student Affairs and Enrollment Management to avoid conflicts and to provide the institution with a current class location schedule in the event of an emergency.

Extended campus classroom assignments are handled by the Site Coordinator. All faculty, staff, and students are expected to observe all policies of the off-campus site.

In all cases, both on campus and elsewhere, classroom etiquette requires that the rooms, including whiteboards, furniture, audio/video equipment, and computers, be left in good order for the next class. Equipment and lights must be turned off when vacating a room.

Custodial service, maintenance, or special instructional appointments must be made through the dean, associate dean, assistant dean, or department chair. Requests for emergency service during the day can be placed directly with Plant Operations. Requests for services at the Gilmer Campus should be made through the Office of Academic Affairs. Physical deficiencies in the physical environment of the campus should be reported or suggestions for improvement to the dean, associate dean, assistant dean, or department chair.

Class Roster

Preliminary class rosters for all courses are available on BANNER and in D2L before the first class meeting. After the last scheduled registration and drop-add date each academic term, faculty members should download final class rosters from BANNER.

Faculty members are responsible for notifying the Registrar's Office of any student whose name appears on the class roster but who has never appeared for class and any student who is attending class whose name does not appear on the roster. The deadline for completing Attendance Verification is typically at the beginning of the second week of classes.

All students attending classes, including auditors, must be duly registered. If an attendee's name does not appear on the final class roster, the faculty member should not allow him or her to continue attending class without written verification of registration status from the Registrar's Office.

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)
Class Roster Verification Process

- Under the BANNER Faculty and Advisor menu in the Roadrunner Portal, select Attendance Verification, located toward the end of the menu.
- Select the current term code (i.e., 202008, etc.) and submit.
- Select the course reference number (CRN) from the pull-down menu if you teach more than one course and submit.
- Above the list of student names, click the checkbox next to the following text: “Check Here to Verify Completion of Attendance Verification Data Entry ==>.”
- Add a checkmark next to the students’ names who are NOT attending in the Add column under Currently Enrolled.
- Click the Save button.
- Verify the names on the Students to Be Dropped webpage. If the list of students to be dropped is correct, click Submit.
- Return to the Main Menu and repeat this process for all of your classes.
- A process will be run by records to remove these students from the roster.
- If you make a mistake and drop a student who is attending, you may go to the Attendance Verification webpage where it lists the Students Previously Set to Be Dropped at the bottom of the page, add a checkmark next to the student you wish to move back to the enrolled students, and click Continue. A Students to Be Added page will appear for verification. If correct, click submit, and the students will be placed back on your roster.
- A process will be run by Records Office staff to remove these students from the roster after the last day to register. After this date, the students you selected to be dropped for never attending will no longer appear on your roster. If for some reason the student starts attending, the student must register for the class again.

Class Schedule

The meeting time and dates for each class, including the final examination period, are established at the time each class is placed on the Class Schedule. Any changes must be approved by the dean, associate dean, assistant dean, or department chair and the Provost and VPAA. Any change must ensure that 100% of the students enrolled in the course have been queried regarding the change.

Contract Renewal

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 12, 2020)

All full-time faculty members receive formal contracts of employment issued over the signature of the President.

Non-tenured members of the faculty who are appointed to tenure-track positions receive notice of the college's intent not to renew the employment contract for the next academic or fiscal year according to a time schedule mandated in the [Board of Regents' Policy Manual, Section 8.3.4.2](#). Members of the full-time faculty who have been awarded tenure have the assumption of renewal for the next contract period in the absence of termination action by the institution or the Board of Regents under procedures which include due process.

Contracts are issued to newly hired full-time faculty members immediately after the President approves the terms of the contract and a state-required criminal background check is satisfactorily completed. Contracts are issued to continuing full-time faculty members as soon as possible after DSC receives notification from the Chancellor that the BOR has approved the operating budget for the next fiscal year. The timing of that approval is determined primarily by the date on which the Governor signs the state budget that includes an appropriation for the operation of the USG for the next fiscal year. Other factors include the amount of time necessary for the BOR to determine allocations to the individual institutions and the requirements placed on the institution by the General Assembly or the Board in the preparation of the local operating budget. Dalton State College's budget is normally approved at the June meeting of the Board, but it may be approved as early as May or as late as July.

Each full-time faculty member receives an electronic contract to cover the period of employment and has a specified number of days from the date indicated on the contract to accept the offer by electronic signature, or as directed. Contracts not received by the deadline date are considered void. As a courtesy, any faculty members who do not wish to accept a contract should send an email to the President and their supervisors.

Core Mathematics Course Substitution Policy and Procedures

(Reviewed by Academic Affairs and Approved by the Faculty Senate, February 11, 2021) Policy

As a part of the [core curriculum](#), all USG students are required to complete three hours of coursework that addresses learning outcomes in quantitative reasoning (MATH of the Core IMPACTS curriculum). Students who are unable to complete this core mathematics requirement as a result of a documented disability are still required to complete the core curriculum. However, students may petition for an accommodation of a substitution of the math core requirement. This petition must be made through Disability Access in the Dean of Students Office.

As noted in section [3.3.6 of the Board of Regents' Academic and Student Affairs Handbook](#), to be eligible for a core mathematics substitution, it must be determined that

1. A student has a disability currently impacting his or her mathematics skill that precludes the potential for academic success despite reasonable accommodations and good faith effort and
2. Substitution of the core curriculum mathematics course will not result in a fundamental alteration of the nature of the student's major/program of study.

Students who wish to petition a core mathematics substitution should submit the following materials to the Disability Access office at Dalton State: • A formal written request for a mathematics course substitution.

- Documentation of a disability that substantially limits mathematics skills relative to most people in the general population as determined by a qualified professional.
- Secondary and post-secondary transcripts documenting prior mathematics coursework.
- A signed consent form authorizing release of the documentation to the reviewing parties.

The Disability Access associate director will forward these materials to the USG-level committee composed of the directors of the three Regents' Center for Learning Disorders (RCLD). This committee will determine if the provided documentation is sufficient to justify a substitution. The RCLD will notify the institution if the student is granted the course substitution, and Disability Access will notify the petitioning student and convene an institutional-level ad hoc committee.

Committee Make-up and Responsibilities

An institution-level ad hoc committee will be developed and utilized for the purpose of

1. Determining if the core mathematics requirement represents an essential component of the student's current major/program of study.
2. Identifying a substitute course best suited to the student's major/program of study.

An ad hoc committee will be developed for each approval of this accommodation. Due to the infrequent nature of this accommodation, a standing committee is not recommended. The committee should, at minimum, include designees from:

1. Disability Access (Chair)
2. Department of Technology and Mathematics
3. the petitioning student's school or department (e.g., the student's academic advisor or program coordinator)
4. Dalton State's Academic Programs Committee

Committee members will communicate with each other via email for documentation purposes, and minutes of meetings will be kept in the student's file in Disability Access. The committee will meet as needed to determine an appropriate course substitution and complete all necessary paperwork.

Other Considerations

The approval of a petition for substitution does not waive the general education requirement. If the student changes major/program of study, the substitution may be re-evaluated. Approval of a petition for a course substitution for the core mathematics requirement does not extend to any Learning Support requirements a student must complete. Currently, Dalton State offers only co-curricular support for mathematics. There are no options for individual Learning Support mathematics courses; therefore, the core substitution will also include the co-curricular course.

Further, approval of a petition for a course substitution for the core mathematics requirement does not extend to the requirements of certain majors/programs of study. Students must submit a separate petition, following their institution's standard procedures for modifications to program requirements, to request a course substitution for other mathematics coursework required for a specific major/program of study. Other course substitutions are initiated by the advisor, and the Course Substitution form available as a dynamic form on the Academic Affairs web page in the Roadrunner portal must be completed.

Determination, Notification, and Implementation

Once the committee has determined the course appropriate for the program of study,

1. The chair of the committee will notify the student in writing via Dalton State email and send a copy to the dean/chair of the program of study and the student's advisor.
2. The committee will complete and sign the course substitution form, which will be submitted to the provost and vice president for academic affairs, who will submit the form to the Registrar's Office.
3. When the student is ready, his or her advisor will register the student for the approved course.

The committee should complete the steps of determination and notification 30 days before registration of the next semester. However, timelines may vary depending on the receipt of approval from the RCLD.

Should the committee be unable to come to a consensus regarding the eligibility of a core mathematics substitution in the student's program of study or an appropriate substitution course, the final decision-making authority will be the provost and vice president for academic affairs.

Appeal

The student may appeal the committee's decision by sending a written request to the chair of the committee within 10 business days of notification of the decision. The provost and vice president for academic affairs will review the decision and either approve or deny the appeal.

Contact Information

Andrea Roberson, Associate Director of Disability Access and Student Support Services

Dean of Students Office, Pope Student Center, upper level aroberson@daltonstate.edu
706-272-2524

Dr. Gina Kertulis-Tartar, Interim Provost and Vice President for Academic Affairs Westcott
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gkertulistartar@daltonstate.edu
706-272-4516

Course Files

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

A file for each credit course offered by the institution must be maintained for review by external accrediting and auditing agencies. Faculty members should submit to deans, associate deans, assistant deans, or department chairs the following items for every course taught each academic term: a course syllabus; copies of major exams, tests, and assignments; and other materials significant to course objectives, student outcomes, or student/course evaluation. The deans, associate deans, assistant dean, or department chairs are responsible for maintaining these documents so that the college always has a year's worth of course syllabi and supporting materials on hand. In addition, faculty who have been assigned course assessments must upload their syllabi; copies of exams, quizzes, and course assignments; and copies of rubrics and other assessment materials in Weave each semester. Having course materials available in Weave and in the departments/schools ensures that external accrediting and auditing agencies have access to review materials even if a given course is not assessed in Weave during a particular academic year.

Course Repeat Policy

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 2024, and by the Academic Programs Committee, March 2025)

Students may repeat a course taken at Dalton State in an effort to earn a higher grade. Dalton State allows students to attempt the same course three times unless restricted by program requirements (e.g., Nursing, MLT, etc.); after the third attempt, approval from the Dean of the school in which the course is housed is required. This policy applies only to courses taken and repeated at Dalton State. When a course taken at Dalton State is repeated at Dalton State, the college will calculate the student's GPA using the highest grade earned. Any attempts excluded from the GPA will remain on the student's official permanent record.

Repeating a course may affect a student's progress towards graduation. It may also affect a student's financial aid, especially since federal regulations define how financial aid can be used for classes taken more than once. For the Repeat Course Policy to apply, the course must apply to the student's program of study. A student can receive financial aid only one additional time for a course the student has already passed (D or higher). Any attempts after that are not eligible for financial aid. This stipulation applies even if the student earned a failing grade (F). A student can also receive financial aid to repeat a course in which the only previous grade earned was a failing grade (F).

Students should consult with the Student Success and Advising Center and with Financial Aid for specifics about how repeating a course will affect their progression towards graduation and their financial aid.

Course Substitutions

Faculty and professional advisors should submit Requests for Course Substitutions to the appropriate chair/dean whose department owns the course required for graduation. Any substitution requests should be submitted at the earliest possible time so that graduation will not be hindered while awaiting resolution. Course substitution requests are submitted via a dynamic form available on the Academic Affairs web page in the Roadrunner portal. If the substitution is approved by the chair (if applicable) and dean, the form routes directly to the Registrar's Office. If the substitution is not approved by the chair or dean, it will route to the Office of Academic Affairs, which will render the final decision on all requests for course substitutions. The student is required to provide appropriate documentation concerning course descriptions for courses taken at other institutions.

Course Syllabus

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

Students enrolled in each class should be provided with an ADA Compliant course syllabus, either printed or online, at the first class meeting. Faculty must use the ADA-compliant syllabus template in the Section 508 Compliance/Accessibility: Dalton State Accessible Templates - Syllabus [Libguide](#). Included in the Libguide are the mandatory syllabus statements (e.g., Hardship Withdrawal, Title IX, Disability Access, etc.). Syllabi should clearly state classroom policies and procedures as well as the course requirements. At a minimum, the syllabus should include the following:

- Title of the course
- Instructor contact information (office hours, office location, phone, email, Web)
- Catalog course description and pre- and/or co-requisites
- Course Objectives
- Textbooks(s) and/or other required course materials
- Learning outcomes of the course
- Methods of assessment of student learning outcomes
- Evaluation: number and value of graded assignments and/or other considerations used in determining the course grade
- Policy on attendance and, if applicable, penalties imposed
- Policy on late or make-up work and, if applicable, penalties imposed
- Other policies governing the course and/or course grade, such as cheating and plagiarism, appropriate dress, tools, supplies, and conduct
- Course calendar (including date and time of final exam)
- Disability Access Statement
- Reference to online location of campus-wide syllabus information
- Emergency Instructional Plan
- Course Withdrawal Statement
- Full Withdrawal Statement
- Hardship Withdrawal Statement
- Grade Appeal Process
- Title IX Information: Student Sexual Misconduct Policy
- Absences for Officially Approved DSC Groups and Activities
- House Bill 280
- Care Team
- Ethical Conduct
- Academic Progression

Best practices suggest additional information on the syllabus should include class activities (i.e., dates of tests, written assignments, sequence of lectures, laboratory sessions, and/or field trips);

recommended supplementary readings and other resources such as audio-visual materials; study guides; and any other information that would help the students understand better the nature, purpose, and requirements of the course.

To comply with the accrediting criteria of the Southern Association of Colleges and Schools Commission on Colleges, the dean, associate dean, assistant dean, or department chair will need a current, dated syllabus for each course taught. The dean, associate dean, assistant dean, or department chair will, of course, assist in preparing course syllabi and will inform faculty members if there is a common syllabus for all sections of certain courses or common components for all course syllabi in the school or department.

Credit by Examination

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Each student should be challenged to master new skills, information, or knowledge in every course. Students who have mastered the content and expertise of a course at the equivalent of at least a C level through independent study, work experience, or some other non-traditional means may receive credit for that course through a departmental challenge examination.

The institution awards credit through the College Level Examination Program (CLEP), the Advanced Placement (AP) program, the International Baccalaureate program, and others listed in the American Council on Education Guide (ACE Guide), and Credit for Prior Learning. Occasionally, credit is awarded through examinations developed and administered locally by a school or department. These determine the student's mastery of the knowledge, skills, and information expected of those who pass the course(s) at Dalton State College with a grade of at least C.

Credit by Examination, indicated by the symbol "K" on the student's record, is an award of credit hours applicable toward graduation or other requirements but does not carry a letter grade or quality points. Credit by examination hours cannot be used to satisfy the 30-credit-hour minimum residence requirement.

Curriculum Approval Process

(Reviewed by Academic Affairs and Approved by the Faculty Senate, October 8, 2020; updated February 13, 2025).

New courses, changes in existing courses, and changes to the curriculum are submitted by the dean of the school to the Office of Academic Affairs at least two weeks before the scheduled Academic Programs Committee meeting, preferably in a single document. Any new courses submitted for consideration in Core IMPACTS must also be reviewed and approved by the General Education and General Studies Committee prior to review by the Academic Programs Committee. After receiving Academic Programs Committee approval, courses to be added to Core IMPACTS must be submitted for approval to the appropriate Regents' Academic Advisory Committee and the Council on General Education before they can be added to the curriculum. The form for submission to the Council on General Education can be accessed through Academic Affairs.

The following are **action** items that require approval from the Academic Programs Committee:

- The creation of new courses.
- The creation of new minors.
- Changes in course level, course number, course prefixes, and credit hours.
- Proposals for new degree programs, certificates, and pathways.
- Proposals to deactivate or terminate programs. (Note: These require teach-out plans and substantive change approval by SACSCOC.)

The following actions are **informational** and should be presented to the Academic Programs Committee but do not require approval:

- Changes in prerequisites.
- Minor changes in course titles (unless they are USG core curriculum classes with common course numbers and titles).
- Minor changes in catalog descriptions.
- Some program changes (adding or deleting courses to Field of Study or to upper-level requirements).

Distance Education and Online/Hybrid Courses

Distance education at Dalton State takes place through three venues. The first is Dalton State Online, which includes courses developed and taught by Dalton State faculty members primarily to students enrolled in the College's credential programs (associate's, bachelor's, and certificate). A second venue is eCore, a USG program that allows students to earn all core credits online (core to include courses offered during the first two years). The third venue is eMajor, through which Dalton State participates in partnerships with other USG institutions to offer fully online

academic programs. By utilizing three venues for distance learning, Dalton State is able to offer a variety of distance learning opportunities for its students.

Students enrolling for the first time in either eCore or eMajor must complete the appropriate online orientation and quiz in order for a hold to be removed from their registration. Faculty offering either online or hybrid courses must use the University System of Georgia's chosen learning management system, D2L (currently referred to as GeorgiaVIEW), unless approved by the dean or provost and vice president for academic affairs. Prior to developing an online or hybrid class, faculty need the approval of the academic supervisor (chair, dean, assistant/associate dean) at least three months before the beginning of the semester in which the intended course will be taught. Faculty new to online or hybrid teaching must complete the self-paced tutorial in GeorgiaVIEW/Brightspace to become familiar with the terms of the online learning system and attend D2L training or arrange for a one-on-one appointment with a member of the GeorgiaVIEW help staff. Faculty new to online and hybrid teaching will be assigned a Dalton State mentor to assist them with course development. The review and approval process for developing online and hybrid classes are detailed in the Online Education and Assessment Committee's libguide: <http://libguides.daltonstate.edu/c.php?g=24649&p=149049>.

At least one week prior to the end of the registration period for a semester, the faculty member should remind enrolled students by email that the course is being offered in an online or hybrid format. Course requirements and expectations for online learning should be clearly stated for the student's benefit.

Faculty teaching online or hybrid courses will follow best practices in course design. All hybrid and online courses will include the "Standard Components for Online and Hybrid Courses" as approved by the Academic Programs Committee in July 2015. The "Standard Components for Online and Hybrid Courses" and other documents related to the Online Education and Assessment Committee are found in the Online Education Handbook available in the Online Education Committee libguide: <http://libguides.daltonstate.edu/c.php?g=24649&p=149033>

The Office of Instructional Technology, under the Office of Academic Affairs, works with departments and committees both statewide and at Dalton State College to determine policies related to distance learning. At Dalton State, the Office of Instructional Technology works with the Online Education and Assessment Committee, the Office of Computing and Information Services (OCIS), the Faculty Resource Committee, the Office of Marketing and Communication, the Office of Student Affairs and Enrollment Management, and the Office of Human Resources to determine policies related to distance learning.

Emeritus/Emerita Appointments

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 5, 2020)

A president of a University System of Georgia (USG) institution may, at his or her discretion, confer the title of emeritus or emerita on any retired faculty member or administrative officer who, at the time of retirement, had ten or more years of honorable and distinguished USG service ([2.11 of the Board of Regents' Policy Manual](#)). Deans who wish to recommend emeritus/emera status should send a letter to the Provost and Vice President for Academic Affairs, detailing the retiring faculty member's years of service and distinguished accomplishments that justify the appointment at least two months prior to the upcoming retirement. The Provost and VPAA will then make a recommendation to the President. In the case of retiring deans, the Provost and VPAA will write a similar letter to the President who may confer, at his or her discretion, the title.

Ethical Conduct

(Reviewed by Academic Affairs and Approved by the Faculty Senate, October 8, 2020)

The USG established a comprehensive, unified ethics policy stating the underlying core values to which each member of the USG community must adhere. The policy states that all employees of the USG are to be guided by integrity, excellence, accountability, and respect. As a member of the USG, DSC is committed to the highest ethical and professional standards of conduct and follows the mission of the [USG Code of Ethics guidelines](#) (Section 8.2.18.1 Ethics Policy of the *Board of Regents' Policy Manual*). Accomplishing this demands good judgment and dedication to public service from all members of the Dalton State community.

The Ethics Policy governs 8.2.18.7 of the *Board of Regents' Policy Manual*.

Faculty Credentials

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 5, 2020)

Dalton State College employs competent faculty members who are qualified to accomplish the mission and goals of the institution. The criteria used for employment are consistent with the [USG BOR Policies](#) regarding the minimum qualifications. These qualifications require that faculty credentials be consistent with Southern Association of Colleges and Schools Commission on Colleges' requirements for institutional accreditation and require candidates to demonstrate

- Evidence of ability as a teacher [through past experience and teaching demonstration];
- Evidence of activity as a scholar and ability in all other duties assigned;
- Successful experience (which will necessarily be waived for those just entering the academic profession who meet all other requirements); and
- Desirable personal qualities judged on the basis of personal interview, complete biographical data, and recommendations. (8.3.1.2, *Board of Regents' Policy Manual*)

Section 6.2.a of the Southern Association of Colleges and Schools Commission on Colleges' *Principles of Accreditation* requires institutions to justify and document "the qualifications of its faculty members." Dalton State College follows these guidelines, which also recognize that related work experiences, licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements can contribute to effective teaching and student learning outcomes. In cases where faculty are employed based on these latter criteria (and not strictly academic credentials), the deans responsible for hiring the faculty must complete an Alternative Justification Narrative form (obtained from Academic Affairs) which will be filed along with the faculty member's transcripts in the Office of Academic Affairs.

Faculty Development

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Dalton State respects the right of all members of the faculty to take the initiative in promoting their own growth as teachers, scholars and, especially in occupational fields, practitioners. The institution endeavors to provide faculty members the opportunity to continue professional development throughout their careers and to provide supportive assistance whenever possible. As stated in the faculty evaluation processes, faculty are evaluated annually on teaching, service, and research and/or professional development. Faculty are expected to set and assess yearly goals in each of these areas.

Arrangements and funds for travel to academic and professional conferences are to be discussed and approved in advance with deans and/or department chairs, in accordance with available

budgeted funds. Faculty should seek to attend conferences at times that will cause minimal conflict with teaching duties.

As a part of the Faculty Senate, the Faculty Development Committee has the stated purpose of identifying, promoting, and supporting professional development opportunities for faculty. Its duties include making recommendations to the College administration concerning programs and policies related to the professional development of the faculty.

The College provides several venues for professional development for faculty and staff.

- The Center for Excellence in Teaching and Learning (CETL), currently staffed by the CETL faculty fellows, provides a number of formal and informal opportunities to facilitate instructional development and oversees the year-long new faculty orientation programming. Faculty are welcome to suggest topics and programming, and the CETL GeorgiaView platform offers links to recorded webinars and other faculty resources.
- The Faculty Development Committee organizes the yearly Bold Talks symposia. The symposium provides a forum for faculty and staff across campus to both present and learn about methods being used across our campus community to engage students in the learning process.
- The Office of Instructional Technology offers support in instructional and information technology.
- The Roberts Library provides workshops for faculty, staff, and students about topics related to information literacy.
- The Dalton State Counseling Center provides professional development opportunities related to mental health and relationships.

Faculty Meetings

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

Regular meetings of the faculty are scheduled once each academic term. Other meetings may be called by the President, who serves as the *ex officio* chair of the faculty, or by the Provost and Vice President for Academic Affairs. In the absence of the President, the Provost and Vice President for Academic Affairs presides.

Full-time members of the Corps of Instruction and the officers of general administration are expected to attend all meetings of the faculty which do not conflict with instructional assignments or other activities approved in advance by the President or his/her designee.

Items proposed for the agenda should be submitted to the President's Office five working days in advance of the announced date of the meeting. Meetings of the faculty shall be conducted by parliamentary procedure as defined by the latest revision of Robert's Rules of Order. The Faculty

Secretary, nominated and elected by the faculty, will record the minutes of the meeting of the faculty and send a copy to the President for approval within 10 days of the meeting. Minutes will be distributed to faculty via electronic means after presidential approval and again before the next faculty meeting, where faculty will approve them. A permanent record of these minutes will be kept in the Roberts Library.

Faculty Senate

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

The Dalton State Faculty Senate provides a deliberative means for recommending policy and any changes in policy, except those mandated by the Board of Regents, to the President of the college and to the faculty. The Faculty Senate shall serve as the primary mechanism for shared governance at the institution and shall be responsible for recommending revisions to the Dalton State College Statutes.

Faculty Travel

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021; Updated March 27, 2025)

The College makes every effort to support faculty travel for professional development. Since travel funds are limited, faculty who are presenting or who wish to attend conferences should check with their chairs or deans to see what funding is available. Policies and guidelines governing the travel of employees on official business are published on the Business Office Travel and Expenses website in the Roadrunner Portal at <https://roadrunner.daltonstate.edu/departments/accounting-and-budget/travel-and-expenses.cms>.

Faculty who wish to travel internationally must complete a Travel Authorization through the GeorgiaFirst Self-Service/PeopleSoft Expense Module. If experiencing issues accessing the Travel Authorization feature in the Expense Module, please contact the Department of Accounting for assistance. Permission to access the Travel Authorization page may need to be granted.

Field Trips

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021; Updated March 27, 2025)

Faculty members may arrange class field trips that enhance course content. Several procedures must be followed prior to the field trip to meet System and local liability containment requirements:

- Secure the approval and permission of the dean, associate dean, assistant dean, or department chair.
- Arrange for transportation, housing, food, and other accommodations.
- Have student participants complete the [Student Travel Registration and Waiver](#). These forms (or copy) should be taken on the field trip so Emergency Contact Information is available if needed.
- If traveling internationally, complete a Travel Authorization through the GeorgiaFirst Self-Service/PeopleSoft Expense Module. If experiencing issues accessing the Travel Authorization feature in the Expense Module, please contact the Department of Accounting for assistance. Permission to access the Travel Authorization page may need to be granted.
- Provide a detailed itinerary, with telephone numbers whenever possible, to the Vice President for Fiscal Affairs and to the dean, associate dean, assistant dean, or department chair.*
- Personally accompany and supervise the field trip.
- University System professional liability insurance does not provide coverage for damages or claims arising from the use of personally owned or leased vehicles.
- Under the Americans with Disabilities Act Section 503 and Section 504, all facilities in which institution-sponsored activities are conducted must be accessible and provide appropriate accommodations for students with disabilities. The facilities must not discriminate on the basis of sex, race, color, religion, national origin, handicap, or age. Employees must have these assurances from the facilities in advance of the field trip.
- ONLY currently enrolled students and current employees of Dalton State College may participate in field trip activities.

*If the field trip is through the auspices of a campus club or organization or if it is funded by the Student Government Association, a roster and itinerary information must be provided to the associate director for Student Life.

Final Examinations

(Reviewed and Approved by Academic Affairs and Approved by the Faculty Senate, February 13, 2025)

Although published final exam dates are not counted as course instruction time, faculty are expected to meet course objectives and total course instruction time and to best serve the needs of students. It is important to note that if a course requires a final project or paper instead of a final exam, then that course is not required to meet during the published final exam period, as long as departmental and programmatic requirements are fulfilled.

Final Grades

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Faculty should submit final grades in BANNER by the date specified in the Academic and Master Calendars. Faculty are required to enter the last date of attendance for any student whose final grade is an F, even if the student did not stop attending class. Grades for graduating students may be due earlier, and all grades should be checked for accuracy to avoid the need to submit [Change of Grade forms](#).

Full-time and Part-time Faculty Hiring Process

(Reviewed by Academic Affairs and Human Resources and Approved by the Faculty Senate, June 23, 2021; updated to reflect changes in procedures March 6, 2025)

Full-time Faculty Hiring Process

DSC seeks to provide an environment that supports effective teaching and learning, mutual respect among students, faculty, and staff, and productive, congenial working relations. All procedures relating to the recruitment, screening, and selection of College employees must be administered without regard to race, color, national or ethnic origin, age, disability, gender, religion, sexual orientation, gender identity, or veteran status as required by applicable state and federal laws and in compliance with College policy and with [Section 8.2.1 of the Board of Regents' Policy Manual](#).

Opportunities for faculty recruitment occur through additional position allocations based on budget availability and derived from increased student enrollment, retirements, resignations, non-renewals, terminations, or deaths. On these occasions, the President, Provost and VPAA, and appropriate deans, assistant/associate deans, and/or department chairs determine where the new or replacement faculty could best serve the instructional needs and goals of the institution. When a faculty opening occurs due to termination, retirement, or separation from the college, replacement of the vacated position is *not* automatic.

The Office of Human Resources ensures that recruitment procedures allow for a good faith effort to generate a representative pool of candidates for each position. A representative pool is defined as one in which there is a sufficient percentage of women and minorities who possess the minimum required qualifications advertised. The Office of Human Resources reviews recruiting and selection documentation and provides guidance during all steps of this procedure. The Assistant Vice President of Human Resources serves as the College Equal Employment Opportunity Compliance (EEOC) Officer.

OneUSG

Specific steps of the hiring process are detailed in the OneUSG [Creating a Job Opening Aid](#). Hiring supervisors new to the process are advised to contact Human Resources before navigating through the system. For each job search, Human Resources assigns a representative who will guide the process and sit in on meetings with the search committee. The following is a description of general policies and procedures and is not intended to be a “how to” step-by-step guide.

Recruitment

Job Description Review

For each faculty vacancy to be filled, the Provost and VPAA, dean, assistant/associate dean, and department chair or immediate supervisor identify the essential and desired qualifications for the

position. Options for rank, contract type (academic or fiscal year), tenure-track or non-tenure track status, and salary ranges may be dependent on enrollment projections, allocation guidelines from the System, sources of funding, nature of the program, candidate availability and qualifications, time of the vacancy, and other considerations. Salary ranges must agree with those identified for each position in the [Classification and Compensation Plan for Dalton State College](#) prepared by the Carl Vinson Institute of Government. The supervisor then prepares a position description in the Carl Vinson format that includes the major duties, which must be used as the basis for establishing the knowledge, skills, and ability qualification requirements for the position. If no job description exists, one must be developed based on the agreed-upon essential and desired qualifications and reviewed by Human Resources.

Request for Recruitment

After the dean receives approval to fill or create a position with an agreed-upon salary range, the supervisor initiates the recruitment process by following the job aid function (“[Creating a Job Opening](#)”) in OneUSG. The recruitment process for fall term usually begins late in the fall semester or early in the spring semester.

Recruitment Time Frame

Administrative and full-time teaching faculty positions will be posted nationally for a minimum of 30 calendar days. Posting requirements may be waived only in unusual or hardship cases.

Advertising

Open positions will be advertised on the DSC website, as well as www.higheredjobs.com. When appropriate, additional paid advertisements are placed in area or regional newspapers, professional journals, and regional or national professional organizations. Schools or departments must provide details for any additional venues to Human Resources (e.g., listservs, professional agencies associated with the department, newspapers). Any costs associated with advertising will be charged to the hiring supervisor’s budget. The DSC Facebook page is not an option.

Search/Screening Committees

Search committees (screening committees) are required for all full-time vacancies, and the hiring supervisor is responsible for following all recruitment procedures. To the extent possible, search committees should be representative of women and minorities and should include faculty of appropriate academic rank as well as a representative of the same job title of the position being filled, if one is available. The hiring supervisor typically selects the search committee as well as the committee chair, though supervisors may choose to chair the committee or to be a member of the screening committee. Repetitive use of committee members is not permitted. The committee chair will provide an overview of proper screening procedures to the committee during its first scheduled meeting and will consult with the assigned Human Resources recruiter throughout the

process. Committee members may not write serve as one of the required professional references for candidates.

Screening Process

Screening will begin after the published date for the receipt of all required application materials; each application is checked for completeness and for correspondence with the advertised criteria. Applicants upload their documents in the portal and typically include a letter of interest, current curriculum vitae, contact information for three professional references, transcripts of all post-secondary institutions attended, and statement of teaching philosophy.

The search committee members will review the application materials by following the instructions through the job aid, "[How Do I Manage Applicants for Search Committee](#)" and using the minimum and preferred qualifications included in the screening criteria. The committee should carefully review the applicants' transcripts to ensure that the applicants have a minimum of a master's degree and 18 graduate semester hours in the teaching discipline.

If the recruitment renders fewer than three qualified candidates, the hiring supervisor may elect to re-open or extend the position recruitment. The screening committee should select an alternate pool of candidates to recommend for interview in the event candidates in the first pool decline. This list should reflect the order of selection.

When fully qualified applicants are identified, the highest rated candidates are invited to visit the campus for an interview. At least two candidates should be invited.

Candidate Interviews

Each interview must be conducted in the same manner, and the same questions must be asked of each candidate. Interview questions must be approved by Human Resources prior to interviews and cannot include questions that are not job-related and/or that violate [EEOC standards](#).

The assigned Human Resources recruiter may be present for all interviews.

The search committee may initially offer interviews via phone and/or video format to all interviewees. Finalists may be selected from this group for an in-person interview, and search committees should participate as a group in the interview of each candidate.

All candidates who have been contacted for and have accepted an interview must be interviewed to be considered for further recommendation. Candidates who are unable to attend the scheduled interview need not be rescheduled. Should a committee member be unavailable to participate in an interview, he/she should review question responses of interviewee(s) prior to providing input on any candidate recommendations (this is the preference). If the decision to record the interview is made, all interviews must be recorded and communicated to the interviewee.

If at any point in the screening and/or evaluation process it is determined that no acceptable candidates are available from a pool, the job posting may either be closed or be left open for

additional applicants. The position may be re-announced, or a temporary appointment may be made.

During the campus interview, candidates typically meet with the Provost and VPAA, the dean, assistant/associate dean, or department chair, members of the school or department, and others whom the search committee chair and hiring supervisor deem appropriate. Each candidate **must** make a teaching presentation.

With advice from those who evaluate the candidates (including feedback from faculty, students, the assistant/associate dean, and the search committee chair), the hiring supervisor and dean determine if any meet the expectations of the institution for the position. Search committees generally provide an unranked listing of recommendations with an analysis of the top candidates to the hiring supervisor or dean. The hiring supervisor and dean may disagree with the recommendation of the screening committee and recommend hiring another candidate who was interviewed.

Prior to making a final hiring recommendation, the hiring supervisor or search committee chair must conduct at least two reference checks with the candidate's current and/or previous employer using the "Reference Check Form." Once this is done, the dean and the hiring supervisor discuss the preferred qualifications, and the dean requests approval from the Provost and VPAA to extend an offer. The hiring decision rests with the dean and the Provost and Vice President for Academic Affairs.

Collaboratively, the dean and the Provost and VPAA determine appropriate rank, salary, contract type, and credit, if any, for prior service in full-time, tenure-track postsecondary teaching positions (usually within the University System), and possible relocation allowances. Any approved relocation allowances are charged to the department or school's budget and should be included in the position offer. The [Relocation Expense Reimbursement Request Form](#) and the [Relocation Expense Policy](#) are available on the Human Resources web page. In addition, the Office of Human Resources must be contacted before the offer is made to avoid offering salaries out of line with the [College's Classification and Compensation Plan for Dalton State College](#) (the Carl Vinson salary study). Once approval for the salary offer has been confirmed by Human Resources, the dean, assistant/associate dean, or department chair extends a verbal, conditional offer to the top candidate, noting that the offer is contingent on a successful background check and the receipt of official transcripts for all institutions attended. These transcripts must be sent directly to the Office of Academic Affairs. Background checks may take up to two weeks to clear, depending on such factors as the number of locations in which the candidate has lived.

If the verbal offer is not accepted, an offer is made to the next highest ranked acceptable candidate after the dean and Provost have had a new discussion of rank, salary, contract type, possible credit for prior service, and possible relocation allowances, until the offer is accepted.

If there is no other viable candidate, the search is considered a failed search, and the process begins again.

After the candidate accepts the conditional, verbal offer, the dean will notify the Provost and the Office of Human Resources. All aspects of the position offer must be provided. The Human Resources will then contact the candidate to begin the background check process. Once the background check has cleared, the Office of Human Resources extends a written proposal of employment and notifies the candidate of any additional materials that may be required for initial appointment in the University System (e.g., official transcripts).

The official contract offer is transmitted from the President.

The hiring supervisor or designee (e.g., chair of the search committee) should notify unsuccessful candidates who were invited to campus for an interview that the position has been filled. Human Resources will notify candidates who were not interviewed.

All notes, files, and paper documents related to the search are sent to Human Resources.

Steps to Follow Once the Applicant Accepts a Position

See the checklist on steps to follow once the applicant accepts a position (full-time and parttime) located at the end of this document.

Hiring of Foreign Nationals

Search committees may ask candidates if they are eligible to work in the United States only if all candidates are asked about their eligibility. Any school or department hiring a nonresident foreign national must communicate this information to Human Resources prior to employment. Human Resources will work in conjunction with an approved lawyer and the department to assure DSC complies with applicable laws. Any costs associated with this process are charged to the hiring supervisor's budget. The Office of Federal Contract Compliance Program (OFCCP) of the U.S. Department of Labor requires that the hiring of foreign nationals requires that there has been a nationwide vacancy announcement.

Travel Reimbursement

All candidates for full-time faculty positions may be reimbursed for qualifying travel expenses subject to the availability of funds. Guidelines for use of USG, DSC, and Foundation funds for any part of the interview process must be followed. See reimbursement of candidates at <https://roadrunner.daltonstate.edu/skins/userfiles/files/reimbursement-for-job-candidates.pdf>.

Search Committee Interview Reimbursement

Faculty/staff are not eligible for reimbursement of their meal from their departmental or school budget when taking a candidate to breakfast, lunch, or dinner, as meals paid for candidates by faculty/staff are not eligible for reimbursement from state funds. However, in the case of interviews for faculty candidates, the Foundation will allow departments/schools to reimburse one interview meal from their Foundation funds to include no more than two College faculty participants and the interviewee (provided that such funds are available and that the committee

has prior approval from the dean). Tips for meal expenses will be reimbursed only at a maximum of 15% of the total bill. See the Dalton State Foundation Policy on Foundation Endowment Fund and Grant Expenses on the Foundation web page.

Part-time Faculty Hiring Process (Including Dual Enrollment)

If a department or school determines there is a need for part-time faculty, the supervising chair and/or dean initiates the recruitment process by following the job aid function (“[Creating a Job Opening Aid](#)”) in OneUSG. Hiring supervisors new to the process should contact Human Resources before navigating through the system. General policies and procedures are described in the sections below and are not intended to be a step-by-step guide.

Position Descriptions

The supervisor then prepares a position description that includes the major duties and which must be used as the basis for establishing the knowledge, skills, and ability qualification requirements for the position. If no job description exists, one must be developed based on the agreed-upon essential and desired qualifications and reviewed by Human Resources.

Advertising

The position is posted on the DSC website and, when appropriate, paid advertisements are placed in local or regional newspapers or other venues requested by the department or school. Any costs associated with advertising are charged to the hiring manager’s department budget.

Selection and Approval of Part-time Instructors

Interested applicants should submit a letter of interest, a current vita, unofficial transcripts of all college work, and full contact information for two professional references. The chair or dean in schools without chairs will invite potential candidates for an on-campus or virtual interview. Part-time faculty may be asked to do a teaching demonstration. If the chair or dean finds the candidate acceptable, he or she will provide the Provost and VPAA with a complete faculty file and write a memo to the Provost requesting permission to add the candidate to the teaching pool. Once this approval is obtained, the part-time faculty member will be asked to have official transcripts of all college work sent directly to the Office of Academic Affairs, and Human Resources will be notified to initiate a background check.

Part-time faculty should not be added to the schedule until the background investigation is complete and the official transcripts are on file. By the end of the first week of classes, chairs and/or deans should provide the Office of Academic Affairs with a listing of all part-time appointments for the semester and ensure that part-time faculty have signed off on the Part-time Teaching Faculty Agreement form, which is submitted to the Office of Academic Affairs. Part-time instructors may not teach more than two classes a semester.

Steps to Follow Once the Applicant Accepts a Position

See the checklist on steps to follow once the applicant accepts a position (full-time and parttime) located at the end of this document.

Hiring Faculty: Steps to Follow Full-time

Application process is completed using the CAREERS System.

Applicants use CAREERS to apply for the faculty position. • If the applicant is NOT considered for the job, Human Resources (HR) will contact them.

- If the applicant has a phone interview and is NOT considered OR is invited to campus for a formal interview and is NOT offered the position, the hiring supervisor (Dean, Associate or Assistant Dean, or Chair) contacts them.
- If the applicant is offered the position, the hiring supervisor contacts the applicant to make a verbal offer (an email may be sent as well). When making the verbal offer, please inform them about required official transcripts and background check. This will allow them to request transcripts in a timely manner and know that a background check email is coming from HR.

Once an applicant accepts the position, please follow these steps:

1. The hiring supervisor sends an email to humanresources@daltonstate.edu, Lori McCarty, lmccarty@daltonstate.edu; the Provost, gkertulistartar@daltonstate.edu; and Rosalva Moso, rmadrig1@daltonstate.edu outlining the offer (i.e., complete title, salary, and any years of tenure granted or moving expenses, if applicable).
2. ALL application materials (to include cover letter/letter of intent/interest/introduction, CV/resume, application transcripts (usually unofficial for applications), full contact information for three professional references (two for PT), and any other material sent by the applicant must be downloaded by the chair of the search committee or hiring supervisor, and sent to Rosalva Moso: rmadrig1@daltonstate.edu.
3. Academic Affairs will send an offer letter to the candidate, outlining the details of the offer. Also included in the letter is information regarding the background check (HR will initiate background check request), and request for official transcripts to be sent to: rmadrig1@daltonstate.edu or snail mail at the Office of Academic Affairs, Attn: Rosalva Moso, 650 College Drive, Dalton, GA 30720.
4. After the offer letter is signed by the applicant, background check has cleared and all official transcripts are in, a contract will be issued.

All new faculty MUST sign the official offer letter, have a clear background check, and send official transcripts BEFORE they begin working at Dalton State.

Part-time Application Through the Careers System •

Applicants use Careers to apply for the faculty position.

- Procedures outlined above (1-4) are required for PT faculty as well.

Goal Setting and Faculty Annual Reports

(Reviewed by Academic Affairs and Approved by the Faculty Senate, September 14, 2023)

As noted in the *Faculty Evaluation Manual*, by the beginning of the fall semester, faculty members should initiate planning, reflection, and discussion with their immediate supervisor about goals for the coming academic year. Potential goals should be devised for each of the areas on which faculty members are evaluated, including teaching, student success, service (both to the College and to the community), research/scholarship/creative work, and professional growth/development. Faculty members who have administrative responsibilities that do not include the supervision of faculty will report on accomplishments related to those responsibilities under the area of service. Faculty members who have administrative responsibilities that include the supervision of faculty report on those responsibilities in a section devoted to their role as an academic administrator. For the purposes of teaching and student success, all faculty will list the same overarching achievement for their annual report. For teaching, faculty must “demonstrate excellence in teaching.” For student success, faculty must “demonstrate a commitment to student success.” Untenured faculty and lecturers submit goals on the Preliminary Statement of Goals form found in the *Faculty Evaluation Manual*, and final versions of these potential goals should be approved by September 30. Section 8.0 of the *Faculty Evaluation Manual* details the appeals process if agreement cannot be reached on any part of the goal-setting process.

By March 1, all faculty will notify their immediate supervisor in writing that they believe that their performance is worthy of a Meets Expectations, Exceeds Expectations, or Exemplary rating. By April 1, faculty members will submit written reports to their immediate supervisor, assessing their progress toward fulfillment of the goals set for the current academic year and using the Annual Report form. Faculty members are responsible for providing evidence in their narrative for each achievement to support their body of work. The report covers accomplishments achieved between April 1 through March 30th of the preceding year. For firstyear faculty, the report covers August 1 through March 30th.

Grade Appeals

A student may file a formal challenge to a grade if there is unequivocal evidence that one or more of the following applies: • It was a direct result of arbitrary and capricious conduct on the part of the instructor.

- The instructor discriminated against the student on the basis of a protected classification as the term is defined by Federal Law, Georgia State Law, or the Administrative Code of the City of Dalton.
- The grade was incorrectly calculated, or a clerical error occurred in recording the grade.
- A mitigating circumstance prevented the student from completing a final assignment or attending the final exam.

To appeal a grade, the student must notify the instructor in writing no later than three days after the posting of final grades. See complete details [here](#).

Gradebooks

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 9, 2023)

Gradebooks, whether electronic or hardcopy, are considered the property of the College and should be kept secure. Faculty must turn in their most recent gradebooks (grade sheet printouts if grades are electronic) to their immediate supervisor at the conclusion of their employment.

University System policy states that gradebooks should be held for one term after completion when there are no contested grades. If there are contested grade results, the gradebooks should be held for one term after completion or until the issue is resolved, whichever is longer. Dalton State College recommends that faculty retain gradebooks for one calendar year after term completion. Discarded gradebooks should be securely shredded.

(University System of Georgia, Records Management and Archives, Examinations, Tests, Term Papers, Homework Records, and Grade Books, Number: 0472-06-012).

Graduation

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

Graduation ceremonies are held at the end of the Fall semester in December and the end of the Spring semester in May, and each faculty member is expected to attend at least one of these. Permission to be absent can only be obtained from the President. Appropriate cap and gown for this ceremony may be obtained through the Campus Bookstore.

The academic advisor of a prospective graduate must verify that the student has potentially met the requirements for graduation. The student must choose the appropriate catalog and program of study for graduation. The checklist of required courses for graduation may include courses already taken for credit, courses in which the student is currently enrolled, and those for which the student plans to advance register for the final academic term. A copy of the student's current transcript may be obtained from the campus Internet site. The graduation average must be 2.0 ("C") or higher for the courses used to fulfill the graduation requirements. Once it has been determined that the student can meet the requirements after the final academic term, the [Application for Graduation](#) (a dynamic form), indicating that the student can qualify to graduate, should be signed by the advisor. Graduation information and application may be found at <https://www.daltonstate.edu/academics/requirements.cms>.

Graduates' applications normally should be submitted in the semester prior to the semester in which all graduation requirements will be met.

Advisors should submit [Requests for Course Substitutions](#), via a dynamic form, to the appropriate dean, associate dean, assistant dean, or department chair whose school/department "owns" the course required for graduation. Any substitution requests should be submitted at the earliest possible time so that graduation will not be hindered while awaiting resolution. The Office of the Provost and Vice President for Academic Affairs renders the final decision on all requests for course substitution in cases where the school or department that "owns" the course disapproves the substitution. Appropriate documentation concerning course descriptions may be required from the student for courses taken at other colleges/institutions.

Guest Speakers

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Faculty members may invite guests from outside Dalton State to address students. Prior to issuing an invitation, permission from the dean, associate dean, assistant dean, or department chair must be obtained. For liability containment, a Dalton State faculty member, approved by the dean, associate dean, assistant dean, or department chair, must be present when a guest addresses students.

If payment is required, the school sponsoring the speaker must have a contract approved and signed by the Vice President for Fiscal Affairs and the speaker. If the speaker or performer is employed at another University System Institution, additional paperwork is required.

Hardship Withdrawal Process

Students who experience an unexpected occurrence such as serious illness or major life event that interferes with their ability to complete their coursework in a given term may petition for a Hardship Withdrawal through the Office of Academic Affairs and the Dean of Students' Office. Hardship situations must be non-academic in nature. Acceptable reasons for hardship withdrawals include health, military service, or job conflict. All extenuating circumstances must be fully documented. If the hardship withdrawal is granted, the student will be withdrawn from all classes for the term. All requests must be submitted no later than one week (7 days) after grades are posted. See the complete process at the following link:

<https://www.daltonstate.edu/skins/userfiles/files/DSC%20website%20landing%20page%20information.pdf>

Administrative Withdrawal is initiated by a Dalton State Administrator in the case of a student's dangerous behavior, commission of a crime on campus, Clery-related Crime, Title IX violation, nonpayment of tuition or fees, or other related action on the part of the student.

Human Subject Research

The Dalton State College Institutional Review Board (IRB) regulates **all research** activities involving human subjects at Dalton State (including student research) to ensure that people who participate in research are treated ethically and in compliance with all federal and state laws and regulations. Prior to completing an application for human subject research, all researchers must complete a training course. Members of the campus community may use the DSC Human Subject Research Online Training, located in GeorgiaView, to satisfy the requirement of completing a course on protecting human subject participants. However, the IRB also accepts Protecting Human Research Participant (PHRP) Online Training, CITI Training, or other training programs completed through an academic institution. IRB workshops and information sessions are also provided upon request to assist members of the campus community in understanding the relevant laws established to protect the welfare and privacy of human subjects. The IRB meets on an as-needed basis to review research protocols. Detailed information about the review process and human subjects research is available at <https://www.daltonstate.edu/academics/irb.cms>.

Intellectual Properties Policy

(Reviewed by Academic Affairs and Approved by the Faculty Senate, October 8, 2020)

DSC is dedicated to teaching and serving as an educational broker to meet the needs of the community and provide opportunities for all persons within its service area to live self-fulfilling and productive lives. While the primary objective of the faculty and staff of DSC is in the dissemination of both old and new knowledge, another objective of the faculty and staff of the institution is in the production of new knowledge. An inherent part of both of these objectives is the publication of scholarly works, as well as the development of useful processes involved in teaching and the development of software. These activities (1) contribute to the professional development of the faculty, staff or students involved; (2) enhance the reputation of the institutions concerned; (3) provide additional educational opportunities for participating students; and (4) promote the general welfare of the public at large. See [Section 6.3 of the Board of Regents' Policy Manual](#) for the complete policy.

Mandatory Training

Follow this [link](#) to the Policy and Procedures Manual.

Midterm Grades

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Faculty are required to submit midterm grades in Banner during the fall and spring semesters for all full-session classes by the date specified in the Master Calendar.

New Degree Approval Process

(Reviewed by Academic Affairs and Approved by the Faculty Senate, October 8, 2020)

(Updated February 17, 2021, to incorporate new requirements and new link)

The Provost and Vice President for Academic Affairs (VPAA) gives the school permission to gather preliminary information for the new degree program (including student interest, employment outlook, average salary information, typical salaries five years after graduation, and needs assessment) and to prepare a USG Program Proposal Application for the Board of Regents. Check with the USG Academic Affairs office for copies of the most current degree- proposal forms ([New Program Proposal Forms and Resources](#)).

1. Once the proposal is complete, the dean of the school submits the proposal to the Academic Programs Committee for approval.
2. With approval from the Provost and VPAA, the dean of the school submits the proposal to the Academic Programs Committee for internal review and approval. (The Academic Programs Committee is a standing committee of the Faculty Senate and consists of administrators, faculty members, a professional advisor, and student representatives.)
3. If the proposal is approved by the Academic Programs Committee, the Provost and VPAA, in consultation with the President, submits the formal proposal to the Board of Regents (BOR) for approval.

Once the proposal receives official approval from the BOR, the program is added to the institution's curriculum.

New Minors

(Reviewed by Academic Affairs and Approved by the Faculty Senate, October 8, 2020)

Section 2.3.1 of the *Academic and Student Affairs Handbook* states that a minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework. Courses taken to satisfy Core Areas A through E may not be counted as coursework in the minor. Core Area F courses may be counted as coursework in the minor. Proposals for new minors must be approved by the College's Academic Programs Committee. Once approved, the Office of Academic Affairs is required to notify the Board of Regents Office of Academic Programs using the minor notification form (http://www.usg.edu/academic_programs/changes/). Upon notification, minors will be listed on the Board of Regents Office of Academic Programs website. Changes in the name of a minor should also be sent to the Board of Regents Office of Academic Programs.

Office Hours

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

Regular faculty-student interchange is a defining characteristic of all institutions, and the term “office hours” is to be construed as scheduled time when a faculty member is in (or close by) his/her office and available to see students whether or not the student has an appointment. Formal appointments, however, may be scheduled during this period, as well as at other mutually convenient times. On certain occasions, such as periods of registration, drop-add days, and the midterm period, students often need additional opportunities to meet with faculty members in roles as instructors or advisors.

In general, full-time Dalton State College faculty members are expected to post and maintain a minimum of five regularly scheduled office hours per week during the Fall and Spring semesters, distributed across at least three days per week at times convenient for students enrolled in all classes taught each academic term. Part-time faculty should plan to offer at least one office hour per week per class taught. Exceptions to this model may be arranged by a full- time or part-time faculty member by agreement with his/her dean, associate dean, assistant dean, or department chair. Also, during the summer term, when teaching responsibilities are likely to be less, office hours may be reduced proportionately.

Special considerations may be necessary for faculty members who have extensive duties off campus, are teaching by distance learning, or hold clinical responsibilities, and these should be determined in advance through discussions between the affected faculty member and his/her dean, associate dean, assistant dean, or department chair. Specific provisions should be made to provide students enrolled in off-campus classes with structured access to and interaction with full-time on-campus faculty members, whether in face-to-face or electronic environments.

Faculty members are required to post scheduled office hours and class times and locations on office doors each academic term. Office hours, as well as other means students can use to contact the faculty member, should also be published in each class syllabus and on the faculty member’s webpage.

Open Records

In the [Georgia Open Records Act](#), a public document is defined to broadly include most visible, auditory, or electronic documents created by or received by employees of state agencies in the discharge of duties. The Act also creates broad rights for these records to be accessed by the public. Requests for any institutional records should be referred immediately to the Vice President for Fiscal Affairs. Requests for any student records should be referred immediately to the Vice President for Student Affairs and Enrollment Management. In all cases, the Act allows the employee and the agency a reasonable, specified period of time in which to respond. Faculty and staff are not required to release records "on the spot," regardless of the source of the request (e.g., individual, attorney, or a local, state, or federal government employee/agent).

Orientation

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Dalton State requires new faculty members to attend New Faculty Orientation before the first fall semester of employment. New faculty members are also expected to participate in the ongoing faculty development opportunities offered throughout the academic year by the Center for Excellence in Teaching and Learning.

Overloads

(Reviewed by Academic Affairs and Approved by the Faculty Senate, January 18, 2021, updated to include missing section, September 14, 2021)

As stated in section [4.11 of the *Academic and Student Affairs Handbook*](#), under certain circumstances, qualified teaching faculty and administrative faculty may be called upon to take on additional teaching, research, or service responsibilities at their home institution. Whenever possible, institutions should consider adjusting the individual's primary duties to incorporate the extra duties associated with the overload(s). If it is determined that a workload adjustment cannot be made, the faculty member's contract should be amended to reflect a temporary change in compensation warranted by the additional responsibilities. A contract modification should also be done when faculty are involved in joint staffing agreements that warrant additional compensation at another USG institution. Deans should provide the Provost and VPAA with a listing of all overloads for the semester and ensure that faculty sign the Academic Year and Fiscal Year Contract Addendum for Temporary Overload Compensation form and submit it to the Office of Academic Affairs via a dynamic form by the end of the first week of classes.

Overload Course Limit Policy

(Approved by the Faculty Senate, November 15, 2018, Approved by the full faculty, December 7, 2018)

The maximum number of overloads a faculty member can teach during a semester (for the normal contract period of fall and spring) will be three courses. Department chairs will make the determination, in consultation with the faculty member, regarding the total number of overloads for a given semester based on performance and the need for courses at Dalton State College.

A faculty member may teach additional overloads to meet a department or school need. A chair must obtain approval from the school's dean before a faculty member any overloads above the maximum of three. The faculty member's first commitment for an overload will be to Dalton State College, but once a faculty member accepts an eCore/eMajor course, he or she will not be required to rescind the commitment to teach a Dalton State overload.

A faculty member can teach an overload if he or she has obtained at least a 4.0 average in the prior year for student evaluations OR he or she has at least met the requirements for "Standard Performance" in teaching on the prior year's annual review. A faculty member who would otherwise not be allowed to teach an overload based on his or her performance may teach an overload to meet a department/school need with the permission of the Provost and Vice President for Academic Affairs.

Partial-Year Faculty Appointments and Tenure Timeline

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 5, 2020)

Tenure-track faculty typically begin their appointments at the beginning of a regular contract period (10-month academic contract or 12-month fiscal contract). However, there are instances when a faculty member is appointed during the contract year. For purposes of counting a partial year of employment towards the tenure timeline, faculty hired prior to October 15 may elect to count their initial partial year of employment as a full year towards the probationary period of at least five (5) years of full-time service. Faculty must notify their immediate supervisor and dean in writing of their intent to count the partial year of employment towards tenure by May 1 of their first year of employment. The dean will then notify the Provost and VPAA for record-keeping purposes. Faculty hired October 15 or later will begin their tenure clock at the beginning of their first full year of employment, unless otherwise approved by the institution's president at the time of appointment.

Post-Tenure Review

(Reviewed by Academic Affairs and Approved by the Faculty Senate, September 14, 2023)

As per section [8.3.5.4 of the Board of Regents' Policy Manual](#), Dalton State College requires that each school provide a post-tenure review for all tenured faculty five years after tenure was granted or the most recent promotion and every five years thereafter. The [USG Academic and Student Affairs Handbook \(Section 4.7\)](#) states that “The post-tenure review process shall support the further career development of tenured faculty members as well as ensure accountability and continued strong performance from faculty members after they have achieved tenure. The primary purpose of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the academic discipline, institution, and the institution’s mission. Post-tenure review is intended to provide a longer-term and broader perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member’s career.” Results of post-tenure review should be linked to recognition or reward within the financial constraints of the institution ([Academic and Student Affairs Handbook, Section 4.7](#)).

Post-tenure review is carried out within the individual schools, as noted in Dalton State’s *Faculty Evaluation Manual* (Section 4.2.4). Faculty undergoing post-tenure review submit their electronic portfolio for review by their school’s Individual Review Committee no later than the date specified on the post-tenure review timeline provided by the Office of Academic Affairs.

(Tentative dates can be found in section 5.2.2 of the *Faculty Evaluation Manual*.) Faculty undergoing post-tenure review do not have their portfolios reviewed by the campus-wide Tenure and Promotion Committee. The *Faculty Evaluation Manual* provides a listing of the required contents of the portfolio in section 5.4.3, but the dean (or appointed designee) is responsible for providing any additional requirements that are school-specific and is responsible for providing instructions for using GeorgiaVIEW to create an electronic portfolio for review.

The chair of the Individual Review Committee will write a review of the faculty member’s performance based on the portfolio and feedback from the other committee members. After the faculty member has an opportunity to respond, the chair of the Individual Review Committee will upload the committee’s assessment to the electronic portfolio for review by the immediate supervisor. The immediate supervisor will write an independent recommendation to the dean, and the dean will write an independent recommendation of the faculty member and provide a copy to the Provost and Vice President for Academic Affairs.

Results of a positive post-tenure review should be linked to recognition or reward within the financial constraints of the institution ([Academic and Student Affairs Handbook, Section 4.7](#)). However, tenured faculty members who do not meet expectations will complete a Performance Improvement Plan (PIP) for any of those areas outlined in Section 7.2 of the *Faculty Evaluation Manual*. Faculty members will then have one year (or the duration of the PIP) to accomplish the goals of the plan. If faculty successfully complete the PIP, the next post-tenure review will take

place on the regular five-year schedule. If faculty fail to make sufficient progress in performance, the College may take appropriate remedial action. Per USG Policy (see [Academic and Student Affairs Handbook, Section 4.7](#)), disciplinary actions may include, but are not limited to, “reallocation of effort, salary reduction, and tenure revocation and dismissal.” Faculty retain the right to appeal decisions related to their process in completing a PIP as outlined in Section 8.2.1 of the *Faculty Evaluation Manual*.

Five-Year Administrative Comprehensive Evaluation Process

Dalton State College requires that each administrator undergo an Administrative Comprehensive Evaluation, including a 360° feedback assessment, five years after tenure was granted or five years after the most recent promotion and every five years thereafter. Per the [Academic and Student Affairs Handbook, Section 4.7](#), academic administrators who hold faculty rank and are tenured at the institution aligned with an academic unit will receive an annual review by their appropriate supervisor and will undergo a comprehensive evaluation, including a 360° feedback assessment every five years.

As noted in Dalton State’s Faculty Evaluation Manual (Section 6.3), those undergoing an Administrative Comprehensive Evaluation submit their electronic portfolio for review by their immediate supervisor no later than the date specified on the evaluation timeline provided by the Office of Academic Affairs. (Tentative dates can be found in section 6.3.1.1 of the Faculty Evaluation Manual.) The Faculty Evaluation Manual provides a listing of the required contents of the portfolio in section 6.3.2.

The immediate supervisor will write a review of the administrator’s performance in the form of a letter to the candidate and Provost. The review will be based upon the portfolio and the 360° feedback assessment. After the administrator has had an opportunity to respond, the immediate supervisor will upload the letter to the electronic portfolio and will email a copy of the letter to the Provost. The Provost will conduct the Five-Year Administrative Comprehensive Evaluation for the assistant or associate provost position, while the President will conduct the Five-Year Administrative Comprehensive Evaluation for the Provost position.

To the extent possible, successful Five-Year Administrative Comprehensive Evaluations will be considered in merit raises. For administrators who do not achieve successful Five-Year Administrative Comprehensive Evaluations, a Performance Improvement Plan (PIP) will be put in place. This plan will include defined goals, an outline of activities, a timetable, available resources and support, and expectations for improvement. The administrator will develop the plan in coordination with the immediate supervisor, and a copy will be submitted to the Office of Academic Affairs. The administrator will then meet with the supervisor twice in the fall and twice in the spring to review progress, document additional needs/resources, and plan goals to achieve before the next meeting. After each meeting, the immediate supervisor will summarize the meeting and indicate whether the faculty member is on track to complete the PIP. At the conclusion of the academic year, the administrator will undergo another 360° feedback

assessment. The immediate supervisor will determine the administrator's progress using the most recent 360° feedback assessment and PIP achievements.

If the administrator successfully completes the performance improvement plan, then the administrator's next Five-Year Administrative Comprehensive Evaluation will take place on the regular five-year schedule.

If the immediate supervisor determines that the administrator failed to make sufficient progress in performance, the administrator may be relieved of administrative duties. As per [Article IV of the Dalton State Statutes](#), an administrator has no rights of tenure in the administrative office to which they have been appointed.

Pre-Tenure Review

(Reviewed by Academic Affairs and Approved by the Faculty Senate, September 14, 2023)

As per [Section 8.3.5.1 of the Board of Regents' Policy and Procedures Manual](#), [Section 4.4 of the USG Academic and Student Affairs Handbook](#), and Sections 4.2.3 and 5.2 of the Dalton State *Faculty Evaluation Manual*, Dalton State College requires that each school provide a pre-tenure review for all tenure-track faculty members half-way towards the tenure date, typically in the third year. Furthermore, pre-tenure review provides a “rigorous analysis and detailed feedback of the faculty member’s body of work” as it relates to the criteria for tenure.

At the end of spring semester, the dean or chair notifies all eligible faculty members of the need to submit a pre-tenure portfolio for review. The Faculty Evaluation Manual provides a listing of the required contents of the portfolio in section 5.4.2, but the dean (or appointed designee) is responsible for providing any additional requirements that are school-specific and is responsible for providing instructions for using GeorgiaVIEW to create an electronic portfolio for review. The dean invites these faculty members to attend the college-wide meeting hosted by the Office of Academic Affairs.

Pre-tenure faculty members must submit their electronic portfolio for review by their school’s Individual Review Committee by the date specified on the pre-tenure review timeline provided by the Office of Academic Affairs. (Tentative dates can be found in section 5.2.1 of the Faculty Evaluation Manual.) Faculty undergoing pre-tenure review do not have their portfolios reviewed by the campus-wide Tenure and Promotion Committee.

The chair of the Individual Review Committee will write a review of the faculty member’s performance based on the portfolio and feedback from the other committee members. After the faculty member has an opportunity to respond, the chair of the Individual Review Committee will upload the committee’s assessment to the electronic portfolio for review by the immediate supervisor. Once the immediate supervisor has reviewed the pre-tenure portfolio and the recommendations of the Individual Review Committee, he or she should meet with the faculty member to discuss the committee’s recommendations.

their particular area(s) of deficiency. Such faculty members will complete a Performance Remediation Plan (PRP) for any of those areas as outlined Section 7.1 of the Faculty Evaluation Manual. These faculty members will then have one year (or the duration of the PRP) to accomplish the goals of the plan. Annual renewal of non-tenured faculty is subject to Board of Regents’ policy and is detailed in the [Non-Renewal section of the Academic Affairs Policy and Procedures Manual](#).

Professional Conduct

(Reviewed by Academic Affairs and Approved by the Faculty Senate, October 8, 2020)

All employees are under strong obligations and share a responsibility to protect the College community from disorderly, disruptive, or obstructive actions which interfere with academic

pursuits and learning. Faculty members who participate in disruptive activities which interfere with the orderly processes of education will be immediately suspended from teaching duties after complying with the requirements of due process. See the Board of Regents' Disruptive Behavior ([Section 6.8 of the *Board of Regents' Policy Manual*](#)) and the Freedom of Expression policy: <https://www.usg.edu/policymanual/section6/C2653> (Section 6.5 of the *Board of Regents' Policy Manual*). A suspended faculty member may be assigned to nonacademic work pending all legitimate appeals. All employees are governed by the policy on political activities published in the [Board of Regents' Policy Manual, Section 8.2.18.3](#).

Professional Ethics

(Reviewed by Academic Affairs and Approved by the Faculty Senate, October 8, 2020)

DSC endorses the statement adopted by the American Association of University Professors in 1966, with revisions adopted in 1987 and 2009. The statement may be accessed at

<http://www.aaup.org/report/statement-professional-ethics?PF=1>.

Promotion

(Reviewed by Academic Affairs and Approved by the Faculty Senate, September 14, 2023)

Promotion within the professional ranks is viewed as distinctive recognition of exceptional contributions to the life, mission, and effectiveness of the institution. The minimum standards and policies of the Board of Regents governing tenure and promotion are detailed in [Section 8.3 of the BOR Policy Manual](#).

Tenure and promotion candidacies are considered by their Individual Review Committees in the respective schools or departments, by their respective department chairs and/or deans, and by a college-wide Tenure and Promotion Committee. Both Department/School and campus-wide committees are composed of tenured faculty members. Deans, assistant/associate deans, and department chairs are ineligible to sit on these committees.

Promotion

Initial rank is determined by the credentials and experience of the faculty member. In traditional academic fields, the master's degree is the minimum credential for appointment as instructor, and the doctorate is required for initial appointment as assistant professor. If the appointee is engaged in or committed to a doctoral program, the appointment is typically in a tenure-track position, if available, with tenure dependent on (although not guaranteed by) completion of the program. Otherwise, the appointment is usually as a non-tenure track lecturer. Appointments as associate professor or professor are usually extended only to persons who have achieved those ranks in other units of the University System or in highly recognized institutions and whose credentials, experience, and record of teaching and academic achievement are comparable to those of faculty members at Dalton State College who hold those ranks.

In some cases, "special competence in the fields in which [the faculty members] teach" may mean that "little formal education beyond high school" may suffice (Southern Association of Colleges and Schools Commission on Colleges [SACSCOC] Criteria for Accreditation). In others, a master's degree plus some work or teaching experience may be the norm. In those cases, the institution must provide a special justification that meets SACSCOC requirements, using the Dalton State College Faculty Qualifications and Credentials [Alternative Justification Narrative form](#).

In all fields, promotion is the recognition of the faculty member's fulfillment of the Regents' minimum criteria for all professional ranks ([Board of Regents' Policy Manual, Section 8.3.6.1](#)):

1. Excellent teaching and effectiveness in instruction;
2. Noteworthy involvement in student success activities;
3. Noteworthy professional service to the institution or the community;
4. Noteworthy research, scholarship, creative activity, or academic achievement; and
5. Continuous professional growth and development.

Detailed information about promotion of faculty is included in the *Faculty Evaluation Manual*, especially in Sections 4 and 5: Tenure and Promotion Criteria and Tenure and Promotion Process.

The Office of Academic Affairs will provide all faculty with an accurate list of the dates by which recommendations for the award of tenure and promotion must be received for a given academic year by the first day of the fall semester. The general timetable for this is in Section 5.1 of the *Faculty Evaluation Manual*.

At the time of an individual's initial appointment, a maximum of three years of probationary credit towards promotion may be awarded for service at other institutions or service in a faculty rank within the institution. Prior to starting employment at Dalton State, new faculty members should discuss with their immediate supervisors their body of work for each year they wish to bring in. They must provide adequate documentation to assist immediate supervisors in determining the appropriate point values. If there is a disagreement, the dean will weigh in on the point values. Immediate supervisors will then forward the information to the Office of Academic Affairs for inclusion in the hire letter. However, per Board of Regents' policy, faculty given probationary credit towards promotion may not use their years of credit towards consideration for early promotion without the approval of the president (see [USG Academic and Student Affairs Handbook, Section 4.6](#)).

Prior to preparing the e-Portfolio for early promotion, the faculty member should request permission to use their probationary credit through their immediate supervisor to the dean of the school. The dean will make a recommendation in writing to the Provost and Vice President for Academic Affairs. The VPAA will review the request to use the probationary credit and make a recommendation in writing to the President. The President will then provide a letter to the faculty member indicating whether or not they will be allowed to use the probationary credit. If the President approves the request to use the years of credit towards promotion, the faculty member may submit the application for early promotion; they must include a copy of the president's letter in their e-Portfolio. The deadline for the president to issue decision is August 30. As such, faculty should initiate the process well in advance of the deadline to ensure the immediate supervisor, dean, VPAA and the president have enough time to make their recommendations. See Section 4.1 and Appendix F of the *Faculty Evaluation Manual* for more information about probationary credit.

For promotion within the professorial ranks, a faculty member is expected to present outstanding accomplishments in at least three of the performance areas over a period of five or more years. Neither the possession of a doctorate nor longevity of service is a guarantee of promotion (*Faculty Evaluation Manual*, Section 4.3.2, [Board of Regents Policy Manual, Section 8.3.6.1](#)). Section 8.3.7.6 of the *Board of Regents Policy Manual* specifies that the "maximum time that may be served at the rank of full-time instructor shall be seven years." Instructors who wish to be retained must achieve promotion by the end of their seventh year. Board of Regents' policy ([Section 8.3.7.6 of the Board of Regents Policy Manual](#)) specifies that the maximum time that may be served in combination of full-time instructional appointments (instructor or professorial

ranks) without the award of tenure is ten years, but a terminal contract for the eleventh year may be proffered if a recommendation for tenure is not approved by the president.

Promotion of Lecturers to Senior Lecturers

According to Board of Regents' policy, lecturers may be eligible for promotion to senior lecturer after serving "at least six years" at the employing institution "if...the institution has clearly stated promotion criteria" ([Board of Regents Policy Manual, Section 8.3.8.3](#)). To be promoted to senior lecturer, lecturers must meet the criteria required for renewal (exceptional teaching ability and extraordinary value to the institution) and demonstrate strong achievement in service to the institution as well as continued professional development.

Lecturers became eligible to earn points toward promotion effective with the 2017-2018 academic year. After completing the specified years in rank and earning the required number of points, a lecturer may be recommended for promotion to senior lecturer by their immediate supervisor. Detailed information about the promotion of lecturers is included in the *Faculty Evaluation Manual*, especially Sections 4 and 5.

Promotion and Degree Completion Pay Increases

(Reviewed Human Resources, 10/15/2020)

Effective June 2008, salary increases for promotion and degree completion are awarded with the next annual contract and not midyear. Beginning in the 2019-2020 academic year, in the case of promotion, every effort will be made to bring the faculty member's salary up to the minimum Carl Vinson recommendation for rank. The salary increase for the completion of a terminal degree and the minimum salary increases for promotion in rank are as follows:

- Completion of a terminal degree: \$2,000.00
- Promotion to Full Professor: \$2,000.00
- Promotion to Associate Professor: \$1,500.00
- Promotion to Assistant Professor: \$1,500.00
- Promotion to Senior Lecturer: \$1,000.00

Removal of Faculty Members

(Reviewed by Academic Affairs and Approved by the Faculty Senate, January 18, 2021) The president of a University System of Georgia (USG) institution or designee may at

any time remove any faculty member or other employee of an institution for cause. Cause shall include willful or intentional violation of the Board of Regents' policies or the approved statutes or bylaws of an institution or as otherwise set forth in the Board of Regents' policies and the approved statutes or bylaws of an institution. Detailed grounds for removal can be found in [Section 8.3.9.1 of the Board of Regents' Policy Manual](#).

Procedures

As per [Section 8.3.9.2 of the Board of Regents' Policy Manual](#), the following procedures for the removal of faculty members shall apply only to the dismissal of a faculty members with tenure or a nontenured faculty member before the end of the term specified in their contracts. These procedures are the minimum standards of due process and do not limit an institution from adopting its own additional standards or procedures consistent with the Board of Regents' policies and bylaws. Such additional standards or procedures shall be incorporated into the statutes of the institution.

Preliminary Procedure

The dismissal of a tenured faculty member or a non-tenured faculty member during his or her contract term should be preceded by

1. Discussion between the faculty member and appropriate administrative officers looking toward a mutual settlement.
2. Informal inquiry by an appropriate faculty committee which may, upon failing to effect an adjustment, advises the president whether dismissal proceedings should be undertaken, though the advisory opinion shall not be binding upon the president.
3. A letter to the faculty member forewarning that he or she is about to be terminated for cause and informing him or her that a statement of charges will be forwarded to him or her upon request. The faculty member may request a formal hearing on the charges before a faculty committee. Failure to request charges or a hearing within 10 working days shall constitute a waiver of the right to a hearing.
4. A statement of charges, if requested by the faculty member, framed with reasonable particularity by the president or his/her designee. Along with the charges, the faculty member shall be advised of the names of the witnesses to be used against him or her together with the nature of the expected testimony.

A dismissal shall be preceded by statement of charges or grounds for dismissal if requested by the faculty member, including a statement that the faculty member shall have the right to be heard by a faculty hearing committee, which shall consist of not fewer than three or more than five impartial faculty members appointed by the executive committee (or its equivalent) of the highest legislative body of the faculty, from among the members of the entire faculty of the institution. At Dalton State, the highest legislative body is the Executive Committee of the Faculty Senate, which includes the president of the Senate, the president-elect, the secretary, the parliamentarian, the past president (ex-officio), and the web master. Members of the hearing committee may serve concurrently on other committees of the faculty.

When the hearing committee is called into session, it shall elect a chair from among its membership. The hearing committee will meet as a body when it is called into session by the

chair at the chair's discretion or upon the request of the president or the faculty member who is subject to dismissal. A minimum of three committee members is required for any vote or official action to be taken.

A hearing committee member should remove himself or herself from the case, either at the request of a party or on his or her own initiative, if he or she deems himself or herself disqualified for bias or interest. Each party shall have a maximum of two challenges without stated cause that shall be made in writing and filed with the chair of the hearing committee at least five days in advance of the date set for the hearing.

Additionally, the chair may decide whether a member of the committee should be disqualified for cause. If a committee member is removed, the replacement shall be made in the same manner as the original committee was selected. If the chair is removed, the committee shall elect a new chair after committee replacements have been appointed.

Dismissal Procedures

When a hearing is requested, the following hearing procedures shall apply:

1. Service of notice of the hearing with specific reasons or charges against the faculty member together with the names of the members of the hearing committee shall be provided to the charged faculty member in writing at least 20 days prior to the hearing. The faculty member may waive a hearing or respond to the charges in writing at least five days in advance of the date set for the hearing. If a faculty member waives a hearing but denies the charges or asserts that the charges do not support a finding of adequate cause, the hearing committee shall evaluate all available evidence and rest its recommendation upon the evidence in the record.
2. The hearing committee, in consultation with the president and the charged faculty member, may exercise its judgment as to whether the hearing should be public or private in accordance with applicable law.
3. During the proceedings the charged faculty member, the administration, and the hearing committee may each have advisory or counsel of his, her, or their choice.
4. At the request of either party or the chair of the hearing committee, a representative of a responsible education association shall be permitted to attend the hearing as an observer.
5. A recording or transcript of the proceedings shall be kept in accordance with institution policies and procedures and made available to the charged faculty member and the administration in the event an appeal is filed.
6. An oath or affirmation shall be administered to all witnesses by any person authorized by law to administer oaths in the State of Georgia.

7. The hearing committee may grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
8. The charged faculty member and the administration shall be afforded a reasonable opportunity to obtain necessary witnesses and documentary or other evidence.
9. The charged faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witness cannot or will not appear, but the committee determines that the interests of justice require the admission of his or her statement, the committee will identify the witness, disclose the statement, and, if possible, provide for interrogatories.
10. The hearing committee is not bound by strict rules of legal evidence and may admit any evidence that is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. All questions relating to admissibility of evidence or other matters shall be decided by the chair or presiding officer of the committee.
11. The findings of fact and the decision of the hearing committee will be based solely on the hearing record.
12. Except for announcements concerning the time of the hearing and similar matters, public statements, and publicity about the case by either the charged faculty member or administrative officer should be avoided until the proceedings have been completed, including consideration by the Board of Regents in the event an appeal is filed.
13. The president and the charged faculty member shall be notified in writing of the decision and recommendation, if any, of the hearing committee. If the hearing committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will advise the president. If the president does not approve the committee's decision, he or she should state his or her reasons in writing to the committee for response before rendering his or her final decision. If the committee concludes that an academic penalty less than dismissal would be more appropriate than dismissal, it may so recommend with supporting reasons. The president may or may not follow the recommendations of the committee.
14. After complying with the foregoing procedures, the president shall send an official letter to the charged faculty member notifying him or her of the president's decision. Such letter shall be delivered to the addressee only with receipt to show to whom and the address where delivered. The letter shall clearly state any charges that the president has found sustained and shall notify such person that he or she may apply for discretionary review as provided for in Board of Regents' Policy.

15. Upon dismissal by the president, the faculty member shall be suspended from employment without pay from the date of the final decision of the president. Should the faculty member be reinstated pursuant to an application for discretionary review under Board of Regents' Policy, he or she shall be compensated from the date of the suspension.

Temporary or part-time personnel serving without a written contract hold their employment at the discretion of the institution president, the provost and VPAA, and their immediate supervisor, any of whom may discontinue the employment of such employee without cause or advance notice.

No provision in this policy shall be interpreted to restrict the authority granted the president of the Dalton State College by the Board of Regents in the Policy Manual to remove at any time a faculty member for cause, nor shall any provision of this policy restrict the protections provided the faculty by the Regents ([*Board of Regents' Policy Manual, Section 8.3.9*](#)).

Renewal of Full-time Lecturers and Senior Lecturers (approved by the Academic Leadership team, April 14, 2014, with May 2018 Update from Board Policy)

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 12, 2020)

As per Regents' policy, lecturers, senior lecturers, and principal lecturers are not eligible for tenure and are eligible for reappointment after completing six consecutive years of service "only if the lecturer has demonstrated exceptional teaching ability and extraordinary value to the institution and if the institution determines that there is a continued need for the lecturer" ([8.3.8.1-8.3.8.2 Board of Regents' Policy Manual](#)). Chairs and deans should use a combination of teaching evaluations (numerical scores and student comments), student success, and achievement of student learning outcomes as a means of determining exceptional teaching. To determine extraordinary value to the institution, chairs and deans should use some combination of the following: credentials to teach a discipline in which adjuncts are not readily available (e.g., public speaking, chemistry, and physics), superior ability in basic skills instruction, and service to the institution. At the beginning of the sixth year, chairs and/or deans will submit a formal request to the Provost and VPAA, documenting the lecturer's or senior lecturer's exceptional teaching ability and extraordinary value to the institution and requesting reappointment.

Resignation and Non-Renewal

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 12, 2020)

DSC follows the policies and guidelines stated in [BOR Policy Manual, Section 8.3.4](#) regarding faculty resignation and non-renewal.

Notice of Resignation and Retirement

[Section 8.3.4.1](#) states that all tenured faculty members employed under written contract for the fiscal or academic year shall give at least 60 days' written notice of intention to resign to the President of the institution or to his/her designee. As a courtesy, nontenured faculty members should also give their supervisors at least 60 days' written notice of their intention to resign. Faculty who intend to retire should give their chair or dean their letter of intent to retire by January but no later than 60 days before the end of their contract.

Non-renewal of Tenure-track Faculty

[Section 8.3.4.2 of the Board of Regents' Policy Manual](#) states that all non-tenured faculty who have been awarded academic rank (instructor, assistant professor, associate professor, professor), are employed under written contract, and who served full-time for the entire previous year have the presumption of renewal of the next academic year unless notified in writing, by the president of an institution or his/her designee, of the intent not to renew. [Section 8.3.4.2 of the Board of Regents' Policy Manual](#) requires that "written notice of intent not to renew 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 not to renew a non-tenured faculty member who has been awarded academic rank (instructor, assistant professor, associate professor, professor) shall be furnished, in writing, according to the following schedule:

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

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.

Non-renewal of Lecturers, Senior Lecturers, and Principal Lecturers

Full-time lecturers, senior lecturers, and principal lecturers are appointed by institutions on a year-to-year basis (Sections [8.3](#), [8.3.8.2](#), and [8.3.8.3 of the Board of Regents' Policy Manual](#)). As per [Section 8.3.4.3 of the Board of Regents' Policy Manual](#), lecturers, senior lecturers, and

principal 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, senior lecturers, or principal lecturers with less than three years of full-time continuous service in that position at the current institution, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers, senior lecturers, or principal lecturers with three or more years but less than six years of full-time continuous service in that position at the current institution, institutions must provide non-reappointment notice at least 30 calendar days prior to the institution's first day of classes in the semester.
3. For lecturers, senior lecturers, or principal lecturers with six years or more of full-time continuous service in those positions at the current institution, institutions must provide non-reappointment notice at least 180 calendar days prior to the institution's first day of classes in the semester.

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

Student Absences

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021; updated March 27, 2025)

Student absences from course meetings are governed by the policy stated in the syllabus for each course. If the faculty member's school does not have a prescribed policy on absences, one should be formulated that is academically sound, encourages responsible class participation, and provides reasonable accommodations for unavoidable absences occasioned by illness, accident, family emergencies, employment exigencies, approved campus trips, or other extenuating conditions. A faculty member's policy must agree with the College policy pertaining to "Officially Approved Student Absences."

Officially Approved Student Absences

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. In order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

- notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);
- estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from classes prior to that time on that day; similarly, if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and
- contact information for the person or organization sponsoring/authorizing the student's participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing Dalton State in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

Religious Holidays Attendance Policy

Board of Regents' policy (*BOR Policy Manual, 3.4.3*) requires each institution to have a policy regarding absences related to religious holidays. In that regard, the Dalton State administration asks faculty members to be understanding of students missing classes and other academic commitments on major religious holidays and to allow students honoring those holidays to make up the work that is missed. Please consult a resource such as <http://www.interfaith-calendar.org/> for a relatively comprehensive list of religious observances as well as for specific dates of each holiday.

It is the responsibility of those constructing the academic calendar each year to avoid scheduling registration periods or the first day of class on religious holidays. It is the responsibility of the instructor and student to determine the conditions under which work will be made up when a student misses class or other academic obligations because of a religious holiday.

Student Evaluations

(Reviewed by Academic Affairs and Approved by the Faculty Senate, November 5, 2020)

The Board of Regents requires each institution, as a part of its annual evaluation of faculty, to "utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations" ([*BOR Policy Manual, Section 8.3.5.1*](#)).

The Faculty Evaluation Committee, outlined in the Faculty Senate Bylaws, oversees the evaluation process and review forms and procedures as necessary.

Each faculty member will be evaluated in all courses taught each semester. Part-time faculty will be evaluated using the same instruments and procedures as the full-time faculty.

Course evaluations will be administered to students online through the SmartEvals system, using a specific format for each mode of instruction. The evaluations will be opened to students after the last day to withdraw from a course and remain open until the last day of class for that session. Evaluations will be released to faculty after the last day to submit final grades.

Faculty should make every effort to have their students complete the student evaluations for each of their courses. To do so, they should set aside class time for students to complete the evaluations through the use of their smartphones, laptops, or tablets, or they should reserve a computer lab for this purpose. Faculty should not be present in the classroom or lab during the evaluations, and they should not offer students any incentives (such as extra credit) for completing the course evaluations.

For annual evaluation purposes, the College does not include student evaluations for classes with fewer than 10 students or for classes in which fewer than 33% of the class responded. Exceptions can be made if the faculty member requests a weighted average be calculated for all classes evaluated during the period under review. Requests for a weighted average should be made at the beginning of the term in which the first low-enrollment course is offered. In addition, faculty who wish to experiment with an innovative technique in one of their courses may negotiate a memorandum of understanding with their supervisor to exclude that class's student evaluations from their official average. If the request is granted, the results cannot be included in the official average.

Student Privacy Act—FERPA

The primary law that governs the privacy of educational information is the Family Education Rights and Privacy Act (FERPA). FERPA is the keystone federal privacy law for educational institutions. FERPA generally imposes a cloak of confidentiality around student educational records, prohibiting institutions from disclosing "personally identifiable education information," such as grades or financial aid information, without the student's written permission. FERPA also grants to students the right to request and review their educational records and to make

corrections to those records. The law applies with equal force to electronic records as it does to those stored in hard copy. DSC's complete FERPA policy may be found at <http://catalog.daltonstate.edu/officialnotices/>.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, student handbook, or newspaper article) is left to the discretion of each school. FERPA privacy rules apply to dual enrolled students, regardless of their age.

Student Travel

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Faculty who are interested in encouraging students to present at conferences should encourage students to apply for funding through the Student Government Association. Student travel waivers must be completed through the Dean of Students Office. Students may not attend without verified waivers, and funds will not be reimbursed to students, faculty, or staff without this verification.

Student Withdrawal

Course withdrawal dates for each term are published in the Academic Calendar and are listed on course syllabi. Students who drop the course by this date will be assigned a grade of W. After this date, withdrawal without penalty is permitted only in cases of extreme hardship as determined by the Provost and VPAA; otherwise, a grade of WF will be issued. Students who fail to complete the official drop/withdrawal procedure will receive the grade of F. Withdrawal from class is a student responsibility. The grade of W counts as hours attempted for the purposes of financial aid.

Students with Disabilities

Students with disabilities or special needs are encouraged to contact the Disability Access office. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the [Disability Access Library Guide](#) or contact the Disability Access office.

Study Abroad

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

Students and Dalton State faculty who are interested in participating in study abroad opportunities should contact the coordinator of the International Education Committee. Any Dalton State student in good standing or any student in good standing at another institution that accepts study abroad credit is eligible. Faculty and staff not affiliated with Dalton State may not participate. Dalton State and the University System of Georgia offer a wide variety of study abroad opportunities from 9-day programs to semester/academic year programs. Detailed information about study abroad is available on the College's Web page:

<https://www.daltonstate.edu/academics/getting-started.cms>.

Summer Teaching

(Reviewed by Academic Affairs and Approved by the Faculty Senate, January 18, 2021)

Summer teaching opportunities for faculty on academic year appointments are driven by student demand for courses offered and/or academic program needs. While there are no guarantees of summer employment, every effort will be made, in advance, to arrange prospective summer teaching schedules among those interested.

Tenure

(Reviewed by Academic Affairs and Approved by the Faculty Senate, September 14, 2023)

According to [Section 8.3 of the Board of Regents' Policy Manual](#), tenure is the institution's responsibility to employ a tenured individual on a continuing basis until "retirement, resignation, separation as remedial action related to post-tenure review, dismissal for cause, or release because of financial exigency or program modification as determined by the Board of Regents." The minimum criteria for tenure at all institutions for all professorial ranks includes (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, profession, or community; and (5) professional growth and development. Faculty members must be noteworthy in at least two of the above categories. The minimum standards and policies of the Board of Regents governing tenure and promotion are fully detailed in [Section 8.3 of the Board of Regents Policy Manual](#).

Tenure and promotion candidates are considered by their Individual Review Committees in the respective schools or departments, by their respective immediate supervisors and/or deans, and by a college-wide Tenure and Promotion Committee. Both Department/School and campus-wide committees are composed of tenured faculty members. Deans, assistant/associate deans, and department chairs are ineligible to sit on these committees.

Tenure may be awarded only to full-time faculty members who hold Regents'-approved ranks of assistant professor, associate professor, or professor ([Board of Regents' Policy Manual, Section 8.3.7.2](#)). Instructors and faculty members who hold adjunct, part-time, temporary, or non-tenure track appointments are not eligible for tenure. Criteria for tenure can be found in the *Faculty Evaluation Manual*, Section 4.2.1.

Faculty members may apply for tenure after the completion of a probationary period of at least five years of continuous full-time service at the rank of assistant professor or higher at Dalton State College unless probationary credit towards tenure was awarded at the time of hire. Faculty members who have been awarded probationary credit toward tenure may decline the use of all or a portion of the credit by informing their immediate supervisor (department chair or assistant/associate dean) in writing no later than May 1 of their first year of employment. The immediate supervisor must notify the dean of the school, who must notify the Provost and VPAA in writing for recording-keeping purposes (*Faculty Evaluation Manual*, Section 4.2.2).

As noted in the [Board of Regents' Policy Manual \(Section 8.3.7.4 and 8.3.7.6\)](#), tenure is normally awarded after a probationary period of at least five years of continuous, meritorious service at the rank of assistant professor or higher. If tenure is not recommended by the end of the seventh year, the faculty member may be offered a terminal, eighth-year contract. A faculty member may not serve without tenure for more than ten years in any combination of full-time ranks (excluding lecturers and senior lecturers), but an eleventh-year terminal contract may be offered if a tenure proposal is denied by the President of the college.

Tenure resides at the local institution and cannot be transferred among units of the System, nor can tenure be awarded until the minimum probationary period has been served at Dalton State College, except in exceptional cases where the president “may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member’s initial appointment” ([Board of Regents’ Policy Manual, Section 8.3.7.4](#)). Probationary credit and tenure are lost upon resignation or termination from the institution or the position in which the credit or tenure was held ([Board of Regents’ Policy Manual, Section 8.3.7.7](#)).

During the probationary period, non-tenured faculty members in tenure-track positions who are to be renewed for the following year will receive no special notification and will be given contracts in the same manner as tenured faculty members. Non-tenured faculty members in tenure-track positions who are not being renewed for the following year will be notified to that effect according to the following schedule as specified in [Section 8.3.4.2 of the Board of Regents’ Policy Manual](#):

- at least three months before the termination date of an initial, one-year contract (approximately February 15);
- at least six months before the termination date of a second one-year contract, and (approximately November 15);
- at least nine months before the termination date of a third one-year contract and of each one-year contract thereafter (approximately August 15).

Until the award of tenure, all faculty members in the ranks of instructor, assistant professor, associate professor, and professor receive one-year contracts. Board of Regents’ policy specifically identifies those grounds on which a member of the faculty, tenured or non-tenured, may be dismissed before the end of the contract term ([Board of Regents’ Policy Manual, Section 8.3.9](#)). Additionally, the Anti-Harassment policy of DSC and the USG provide for sanctions that may include dismissal.

Textbooks

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 11, 2021)

In compliance with BOR textbook policy, Dalton State seeks to increase timely communication between and among students, faculty, and the institution’s bookstore. The institution also places a high importance on reducing textbook costs to students and maintaining academic integrity regarding textbook sales. To facilitate this, the College requires faculty to submit online textbook requests in advance of class registration dates. This enables the Bookstore to quickly inform students of the costs of textbooks, adoption schedules, and other textbook information. Textbook adoptions must be completed on the Bookstore’s website by the deadline(s) below for each course taught:

- **Fall** semester requests are due: **April 15**

- **Spring** semester requests are due: **October 15**
- **Summer** semester requests are due: **March 15**

Using the methods prescribed by the current bookstore management, faculty members must clearly designate each book requested as being either “optional,” “required,” or “recommended.” The book’s publishing information (including either the ISBN-10 or ISBN-13 number for the exact textbook edition), along with course and section information must also be included. Late or incorrectly inputted information will require additional attention from the bookstore management, the faculty member, and the dean or department head, so care should be taken in providing all correct information.

To ensure the most up-to-date and accurate information for a particular text, faculty members should contact the publisher directly, either via website or by calling the company. Other sources, including online stores, frequently provide outdated and inaccurate publication information.

Faculty must also inform their department’s/school’s administrative assistant as to whether the textbooks selected qualify as low cost (under \$40) or no cost, as this information must be entered in BANNER.

Both the bookstore and the faculty must seek to offer the best textbook value to students and actively promote alternative options to minimize student textbook costs. These options include online textbook shopping, the sale of used or older editions of textbooks, the use of local textbook businesses, and the promotion of digital textbooks and green source materials.

Faculty members may use self-authored texts only if the textbooks pass a third-party review process. According to Article VIII of the Faculty Senate Bylaws, the Faculty Welfare Committee has purview over the use of self-authored materials, either required or recommended for purchase by students, in a class taught by the faculty member. The committee determines on a case-by-case basis whether the sale of these materials through the Dalton State College Bookstore will be allowed. The committee also reviews issues related to copyright violations and disputes.

Faculty members are prohibited from reselling sample texts provided by publishers or accepting financial incentives or gifts from publishers. If a person attempting to buy sample texts appears on campus, faculty should notify Public Safety.

In view of the University System of Georgia’s attempt to reduce textbook costs through Affordable Learning Georgia, faculty are encouraged to use quality open educational resources whenever feasible. Open educational resources should not be used only for the reason of reduced cost, but because they also provide the educational quality needed while also providing low-cost options. The faculty member may arrange with the Auxiliary Services to print the materials for students on demand, but printed open educational resources will not be inventoried by Auxiliary Services.

Faculty must take extreme care in following copyright, fair use, and Creative Commons protocols when using open educational resources or when posting materials to online

environments, such as in GeorgiaView. Additionally, fair use guidelines in providing photocopies as handouts must be followed stringently to avoid copyright infringement and possible lawsuits. Faculty members should make themselves well acquainted with the law and avoid repeated copying of copyrighted materials for distribution in class.

Workload

(Reviewed by Academic Affairs and Approved by the Faculty Senate, March 2021)

The workload of all full-time faculty members at Dalton State College consists of three principal components: teaching (including academic advising), service to the institution and community, and research and/or professional development.

Of these responsibilities, teaching is the most important. The teaching component of a faculty member's workload comprises all activities involved in teaching students, including preparation, in-class lecture and discussion, grading, and faculty-student interaction outside the classroom during stated office hours convenient for students enrolled in all classes taught each academic term. Teaching loads for full-time faculty members during the fall and spring semesters will vary according to whether instructional responsibilities fall predominantly into the upper- or lowercurricular divisions, whether comprised of laboratory science or learning support courses, or whether coordinated with non-teaching duties. During the summer, teaching loads will be determined as a function of student demand and curricular needs. A faculty member's teaching schedule is determined by his/her dean, associate dean, assistant dean, or department chair and is developed based on the needs of students and the overall institutional schedule.

In addition to daytime classes which typically begin at 8:00 a.m. and continue throughout the day, classes are also taught in the evenings from 4:45 p.m. to 10:15 p.m. and possibly on Saturdays. Some classes are scheduled at off-campus locations. A faculty member's teaching responsibilities may include any of the day, evening, or weekend times, or any combination thereof, and may be sited at any of the on-campus or off-campus locations or combination thereof.

The service component involves both academic service within or to the institution and nonacademic service in the surrounding community. The principal elements of academic service include student advising and institutional committee work. Faculty members are expected to participate in both activities and may be expected to engage in additional activities as required by the school, department, or institution's needs. Community service may be any activity which furthers the College's mission or reflects well on the institution in an off-campus environment.

Professional development activities are necessary to sustain and enhance the quality of the faculty and include (but are not limited to) a variety of undertakings such as establishment and maintenance of a scholarly record, participation in professional organizations, and attendance and presentations at conferences and other professional settings. The degree to which faculty members are required to engage in such activities will vary according to school or departmental needs and the standards of accrediting agencies.

Faculty Senate and Non-Senate Committees (03/26/2025)

Non-Senate Committees Staffed by the Committee on Committees

Committee	Committee Composition	Faculty Elected or Selected by	Reports To	Term
Admissions Appeal Committee	<ul style="list-style-type: none"> 5 faculty members (2 from Arts & Sciences, 1 each from Business, Education, and Health Professions). Other Members: Director of Admissions (Chair), Vice President for Student Affairs and Enrollment Management, Vice President for Academic Affairs, and staff member appointed by chair. Acts on all exceptions to entrance requirements to the college. 	Committee on Committees, approved by faculty, and approved by the President's Executive Cabinet	Director of Admissions	2-year term
Committee for Excellence in Teaching and Learning	<ul style="list-style-type: none"> 5 faculty members (2 from Arts & Sciences—one from Sciences & one from Arts, 1 each from Business, Education, and Health Professions) Chaired by the director of the Center for Excellence in Teaching and Learning Supports other campus initiatives and professional development Supports faculty/staff in the understanding, implementation, and assessments of high-impact practices in their respective courses/experiences In addition, the committee includes one member from Student Affairs, nominated by the Vice President for Student Affairs and Enrollment Management, and one member from the Committee for Student Transitions. 	Committee on Committees, approved by faculty, and approved by the President's Executive Cabinet	Academic Affairs	2-year term

Committee for Student Transitions	<ul style="list-style-type: none"> • 5 faculty members: 2 from Arts & Sciences—one from Sciences & one from Arts, 1 each from Business, Education, and Health Professions) • Co-chairs of the Committee for Student Transitions • Advises the co-chairs of the Committee for Student Transitions about the development and operation of the Perspectives courses and facilitates professional development opportunities that will enable DSC faculty and staff members to enhance the academic and collegiate experiences of first-year students at the college. • Consists of five faculty members as described above and two members from Student Affairs. Faculty members are nominated by 	Committee on Committees, approved by faculty, and approved by the President's Executive Cabinet	Academic Affairs	2-year term
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	the Committee on Committees and elected by the faculty. Other members are chosen by the Vice President for Student Affairs and Enrollment Management.			
Committee on Committees	<ul style="list-style-type: none"> • 5 faculty members (2 from Arts & Sciences, 1 each from Business, Education, and Health Professions). • One member of the Faculty Senate appointed by the senate's executive committee. • Surveys faculty interests pertaining to membership on standing committees and councils that are not under the purview of the Faculty Senate and makes recommendations to the President's Executive Cabinet. 	Committee on Committees, approved by faculty, and approved by the President's Executive Cabinet	Academic Affairs	2-year term

Institutional Review Board	<ul style="list-style-type: none"> • 5 faculty members (2 from Arts & Sciences—one from Sciences & one from Arts, 1 each from Business, Education, and Health Professions) One external person from the campus community chosen by the Provost and Vice President for Academic Affairs to serve a one-year term • The IRB is responsible for reviewing proposals of all research involving human subjects conducted at Dalton State College and/or performed by personnel associated with Dalton State College. This includes research conducted at other sites but associated with Dalton State College. The committee is also responsible for ensuring an IRB training course is available for members of the campus community. 	Committee on Committees, approved by faculty, and approved by the President's Executive Cabinet	Academic Affairs	2-year term
International Education Committee	<ul style="list-style-type: none"> • 5 faculty members (2 from Arts & Sciences—one from Sciences & one from Arts, 1 each from Business, Education, and Health Professions) Additional faculty may serve based on their positions (e.g., European Council, study abroad) or their interest in study abroad). Supports and promotes campus internationalization and integration of global content in curriculum development through faculty development, education abroad programs, and international exchange activities. 	Committee on Committees, approved by faculty, and approved by the President's Executive Cabinet. Interested faculty who would like to serve on the committee may do so with approval of and confirmation by the coordinator of International Education.	Coordinator of International Education and the Provost	2-year term (members may be reelected or remain members by virtue of their positions)
Online Education Committee	<ul style="list-style-type: none"> • 5 faculty members (2 from Arts & Sciences—one from Sciences & one from Arts, 1 each from Business, Education, and Health Professions) 	Committee on Committees, voted on by faculty, and	Academic Affairs	2-year term

	<ul style="list-style-type: none"> Other members: A dean, department chair, a professional advisor, a librarian, head of CETL; See description in Online Education LibGuide. https://libguides.daltonstate.edu/c.php?g=24649&p=149044 Works with the faculty to plan and create distance learning environments that encourage and support excellence. In collaboration with other campus and statewide departments, maintains the human and technical resources and network infrastructure necessary to successfully support and deliver distance and distributed learning. Ensures that academic and student services are appropriate to meet the needs of distance and distributed learners. Conducts continuous evaluation of distance and distributed learning and support services to ensure the advancement of the College's mission and adherence to quality standards. Supports research, scholarship, and creative endeavors that promote knowledge of distance learning. Provides accessible, quality education while upholding the highest standards of honesty, fairness, and academic integrity in all online courses. 	approved by the President's Executive Cabinet		
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Non-Senate Committees Not Staffed by the Committee on Committees

Committee	Committee Composition	Faculty Elected or Selected by	Reports To	Term
Adult Learning Committee	<ul style="list-style-type: none"> 5 faculty members (2 from Arts & Sciences, 1 each from Business, Education, and Health Professions) Registrar Associate Director of Marketing and Communications At least one representative from Advising Any interested faculty and staff 	Recommendation of supervisor	Academic Affairs	No specific term length

CARE Team	<ul style="list-style-type: none"> • • • • • At least one faculty member • • Dean of Students, chair • Executive Director of Advising and Student Success Associate Director of the Counseling Center Associate Director of Disability Access Public Safety Assistant Director of Residential Life Assistant Director of Student Conduct 	Selected by Dean of Students and/or other members of the CARE Team)	Dean of Students	No specific term length
College Athletics Committee	<ul style="list-style-type: none"> • 5 faculty members (2 from Arts & Sciences, 1 each from Business, Education, and Health Professions) • One student representative nominated by the SGA • One student-athlete nominated by the Athletics Director and Faculty Athletics representative • One dean selected by the President from nominations received by the Provost and VPAA • Faculty Athletics Representative (FAR) • One representative of the Business Office nominated by the Vice President for Fiscal Affairs • One representative of Student Affairs or Enrollment Management nominated by the Vice President for Student Affairs and Enrollment Management • Athletics director, ex-officio without vote 	Deans' recommendation to the Athletics Director	Athletics Director	3-year term
Comprehensive Program Review Committee	<ul style="list-style-type: none"> • 5 tenured faculty members (2 from Arts & Sciences—one from Sciences and one from Arts—1 each from Business, Education, and Health Professions) • Associate Provost, who currently serves as the Arts representative • Chair: Dean of WSOB, who serves as the Business representative 	Deans recommendation to the Director of Institutional Research	Director of Institutional Research and Office of	Indefinite
			Academic Affairs	
Faculty Excellence Award Committee	<ul style="list-style-type: none"> • 5 faculty members with three years of full-time service (2 from Arts & Sciences—one from Sciences & one from Arts, 1 each from 	Elected by school faculty	Academic Affairs	1-year term

	Business, Education, and Health Professions)			
Honors Program Council	<ul style="list-style-type: none"> 11 faculty members represented across all schools (All schools have at least one faculty representative.) The library has one faculty representative. 4 staff members (Advising, Student Affairs, Admissions, Registrar's Office) 2 student members <p>The Provost and Vice President of Academic Affairs and the Dean of Arts and Sciences serve as ex-officio members.</p>	Recommendation of supervisor with selection by Coordinator for the Honors Program, and/or expressed interest in service	Honors Program Coordinator and Academic Affairs	Indefinite
Mindset Committee	<ul style="list-style-type: none"> 5 faculty members (2 from Arts & Sciences, 1 each from Business, Education, and Health Professions) 1 staff member (Student Affairs) 	Recommendation of supervisor or dean	Academic Affairs	Indefinite
Strategic Planning Committee	Varies	Appointed by the President	President's Office	Varies
Undergraduate Research Symposium Committee	<ul style="list-style-type: none"> 5 faculty members (2 from Arts & Sciences—one from Sciences & one from Arts, 1 each from Business, Education, and Health Professions) 	Deans are asked to find a volunteer from their faculty	Academic Affairs	1-year term

Faculty Senate Committees (updated 6/8/2022)

Committee	Committee Composition	Elected by	Term
Academic Conduct Committee	<ul style="list-style-type: none"> One faculty member per school One senator (appointed by the Faculty Senate Executive Committee) 	Elected by school faculty	2-year term

Academic Programs Committee	<ul style="list-style-type: none"> • One faculty member per department or school for schools without departments • One senator (appointed by the Faculty Senate Executive Committee) • Faculty Senate Executive Committee • Provost and Vice President for Academic Affairs, who shall also serve as the chair • Dean of each school • Vice President for Student Affairs and Enrollment Management • Registrar • One academic advisor appointed by the Executive Director of Advising and Student Success • Two students appointed by the Student Government Association • SACSCOC Institutional Accreditation Liaison (non-voting member) 	Elected by department or school faculty	1-year term
Assessment Committee	<ul style="list-style-type: none"> • 5 faculty members (2 from Arts & Sciences—one from Sciences & one from Arts, 1 from Business, Education, and Health Professions) • One senator (appointed by the Faculty Senate Executive Committee) • Provost and Vice President for Academic Affairs or designee • Director of Institutional Research and Planning • One staff member from Student Affairs or Enrollment Management, selected by the Vice President for Student Affairs and Enrollment Management 	Elected by school faculty	2-year term
Faculty Development Committee	<ul style="list-style-type: none"> • 5 faculty members (2 from Arts & Sciences—one from Sciences & one from Arts, 1 from Business, Education, and Health Professions) 	Elected by school faculty	2-year term

	<ul style="list-style-type: none"> • One senator (appointed by the Faculty Senate Executive Committee) • Provost and Vice President for Academic Affairs or designee • Director of the Center for Excellence in Teaching and Learning or designee, selected by the Provost and Vice President for Academic Affairs • Coordinator of the Committee for Student Transitions or designee, selected by the Provost and Vice President for Academic Affairs • One representative from Student Affairs, selected by the Vice President for Student Affairs and Enrollment Management 		
Faculty Evaluation Committee	<ul style="list-style-type: none"> • 6 tenured faculty members (3 from Arts & Sciences—one from Sciences, one from Arts, and one at-large--1 each from Business, Education, and Health Professions) • One senator (appointed by the Faculty Senate Executive Committee) • One department chair selected by the Provost and Vice President for Academic Affairs • One dean selected by the Provost and Vice President for Academic Affairs 	Elected by school faculty	2-year term
Faculty Resource Committee	<ul style="list-style-type: none"> • 5 faculty members (2 from Arts & Sciences—one from Sciences & one from Arts, 1 from Business, Education, and Health Professions) • Two senators (appointed by the Faculty Senate Executive Committee) • Three students appointed by the Student Government Association • • Director of Library Services or designee • Director of the Office of Computing and Information Services • One staff member from the Office of Instructional Technology 	Elected by school faculty	2-year term

Faculty Welfare Committee	<ul style="list-style-type: none"> • 6 tenured faculty members (3 from Arts & Sciences—one from Sciences, one from Arts, & one at-large—1 each from Business, Education, and Health Professions) 	Elected by school faculty	2-year term
	<ul style="list-style-type: none"> • One senator (appointed by the Faculty Senate Executive Committee) • Executive Committee of the Faculty Senate • President of the College • Provost and Vice President for Academic Affairs • Director of Human Resources • One librarian 		
Strategic Planning Monitoring Committee	<ul style="list-style-type: none"> • Five senators (appointed by the Faculty Senate Executive Committee) • • Provost and Vice President for Academic Affairs • Vice President of Student Affairs and Enrollment Management • Vice President for Fiscal Affairs • Director of Institutional Research and Planning 		2-year term
Tenure and Promotion Committee (campus-wide)	<ul style="list-style-type: none"> • One tenured faculty member per department or school for schools without departments • One senator (appointed by the Faculty Senate Executive Committee) • One committee chair (The chair for the following year will be elected by the committee members at its last meeting of the year from those who will still be serving on the committee the next year. The Chair must have served for at least one year prior to being selected Chair of the committee and is considered a representative of the full faculty and not a representative of his or her school.) 	Elected by department or school faculty	3-year term (Chair serves a 2-year term)

Faculty Senate

Section 3: Representation

The Faculty Senate shall be composed of representatives from each academic school plus one senator elected from the library staff. The number of representatives per school shall be one senator for every five full-time faculty members in the school, plus up to one additional representative, as shown by the examples in the following table.

Number of Faculty	Number of Senators	Number of Faculty	Number of senators
1-7	1	58-62	12
8-12	2	63-67	13
13-17	3	68-72	14
18-22	4	73-77	15
23-27	5	78-82	16
28-32	6	83-87	17
33-37	7	88-92	18
38-42	8	93-97	19
43-47	9	98-102	20
48-52	10	103-107	21
53-57	11	108-112	22

COMMITTEE	WRIGHT SCHOOL OF BUSINESS	SCHOOL OF EDUCATION	SCHOOL OF HEALTH PROFESSIONS	SCHOOL OF ARTS & SCIENCES		
				Liberal Arts	STEM	At-large
*Faculty Senators – 3-year term (see table below) Elected by the Faculty in the Schools (first-year faculty are not eligible)						