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Georgia Regents University
Mission, Vision and Values

Mission
Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

Vision
Our vision is to be a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation.

Our Values

Collegiality – reflected in collaboration, partnership, sense of community, and teamwork.
Compassion – reflected in caring, empathy, and social responsibility.
Excellence – reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality.
Inclusivity – reflected in diversity, equality, fairness, impartiality, and respect.
Integrity – reflected in accountability, ethical behavior, honesty, and reliability.
Leadership – reflected in courage, honor, professionalism, transparency, and vision.
GRU Fast Facts

- **Founded:** 1828
- **Governance:** Board of Regents, University System of Georgia
- **President:** Ricardo Azziz, MD, MPH, MBA
- **Colleges & Schools:** 9
- **Academic Programs:** 124
- **Enrollment (Fall 2013):** 8,995
- **Alumni (as of June 2013):** 55,489
- **Faculty (as of June 2013):** 1,575
- **Budget:** $1.3 Billion
- **Endowment:** $129 Million
- **Sponsored Activity:** $98.0 Million
- **Mascot:** Jaguar

ENROLLMENT BY STUDENT LEVEL (FALL 2013)

Total Students: 8,995

- New Freshman: 730
- Other Undergraduates: 4,924
- Ph.D.: 145
- Graduate/Professional: 2,814
- Medical & Dental Residents: 527

ENROLLMENT BY GENDER (FALL 2013)

- Female: 5,552
- Male: 3,443

DEGREES CONFERRED FY2013

Total Degrees Conferred: 1,890

- Associate’s: 9
- One-Year Certificate: 9
- Bachelor’s: 963
- Master’s: 470
- Post-Master’s Certificate: 12
- Specialist: 75
- **Doctoral:** 64
- **First Professional:** 257
- **Post-Professional:** 31

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**Athletics**

- NCAA Division II in 8 men's and women's team sports: basketball, baseball, softball, cross country, tennis, and volleyball
- Division I in men's and women's golf
- Member of Peach Belt Athletic Conference
- The men's golf team won their second consecutive national Division I championship in 2011, becoming the first team to win back-to-back titles since University of Houston in 1984-85

**Recreation**

Playing and intramural fields; aerobics; indoor walking track; weight rooms; 18-hole golf course; club sports; co-ed rowing team; game and billiard facilities; and fitness center.

**Continuing Education**

Provides a variety of educational programs including advanced computer training. Courses are open to all adults, regardless of educational background.

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**Accreditation**

Georgia Regents University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) toward one-year and advanced certificates and degrees at the associate, bachelor's, master's, specialist's, first professional, and doctoral levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or phone at 404-679-4500 for questions about the accreditation of GRU. All eligible academic programs maintain accreditation by the appropriate specialized accrediting bodies. The purpose of publishing the commission's contact information is to enable interested parties 1) to learn about the accreditation status, 2) to file a third-party comment at the time of the institution's review, or 3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about GRU, such as admission requirements, financial aid, etc., should be addressed directly to the Georgia Regents University and not to the commission.

The information on this page has been provided by the **Office of Institutional Research**.

If you are looking for more facts and figures, please visit our new facts site, **GR Fact**.
Vice Provost Transition Organizational Structure

July 2014
Faculty Governance at GRU
WHAT YOU NEED TO KNOW AS A NEW FACULTY MEMBER.

University Senate Structure

- **University Executive Senate Committee**
  - Meets the 3rd Monday of the Month

- **The University Senate**
  - Meets the 1st Monday of the Month

- **College Senates**
  - Meetings vary from College to College
The Executive Committee

Chair
Vice Chair
Past Chair
Secretary
Administration
Administrative Assistant
Senate Responsibilities

A system of representative participation in a university's decision-making processes concerning all key academic and faculty matters.

The University Senate is a vehicle through which faculty share in the operation and management of the university.

The shared governance practice of consultative decision-making between the University Senate and the university administration at every level underscores the belief that faculty are at the heart of the academic mission of teaching, research, and service.

How do I Find Senate Information?

http://www.gru.edu/universitysenate/
How do I Participate?

1. Know who your representatives are.
2. Hold them accountable for informing you.
3. Hold yourself accountable for participating up.
4. Attend Senate meetings- both at College and University level.

Thank You!
YOUR VOICE DOES MAKE A DIFFERENCE
Dealing with Distressed or Troubled Students

A Guide for Faculty and Staff
As faculty and staff, you come into contact with many students on a daily basis. You are on the “frontlines” of the university and are in an excellent position to observe students, identify those who may be in emotional distress, and offer assistance to students.

You may be the first (or only) person who recognizes that a student is not functioning well, either academically or personally. What can you do when you suspect a student may need help? How involved should you be? What is your appropriate role? Where do you draw the boundaries? When do you need to consult with someone else?

While you are not expected to assess and treat mental health problems, you are in a position to recognize distress or troubling behavior, and may be the best person to direct the student to the most appropriate resource. Reaching out to students is a powerful gesture which not only helps students personally but enhances their academic success.

This booklet is designed to acquaint you with the resources on campus that can assist you in helping students in distress and to guide you in making a referral to helping professionals. In addition, there is a section outlining suggestions for dealing with specific types of emotional problems.

Adapted from materials from the University of Wisconsin-Whitewater.
Resources

CARE Team
The Campus Assessment, Response, and Evaluation Team is a group of staff members from various departments who meet regularly to assist students experiencing difficulty and to help ensure the safety of our campus.

What Does the CARE Team Do?

- Review critical campus incidents.
- Develop intervention strategies to assist students in crisis.
- Develop protocols and proactive ways to address recurring student issues.
- Discuss campus trends that may impact student safety, services, programs, and general campus life.
- Make recommendations to campus staff or faculty as appropriate.

The group places a high priority on balancing a person’s rights to privacy with the university's duty to respond to people experiencing difficulty or expressing at-risk behavior. The CARE Team's primary objective is to connect students with the support and resources they need to be healthy, productive members of our campus community. Though the team’s primary focus is assisting students, assistance is provided for faculty and staff members when needed.

The CARE Team Consists of:

- Vice President for Student Affairs (Chair)
- Assistant Dean of Students
- Medical Director of Student Health Services
- Director, Counseling Center
- University Police Chief
- Director, Testing and Disability Services
- Director, Student Services (Housing)
- Representative from Legal Affairs
- Representative from Human Resources
- Assistant Deans for Student Affairs from each of the academic colleges
Dean of Students Office - 706-737-1411
The Dean of Students Office serves as the campus "problem solving" resource. Common student concerns include harassment complaints, medical withdrawal questions, and other attendance issues. Assistance is also provided to faculty and staff members related to general misconduct issues, dealing with disruptive behavior and general concerns about student behavior or health.

Counseling Center - 706-737-1471
The Counseling Center provides free individual counseling services for currently enrolled students. The Center offers personal, academic and career counseling. The Center is open Monday-Friday from 8:00 a.m.-5:00 p.m. and walk-in consultations are available on Tuesdays and Wednesdays from 11:00 a.m. - 12:30 p.m. when classes are in session. Evening appointments are available. Please contact the office to schedule an appointment after hours.

Testing and Disability Services - 706-737-1469
Testing and Disability Services helps ensure an accessible and positive college experience for students with disabilities. The office provides a variety of services and accommodations to meet the needs of students with disability related concerns. Accommodations for students with disabilities are made on an individual basis.

Office of Residence Life - 706-721-3471
The Office of Residence Life has staff members who can assist in resolving issues related to campus housing. Additionally, each residence hall has live-in staff members (Residence Assistants) who are available to discuss the living environment, conflict with roommates, ways to get involved on campus, and a variety of other personal issues.

Student Health Services - 706-721-3448
GRU Student Health Services offers many comprehensive outpatient services and programs including a primary care clinic that also provides women's health, psychiatry, sports medicine, physical therapy and travel consultation. Minor surgical procedures, laboratory services, other diagnostic testing, and immunization services are also available.
Public Safety - 706-721-2914
Public Safety provides law enforcement and educational services on campus. Officers are available 24 hours a day to respond to a crime or emergency. Dial 2911 on campus or 911 if safety is threatened or to report an emergency that needs immediate assistance.

Local Community Resources

Georgia Regents Behavioral Health & Psychiatry - 706-721-6597
A part of GRHealth, the staff and physicians offer services within a patient- and family- centered care philosophy.

Georgia Crisis & Access Line - 800-715-4225
mygcal.com
This is a free service sponsored by the Georgia Department of Human Resources. They are available 24/7 to provide access to mental health, addictive diseases, and crisis services.

National Suicide Prevention Lifeline - 800-273-8255
This 24 hour crisis line is free and available to anyone who is in emotional distress or experiencing a suicidal crisis. Your call will be routed to the nearest mental health crisis center to your location. You may contact this number for individual assistance or for a loved one.
How and When to Make a Referral and/or Consultation to the Counseling Center

NON EMERGENCY CONSULTATION: If you are unsure of how to handle a situation, call the Center at 706-737-1471, inform the receptionist who you are) faculty, staff, or administrator) and ask to speak with a counselor. If all counselors are engaged, your call will be returned as soon as possible. A brief consultation with a counselor may help you sort out the relevant issues and explore alternative approaches to use with the student. Conveying your concern and willingness to help in any way you can (including referral) is probably the most important thing you can do to assist a student in distress. Your support, encouragement, and reassurance are very valuable. **Disruptive classroom behavior is prohibited by the GRU Student Code of Conduct. The Counseling Center will be happy to consult with you about these cases. However, behavioral problems need to be referred to the Dean of Students Office.**

NON EMERGENCY REFERRALS: When you discuss a referral to the Counseling Center, it would be helpful for the student to hear in a clear and concise manner your concerns and why you think counseling would be helpful. Having the student call for an appointment tends to increase her/his responsibility and commitment to follow up by keeping the appointment. HOWEVER, there may be some situations when it is more advantageous for you to call and make an appointment for her/him or even to accompany the student to our offices.

CONFIDENTIALITY POLICY: All client discussions are held strictly confidential except when the client is under 18 years of age, presents a danger to him/herself or others (including situations where abuse must be reported), or if information must be released due to a court order. Counseling referrals may only be acknowledged if the client gives the counselor permission to reveal to the referring person that they have attended counseling. All other release of information occurs only if the client signs a release form.
SERVICES PROVIDED: The Counseling Center provides FREE personal, academic, and career counseling to currently enrolled GRU students. Our individual counseling services are designed for clients who can benefit from time-limited counseling (up to 12 sessions/12 month period). If long-term therapy or other specialized services, such as hospitalization or medication are indicated, the client will be referred to an appropriate off campus resource.

POSSIBLE EMERGENCY SITUATIONS: Urgent concerns that require immediate intervention might include suicide, fear of losing control and possibly hurting someone else, sexual or physical assault, abuse, a recent death of a loved one, or students making threats or exhibiting violent behavior.

Helping Student in Distress: General Guidelines

In today's society we have seen that there can be tragic results when a person, often owing to underlying psychological problems feels pushed beyond his or her ability to tolerate the stressed of life. Students dealing with personal issues or problems tend to show signs that they are struggling in some way. Taking the step to assist a student can save a life...perhaps many lives. An individual who is distressed often wants help but doesn't know how to ask.

Signs of a Student in Distress

- The student seems excessively sad, anxious, or irritable.
- There is a marked change from the student’s normal baseline of behavior. A typically strong and engaged student might start procrastinating, turning in poorly prepared work, missing class or meetings, or avoiding class or group participation.
- There are marked changes in a student’s appearance, such as deterioration in grooming, hygiene, or avoiding class or group participation.
- It seems likely that use of alcohol or other substances may be interfering with a student's performance or relationships.
- There is a marked and persistent change in energy level. The student might seem listless, fall asleep frequently in class or meetings, or show acceleration in speech and activity.
• The student's behavior regularly interferes with the decorum or effective management of your class, program, or office.
• The student seems unusually dependent, helpless, or hopeless.
• The student's thoughts, speech, or actions seem bizarre or unusual.

What You Can Do for a Distressed Student

• Talk to the student in private. Find a comfortable, private place to talk.
• Listen carefully. Give the student your undivided attention. It is possible that just a few minutes of effective listening on your part may be enough to help the student feel comfortable about what to do next.
• Inform the student of your concern in a straightforward, matter-of-fact manner. Give specific examples of the behavior patterns you've observed that lead you to feel concerned. Ask open ended questions. The student may choose not to answer, but may feel relieved to know you are trying to understand.
• Avoid criticizing or sounding judgmental.
• Ask if the student has ever talked about his or her problem with anyone else, including a counselor.
• Don't feel compelled to find a solution. It is not your job to find a solution or to engage in personal counseling. Often, listening is enough.
• Suggest that the student can get more help, if needed.
• Don't hesitate to ask for support from the Dean of Students Office, Counseling Center, or Student Health.
**Listening Skills**

If a student approaches you to discuss a problem or concern, you obviously have already set the stage for good communication (otherwise, the student would not have approached you). Below are some general tips regarding effective listening. Depending on the situation, added to this would be to make certain the physical environment or location is conducive to effective communication (e.g., in most cases, it would not be appropriate to engage in an emotional discussion within a classroom with several other students present).

**Physical Attending Behaviors:**

- Facing each other squarely.
- Good eye contact.
- 'Open' posture. Crossing your arms in front of you is an example of a "closed" posture.
- Your posture reflects and communicates your willingness to respond to the student.

**Psychological Attending Behaviors:**

- Attend to nonverbal behaviors and cues (i.e., what is the student's behavior and appearance telling you about his or her health, energy level, feeling state ...)
- Listen to verbal behavior (both what is said, and the tone in which it is stated; are these congruent?)

**Responding:**

- Provide an open invitation to talk, showing concern and interest.
- Listen carefully.
- Use open ended questions and minimal encouragers.
- Avoid criticizing or sounding judgmental.
- Summarize or repeat back the essence of what the student has told you.
- Connect to resources available on campus
Know Your Boundaries

- Know your limitations. If you feel “in over your head,” you probably are.
- Your responsibility to the student includes the responsibility to refer when appropriate.
- Assist students in identifying and utilizing available resources. When individuals "own" their decisions, they are much more likely to follow through.
- Regarding confidentially: Do not agree to secrets you cannot keep. If students ask for your confidence, state you will treat what they say in a professional manner.

The Depressed Student

Because we all experience some of the symptoms of depression at one time or another, we all have some personal knowledge of what the depressed student is going through. A depressed student is likely to be experiencing some of the following symptoms:

- Sadness, tearfulness.
- Guilt or anger at him/herself.
- Trouble concentrating or remembering.
- Loss of interest in schoolwork or usual activities.
- Feelings of worthlessness or inadequacy.
- Physical Symptoms.
  - Changes in appetite.
  - Difficulty sleeping.
  - Low energy level.
- Feeling of hopelessness or Helplessness.
- Suicidal thoughts.

Facts about Suicide

It is important to take all suicidal comments seriously and to make appropriate referrals.

- College students have higher suicide rates than non-college people of the same age.
- There are more attempts at the beginning and end of the semesters.
• Talking about suicide will not plant the idea in a person's mind, but will probably relieve some of the tension she/he is experiencing.

• Feeling isolated increases the likelihood of suicide.

• The more developed the suicide plan, the greater likelihood for suicide.

**Helpful Responses:**

• Reach out and encourage the student to talk about his/her feelings.

• Tell the student about your concern for his/her well-being.

• Acknowledge that a threat of suicide (or an attempt) is a plea for help.

• Be available to listen, to talk, to be concerned; but refer to the Counseling Center.

• Refer, if suicidal (Counseling Center- 706-737-1471, Student Health Services- 706-721-3448, Public Safety-706-721-2914 or 706-721-2911, or 911).

• Frequent contact, even for a few minutes, begins to relieve feelings of isolation (encourage the student to be in contact with family, friends, counselor).

• Administer to yourself. Helping someone who is feeling suicidal is hard, demanding, and draining work.

**Less Helpful Responses:**

• Saying "don't worry," or "everything will be better tomorrow." This may only make the student feel worse.

• Becoming overwhelmed by the student's problems. This may only provide evidence that she/he should feel helpless.

• Assuming too much responsibility for the student and his/her problems.

• Trying to ignore or minimize his/her feelings.
The Student in Poor Contact with Reality

In some cases, a student may appear confused or illogical. This student may have trouble distinguishing fantasy from reality. You may notice that the student's speech jumps from one topic to another with little or no logical connection between topics. The student may pay a great deal of attention to some unimportant detail that is being discussed or may be generally scattered and incoherent. The student may coin new words and expect others to understand their meaning or may put words together because they rhyme, not because they make grammatical sense.

The student may make inappropriate emotional responses. For example, she/he may overact to his/her feelings, or be very “flat” emotionally. Many times the person knows that his/her emotions are inappropriate, but just feels overwhelmed and cannot control them.

Someone in poor contact with reality may experience themselves as especially powerful or important or may believe that people are attempting to harm or control them in some way. She/he may also feel that certain actions have special meaning for them (e.g., when people in a small group begin to laugh, then they are laughing at him/her.)

This student may experience hallucinations, usually auditory (i.e., hearing voices) although the hallucination can be experienced through any sense.

Helpful Responses:

- Respond to them with warmth and kindness, but with firmness.
- If you are comfortable in doing so, reduce extra stimulation from the environment by seeing them in a quiet atmosphere.
- Acknowledge their concerns and state that you can see they need help. (e.g., "It seems very hard for you to integrate all these things that are happening and I am concerned about you; I'd like to help").
- Acknowledge their feelings or fears without supporting the misperceptions (e.g., "I understand how you think they are trying to hurt you; I know how real it seems to you, but I don't hear the voices.").
• Reveal your difficulty in understanding them ("I'm sorry, but I don't understand. Could you repeat that or say it in a different way?")
• Focus on the "here and now."
• Speak to their healthy side, which they have. It is okay to joke, laugh, or smile when appropriate.

Less Helpful Responses:
• Arguing, disputing their illusions, or trying to convince them of the irrationality of their thinking. It just makes them defend their position (false perceptions) more.
• Playing along (e.g., "Oh yeah, I hear voices ... see the devil!")
• Encouraging further revelations of delusional thinking. It would be more helpful to switch topics and divert focus from delusions to reality.
• Demanding, commanding, or ordering them to do something to change themselves.

The Aggressive Student
Aggression can take many forms, from very subtle, passive acts to violent outbursts. It often results when a student perceives a threat, feels frustrated and/or out of control. Some aggressive people express hostility immediately without regard for the circumstances or the people around them. Others deny their anger and frustration until their hostility builds to the point of an explosive outburst. Many times, persons who are verbally or physically aggressive feel inadequate and use hostile behavior to make them feel more powerful. Often these individuals believe you will reject them, so they become hostile and reject you first to protect themselves from being hurt. They may see you sense of control.

It is important to remember that the student is generally not angry at you personally, but is angry at his/her world and you are the handy target of pent-up frustrations.

Overall, dealing with an aggressive student will be handled best by maintaining a firm, consistent, and calm control in the situation (i.e., know what you are doing and what your goals are).
Helpful responses:

- Allow the individual to express his/her anger in a calm manner and tell you what is upsetting.
- Tell the student that you are not willing to accept abusive behavior (e.g., "When you yell at me I cannot listen.") If you need to, explicitly state what behaviors are acceptable.
- Stick to the limits you set.
- If the person begins to get too close to you, tell them to please move back.
- Reduce stimulation. If you are comfortable doing so, invite them to your office or another quiet place. If you sense a threat, arrange for a colleague to be nearby.
- Rephrase what the individual is saying and identify his/her emotions.
- Get help if necessary (supervisor, colleague, and police).

Less Helpful Responses:

- Arguing.
- Pressing for explanations about his/her behavior.
- Looking away and not dealing with the situation.
- Physically restraining or grabbing the student.
- Making threats, dares, or taunts.

The Anxious Student

We have all experienced anxiety to a perceived stressful situation. Anxiety becomes heightened as the situation becomes more vague and less familiar.

A panic attack is an overwhelming sense of dread and fear and is the extreme result of feeling anxious. Some of the physiological components of general anxiety and panic attacks are rapid heart palpitations, chest pain or discomfort, choking, dizziness, sweating,
trembling or shaking, or cold, clammy hands. The student may experience feelings of worry or fear and may anticipate some misfortune. She/he may complain of poor concentration, being on edge, being easily distracted, memory problems, and/or fitful sleep. The student may also state unreasonably high self-expectations and be very critical of his/her present performance. This student may constantly think about and discuss his/her problems and possible solutions but be too fearful to take action.

Helpful Responses:

- Let them discuss their feelings and their thoughts. Often, this alone relieves a great deal of pressure.
- Encourage them to break down tasks into workable steps so as to feel less overwhelmed.
- Relaxation techniques, deep breathing, meditation, and enjoyable exercise (e.g., walking) can all be helpful in reducing anxiety. Encourage them to engage in these behaviors or to seek professional help to learn these and other coping strategies.
- Be clear and explicit about what you are expecting from them and what you are willing to do. It may be helpful to have them repeat what you have said to ensure that they understand.
- Be calm and reassure him or her as appropriate.
- Less Helpful Responses:
  - Trying to solve his/her problems as if they were your own.
  - Becoming anxious or overwhelmed along with them.
  - Overwhelming the student with more information or ideas (instead, keep things "bite size").

The Demanding Student

Any amount of time and energy may simply not be enough for some students. Such students often seek to control your time and unconsciously believe that the amount of time received is a reflection of personal worth. In many instances, these people feel incompetent to handle their own lives.

Helpful Responses:

- Set clear and precise limits with the student.
- Stick to limits no matter how much she/he protests.
- Let the individual make his/her own choices, clarifying the logical consequences of such choices.
• Refer the student to other students in class, their friends, or campus/community resources.

Less Helpful Responses:
• Letting the student "trap" you into solving more and more of his/her life problems.
• Allowing him/her to use you as a sole source of support.

The Suspicious Student

Usually these students complain about something other than their psychological difficulties. They are tense, cautious, mistrustful, and have few friends. These students tend to interpret a minor oversight as significant personal rejection and often overreact to insignificant occurrences. They see themselves as the focal point of others' behavior and everything that happens may seem to be interpreted in a suspicious light. Usually they are over-concerned with fairness and being treated equally. They project blame onto others and will express anger in indirect ways. Many times they will fill worthless and inadequate.

Helpful Responses:
• It is important to send clear, consistent messages regarding what you are willing to do and what you expect.
• Express "reserved compassion," mindful that a suspicious student may have trouble with closeness and warmth.
• Be firm, steady, punctual and consistent.
• Be aware that humor may be interpreted as rejection.

Less Helpful Responses:
• Being overly warm or nurturing or assuring the person that you are his/her friend. Let the student know that you can still be concerned without being intimate.
• Trying to flatter him/her or to be cute or humorous to try to relieve your own anxiety. This will probably distance the student from you.
• Challenging or agreeing with any mistaken or illogical beliefs.
The Violent or Physically Destructive Student

Violence related to emotional distress is very rare and typically occurs only when the student is completely frustrated, feels powerless, and is unable to exert sufficient self-control.

Helpful Responses:
- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation (e.g., “I can see you're really upset and really mean business and have some critical concerns on your mind”).
- Explain clearly and directly what behaviors are acceptable. (e.g., "You certainly have the right to be angry, but hitting (breaking things) is not okay.")
- Stay in an open area.
- Divert attention when all else fails (e.g., "if you hit me, I can’t be of help").
- Get necessary help (other staff, Public Safety, Counseling Center).

Less Helpful Responses:
- Ignoring warning signs that the person is about to explode (e.g., raised voice, quickened speech, clenched fists, statements like "You are leaving me no choice’
- Threatening or taunting behaviors.
- Physically cornering the person.
- Touching the student.

General Tips for Dealing with Troubled Students
- Request to see the student outside of class.
- Briefly describe your observations and perceptions of their situation and express your concerns directly and honestly.
- Listen carefully to what the student is troubled about and try to see the issue from their point of view without necessarily agreeing or disagreeing.
- Strange and inappropriate behavior should not be ignored. The student can be informed that such behavior is distracting and inappropriate.
• Your receptivity to an alienated student will allow them to respond more effectively to your concerns.

• Involve yourself only as far as you are willing to go.

• At times, in an attempt to reach or help a troubled student, you may become more involved than your time or training permits. Extending oneself to others always involves some risk, but it can be a gratifying experience when kept within realistic limits.

• If you have concerns about a student’s emotional state, call the Counseling Center at 706-737-1471 or Student Health Services at 706-721-3448 for consultation.
Helpful Contacts:

- On Campus Emergency Assistance
  Health Sciences Campus .............................................. 706-721-2911
  Summerville Campus .................................................. 2911
- Any Emergency .......................................................... 911
- GRU – CARE Team ...................................................... 706-737-1411
  (VP for Student Affairs Office)
- GRU – Counseling Center .......................................... 706-737-1471
- GRU Student Health Services ........................................ 706-721-3448
- GRU Residence Life .................................................... 706-721-3471
- GRU Public Safety (non-emergency) .............................. 706-721-2914
- GRU Testing and Disability Services ............................. 706-737-1469
- Augusta-Richmond County Sherriff ............................... 706-821-1000
  (Non-emergency)
- GRHealth Medical Center Emergency Department ......... 706-721-4951

Most importantly, if you are concerned about a student, tell someone. The university is full of resources to assist both you and the student in need of help. Contact the GRU CARE Team through the Vice President for Student Affairs Office at 706-737-1411.
What is Undergraduate Research?

The Center for Undergraduate Research and Scholarship (CURS) defines undergraduate research as "an educational experience in which a student, in collaboration with a faculty mentor, strives to answer an open-ended question within the discipline and/or make a creative contribution to the discipline."

Grants Program

CURS sponsors an intramural funding program to support undergraduate research. Faculty in all disciplines are encouraged to apply. The grants are provided in the fall and spring semesters. The grants program provides funding for supplies, travel, and faculty development.

Faculty Mentoring Program

CURS is able to match students interested in completing research with faculty mentors. CURS also helps improve the skills of faculty working as mentors to undergraduate researchers. We hope to start a learning community for faculty mentors in fall 2014.

UROP: The Undergraduate Research Opportunities Portal

A web-based research opportunities portal is available on the CURS website. The portal lists research opportunities for undergraduate students. Faculty members are encouraged to submit their opportunities to be posted on the site. (gru.edu/curs/researchopportunities.php)

Summer Scholars Program

In 2014, thirteen faculty members from various disciplines participated in a six week program conducting research with undergraduate students. Each faculty member had 2-3 undergraduate research assistants. The students and faculty received compensation for their work. Students and faculty also attended weekly program luncheons. The program culminated in a formal gala event including a poster session.

Student Research Brown Bag Seminars

These seminars are offered on Fridays throughout the fall and spring semesters and give students the opportunity to present their work. The seminar speakers are selected by a CURS sub-committee on a competitive basis each semester. These presentations represent the diversity of academic disciplines engaging in undergraduate research. The typical audience ranges from 60 to more than 120 students, faculty, and staff. Students must have a faculty mentor supervising them in order to participate. We hope to see you involved soon!

- Fall 2014 Dates: September 26th, October 10, October 31, and November 14
- Spring 2015 Dates: February 6, March 6, March 20, and April 17
Why should you be a Faculty Mentor to an Undergraduate Researcher?

- Collaborating with students allows for in-depth research and conversation.
- To build relationships outside your discipline or home department.
- Faculty report more success securing grants to support their work.
- The mentorship can lead to interesting findings and questions that can be brought back to the classroom.
- Undergraduate researchers can bring a fresh perspective to the work.
- To train and teach the next generation of researchers!

Resources:

- GRU Center for Undergraduate Research and Scholarship: gru.edu/CURS
- National Council on Undergraduate Research: cur.org
- University of Alaska’s Faculty Mentoring Handbook: http://www.uaa.alaska.edu/honorscollege/faculty/faculty-mentoring-manual.cfm
- CURS Office located in the Quad Wall Building. Come say hello!
- CURS Staff:
  - Interim Director: Dr. Debbie van Tuyll (dvantuyl@gru.edu)
  - CURS Coordinator: Abigail M. Drescher (adrescher@gru.edu; 706-729-2094)

Summer Scholars Program 2014
FIRST YEAR EXPERIENCE

The First Year Experience (FYE) movement first began in 1989 when John Gardner and others at the University of South Carolina explored the dynamic relationship between the academic experience of first year students and their overall success in college. In their book, *Challenging and Supporting the First Year Student* (2005), Upcraft, Gardner and Barefoot promote the philosophy of “challenge and support” for incoming students. Students should be *challenged* by a culture that fosters learning and personal development while also *supported* with appropriate campus resources. Currently, over 79% of American four-year institutions support First Year Experience programs (Upcraft, Gardner, & Barefoot, 2005).

According to American Institutes for Research, as cited in O'Keefe (2013), over 30% of first year American college students do not return to the same institution the next year. The same source states that $6.18 billion in subsidies were paid to students who exited after one year of college. The article identifies those students at risk for non-completion, including those who are first generation, are ethnic minorities, who work long hours, have low economic support, have disabilities or mental illness are less likely to persist (O'Keefe, 2013).

In response, GRU has established an FYE experience that encompasses a wide range of academic programming. This year’s initiatives include:

- Convocation and Freshman 1101 (August 15, 2014),
- FYE Study Abroad Experience to the UGA campus in Costa Rica (April, 2015),
- Inquiry 1000, a core course focusing on applied critical thinking (Fall & Spring),
- Food for Thought- the academic theme which encourages active engagement and diverse programming across disciplines (Fall & Spring).
In their article, *College Retention Initiatives Meeting the Needs of Millennial Freshmen Students*, Turner and Thompson (2014) discuss that students “lack the critical thinking skills needed to perform inductive and deductive reasoning” (p. 94) and that an over exposure to digital communication may have decreased their ability to resolve conflicts with face to face communication techniques. As a result, new teaching strategies and pedagogies need to be developed in order to create a collaborative learning environment that assists millennials and increase their persistence.

Interacting with faculty has a significant effect on student persistence (Turner & Thompson, 2014). The First Year Experience offers a variety of pathways for faculty to become involved with students as they navigate their first few years. We aspire to work with faculty who are committed to the success of first year students, who apply innovative strategies in the classroom and who enjoy activities that enhance student learning.

Please contact the Director, Elizabeth W. Huggins, at ehuggins@gru.edu if you have any questions or suggestions. For more information, please visit our website at:

http://www.gru.edu/fye/
INQR 1000

Inquiry 1000 is a one credit hour, small group, discussion-based course designed to engage lower division students in the discovery, exploration, and analysis of ideas that faculty members, across a variety of disciplines, study and investigate. This course fulfills the Core Course requirement in Area B. It is suggested that students take COMS 1100 before taking this course.

RATIONALE

Research suggests that first-year students enter college searching for the “right answer.” Inquiry-based first-year courses fundamentally challenge this orientation by emphasizing the importance of asking questions in the process of learning. First year students need to develop into active learners, understanding how to identify and collect appropriate evidence; present results systematically, formulate conclusions, and evaluate the importance of their conclusions.

THEME

Each year, INQR 1000 will have a programmatic theme which can be used to create course content. The academic theme is determined using student surveys and faculty input. The theme for 2014-2015 will be "Food for Thought".

DESIGN OF COURSE

All courses will be seminar format, 18-20 students per course with an end of term capstone event—INQR EXPO—an academic festival showcasing student work via posters, photos and videos.

LEARNING OUTCOMES

At the conclusion of the course, the student will be able to:

- Develop and ask relevant questions which require discovery, research, and/or creativity to answer;
- Collect appropriate resources to help answer a question;
- representing multiple perspectives on a question; and
- Contribute effectively to a group to produce answers to a question using written, oral, and/or graphic skills.

Five courses will be offered fall 2014. We anticipate 35 sections to be offered spring 2015.
Information about applying to teach for spring 2015 can be found on-line at http://www.gru.edu/fye/
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title of Course</th>
<th>Description of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Karen Wish Kinesiology and Health Science</td>
<td>Fit or Fat - There's an App for That</td>
<td>Although we are still in the throes of an “obesity epidemic,” more and more people are turning to technology via phone/tablet apps to track their activity and or diet. Unfortunately not all apps are developed by qualified individuals nor are they all accurate when it comes to the results. In this inquiry session students will actually assess fitness, food and health apps; research the program development for validity; assess user reviews, and compare the reviews to professional reviewers; learn to identify quality, reputable research from research that is not reputable; and how to apply research.</td>
</tr>
<tr>
<td>Dr. David Hunt Sociology, Criminal Justice, and Social Work</td>
<td>Food for Sport: Connecting Culture, Sports and Food</td>
<td>A hot dog and a beer at a baseball game, wings at a Super Bowl party, mint juleps at the Kentucky Derby, and the food regimens of serious athletes. Whether it is playing a sport or watching a sport, a key component of sport participation is food and the food we consume is thought to have a direct effect on the quality of our experience. Different cultures have different food traditions and different types of sporting events, as well. This inquiry section will examine the role that food and culture play in sport participation. Students will observe and discuss sport participation and document the role culture and food play in the sport experience. Throughout the course, students will document their observations of sport and food.</td>
</tr>
<tr>
<td>Dr. Mark Thompson Hull College of Business</td>
<td>Rolling in the Dough: the Business Side of Food</td>
<td>This Inquiry seminar will examine the transformation process (e.g., grilling, baking, fermenting) of nature to food and drink as well as the business process (e.g., logistics, marketing) of moving products from the farm to your dinner table. At the end of the course, students will understand the basic business principles as they relate to the food industry and how markets impact our overall food system. The product at the end of the course will be a report on some food/drink and answers what to produce, how to produce, and for whom to produce. As such, the students will describe the different processes used to create some final consumable product, how it is delivered to final consumers, and what consumers want.</td>
</tr>
<tr>
<td>Dr. Andy Hauger Chemistry and Physics</td>
<td>Nibbles and Bytes: The Art and Science of Physical Computing</td>
<td>Recent advances in electronics have made it possible to sense and affect our surroundings using cheap, flexible, easy-to-use hardware and software. Using computer programs to sense and control our environment is known as physical computing. In this hands-on laboratory-based course, we will learn how to program the highly popular Arduino electronics prototyping platform and how to use the Arduino to read a variety of sensors and how to control lights, motors and other actuators. We will learn how to perform increasingly complex tasks. Whether you plan to be an artist, scientist or engineer, you will rapidly be taken to a level where you can develop your own interactive devices and environments. Previous computer or electronics experience is not required. Instead, creativity, the ability to think &quot;outside the box&quot;, and the desire to “learn by doing” are far more important.</td>
</tr>
<tr>
<td>Dr. Deborah Richardson Psychology</td>
<td>Friends, Family and Food: Eating in a Social World</td>
<td>Food is much more than fuel for the body. It is also fun. Food is a big part of our relationships with other people, from family gatherings and special occasions to romantic dinners by candlelight. This course will examine how our relationships influence what, when, and where we eat; and how the food we eat affects our relationships. Students in the class will develop a question about food and relationships that they want to answer using social science research strategies. At the end of the course, students will present the results of their research project – that will solve some of the mystery of why we eat.</td>
</tr>
</tbody>
</table>
Georgia Regents University

Study Abroad Office

New Faculty Orientation

Contact Information:

Maria Darley
mdirley@gru.edu
Director of Study Abroad
(Faculty Planning, Program Coordination)

DaOsha Pack
dpack@gru.edu
Account Manager
(Fundraisers, Program Payments, Scholarships)

Hannah Carley
hcarley@gru.edu
Study Abroad Advisor
(Student Advising, Individual Student Travel)

Summerville Campus, Allgood Hall E134
Office Phone: (706) 729-2306 | Office Fax: (706) 729-2922
gru.edu/studyabroad

What is Study Abroad?

When a student participates in a Study Abroad/Away program with our University, they are taking a GRU course with our faculty members for GRU credit, with an off-campus component. Participation in our programs has increased by 40% in the last academic year. We strive to offer a wide variety of study abroad programs so that all students, regardless of academic path, can participate in this life-changing experience!

What kind of programs do we offer?

We typically offer faculty-led programs, both internationally and domestically. Domestic programs are known as “study away” programs and take place within the United States, as opposed to abroad. The University System of Georgia (USG) also offers state-wide programs known as European Council and Asian Council. These are programs taught by faculty within the USG to USG students. European Council currently has 7 programs that go to Russia, London, Berlin, Paris, Madrid, Waterford, and Scotland, while the Asian Council program goes to China. Below you can find more information about European/Asian Council as well as a section with just a few of our faculty-led programs that we have offered to our students in the past.

What does the Study Abroad Office do?

Our office helps guide students towards the program that is right for them. Each program is included in our marketing materials that we distribute from our office and at campus events that we participate in, such as Orientation and Week of Welcome. We keep an informational website, make presentations, and answer any questions about studying abroad. We help prepare our future study abroad participants with planning meetings and orientations before they leave for their trip. Our office handles funds and payments and provides two fundraising opportunities along with a scholarship to assist students in paying for their program.

We also assist faculty with the actual travel logistics of the proposed program. We will have Study Abroad/Away Faculty training sessions to help familiarize interested faculty with all of the details that go into creating a study abroad proposal. We are here to answer any questions you might have during this process.
What is your role in this process?

Every April 1st is the deadline for faculty members to turn in program proposals for the upcoming academic year. As mentioned above, the majority of our programs are “faculty-led” programs, meaning that they are developed, proposed, and led by GRU faculty members. This proposal will include a tentative itinerary, contact hours, course syllabi, and a quote on how much the program will cost. All parts of the trip that are academic related will be in your control. In addition to our Study Abroad/Away Faculty proposal walk-through workshop, we have resources on our webpage for faculty (listed below) to help you create this proposal.

The proposal is evaluated by the Study Abroad Committee and will either be approved, sent back for revision, or refused. Those that are sent back with revisions can be resubmitted and evaluated at the following Study Abroad Committee meeting. Programs that are approved will be finalized and added to the list of programs offered for that upcoming academic year.

What classes can you teach abroad?

The possibilities are endless! In the past, we have had programs with courses that fulfill requirements for all kinds of academic schedules, including Health Sciences and Honors. These classes can be core curriculum classes, wellness classes, upper level classes, and graduate level classes.

Why should you lead a study abroad program?

Studying abroad is truly a life-changing experience for a student and can be for you as well. By leading a study abroad program, you are exposing that student to a different way of thinking and expanding their worldview. You are also providing an experiential learning experience and helping students achieve their academic, professional, and personal goals.

This is also an opportunity for you to explore, study, and teach in a country that may be of great interest to you. If you are not sure that you want to lead students outside of the country just yet, you can start with a domestic program. The more faculty that we have involved, the more program options we can offer, and the more opportunities we will have for a fun experience while teaching and learning abroad!

Where can you find more information?

On our main website, we have a section specifically for faculty: [http://www.gru.edu/studyabroad/forfaculty.php](http://www.gru.edu/studyabroad/forfaculty.php)

Designed to keep things simple for faculty interested in leading a study abroad program, the “Information for Faculty” webpage will help faculty stay in compliance with rules and regulations as they plan their study abroad programs. On this webpage you can find a reference guide and templates that have been created to help you develop your program proposals and program budgets. Further, the sections on the following page provide more information that might help you with your future study abroad program proposal.

European Council and Asian Council:

These state-wide programs are each approximately five weeks long. Faculty members teach 2 three-hour courses, one of which is usually lower division and one upper division. For more information on these programs or how to apply, please visit the European Council/Asian Council faculty webpage at: [http://www.valdosta.edu/academics/academic-affairs/international-programs/european-council/faculty-resources/](http://www.valdosta.edu/academics/academic-affairs/international-programs/european-council/faculty-resources/).
Past Study Abroad/Away Programs:

Anthropology in Ghana
Art in New York
Art and Humanities in Paris & London
Art and Humanities in Greece
Biology in Alaska
Biology in Ecuador and Galapagos Islands
Biology in Australia
Biology in Arizona
Business in Cuba
Business in Germany
Business in Chile
Communications in Czech Republic
Dentistry in Peru

Education in Japan
Education in Scotland
Freshman Year Experience in Costa Rica
History in Croatia
History in Guatemala
Honors in Los Angeles
Model United Nations in New York and DC
Music in Ireland
Nursing in Peru
Occupational Therapy in Jamaica
Physical Therapy in Haiti
Sociology in South Africa
Spanish in Salamanca, Spa

GRU Study Abroad Course Listings:

SABR 1930 – Study Abroad
Lower level study abroad course denoting
freshman level work. Prerequisite(s): Varies with
discipline and subject.
Grade Mode: Normal, Audit
Credit Hours: 3; Lecture Hours: 3

SABR 2930 – Studies Abroad
Lower level study abroad course denoting
sophomore level work. Prerequisite: Varies with
discipline and subject.
Grade Mode: Normal, Audit
Credit Hours: 1 to 4; Lecture Hours: 1 to 4

SABR 3930 – Studies Abroad
Intermediate level study abroad course denoting
junior level work. Prerequisite: Varies with
discipline and subject.
Grade Mode: Normal, Audit
Credit Hours: 1 to 3; Lecture Hours: 1 to 3
Lab Hours: 0

SABR 4930 – Studies Abroad
Upper level study abroad course denoting senior
level work. Prerequisite: Varies with discipline and
subject.
Grade Mode: Normal, Audit
Credit Hours: 1 to 12; Lecture Hours: 1 to 12
Lab Hours: 0

SABR 6930 – Study Abroad
Graduate level study abroad course. Prerequisite:
Varies with discipline and subject.
Grade Mode: Normal, Audit
Credit Hours: 1 to 3; Lecture Hours: 1 to 3
Contact Hours: 1 to

European Council/Asian Council Study Abroad Listings:

SABS 2930 – Study Abroad System
Grade Mode: Normal, Audit
Credit Hours: 1 to 3; Lecture Hours: 1 to 3

SABS 3930 – Study Abroad System
Grade Mode: Normal, Audit
Credit Hours: 3; Lecture Hours: 3

SABS 4930 – Study Abroad System
Grade Mode: Normal, Audit
Credit Hours: 1 to 12; Lecture Hours: 1 to 12

SABS 6930 – Study Abroad System
Grade Mode: Normal, Audit
Credit Hours: 3; Lecture Hours: 3
Contact Hours: 3
The Basics: Making your Course Accessible to Students with Disabilities
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Faculty basics for being prepared for accommodating student(s) with a disability

Don’t wait until you receive notification from Testing and Disability Services to begin preparing for accessibility because…

1. You can receive a memo from TDS notifying you that a student in your class requires academic accommodations at any point during a semester.

**WHY?** Students can acquire, or be diagnosed with a disability and be found eligible for academic accommodations at any time. Students with disabilities add, drop and withdraw from classes just like all college students. Students with disabilities may decide to forego accommodations at the beginning of a semester, and later decide that they want to use an accommodation in one or more classes.

2. You never know what accommodations might be required to be provided.

**WHY?** Each student’s academic accommodations are individualized. You could have several students with different types of visible or invisible disabilities requiring different accommodations in the class.

**How to be Prepared**

1. **Order textbooks early (by the due date in the academic calendar).**

2. **Order from publishers that respond quickly and are committed to making on-line material accessible for diverse learners.**

3. **Ask for an extra desk copy so if an electronic copy is unavailable there is a copy for TDS to chop, scan and make accessible.**

4. **If the book comes with a CD or other digital material used for testing, homework, or other assignments, determine the accessibility of the material prior to purchase.**
   a. Ask the manufacturer for a Voluntary Product Accessibility Template (VPAT). When received review the VPAT with someone knowledgeable about software accessibility.
   b. If the manufacturer does not have a VPAT, ask for a trial version and work with TDS to determine accessibility prior to purchase.
c. *Most materials associated with textbooks have limited accessibility.* Ask if the publisher identifies questions and exercises that are accessible. This will help you determine what material can and cannot be used in the course.

d. *Develop a course plan* to supplement questions or exercises that are not accessible and cannot be used. Planning ahead and creating accessible materials enables equal access.

5. **Create accessible course material.**
   
   This is done by creating all materials (class handouts, postings to D2L, PowerPoint presentations, course packets, library reserves and any other materials) as accessible files. Please see Accessible Electronic Text for information and links to tutorials.

6. **Choose captioned audio/visual material**- note auto captioned material, for example YouTube captions are not acceptable, and are not considered “equal access” without significant editing. Please see Captioning for more information about captioned materials.

7. **Syllabus Statement**- please include a statement regarding disability on your syllabus. See attached addendum and feel free to contact TDS for sample syllabus statements.

8. **When you receive an Accommodation Letter from TDS read it carefully.** The academic accommodations listed on the memo must be provided to the student, so it is important that you fully understand each accommodation. If you have any questions about an accommodation, or how it should be implemented, contact TDS (706-737-1469).
General Facts about Disability at the Post-Secondary Level

Every person is unique-

The ADA is civil rights legislation, just as there is no list for how a person from a certain race, ethnic background, gender, or sexual orientation wants to be treated; no such list exists for people with disabilities.

Did you know?

Students with disabilities represented about 11% of all post-secondary students. This population appears to be increasing.

Most students with disabilities have “hidden disabilities” or disabilities that are not immediately apparent, such as learning disabilities, emotional or psychological disabilities, chronic health conditions, or etc.

Recent legislative changes may increase the number and diversity of students with disabilities pursuing higher education.

- ADA Amendments Act 2008
- Higher Education Opportunity Act
- Post 9/11 GI Bill

The ADA Amendments Act 2008 and subsequent OCR (Office of Civil Rights) findings and case law have clarified the definition of equal access and the responsibilities of universities in providing academic accommodations/adjustments to achieve equal access for student with disabilities.

Academic accommodations/adjustments are mandated by law and are intended to provide equal access without lowering academic standards.

Many accommodations originally intended to benefit students with disabilities often improve the college experience for everyone.

- For example, captioned videos provide a benefit not only to students who are D/deaf or hard of hearing, but also provides all students with two ways to receive instructional materials and can greatly benefit students who are not auditory learners or students for whom English is a second language.
HINTS FOR COMMUNICATING WITH PEOPLE WHO HAVE PHYSICAL WITH DISABILITIES

Avoid references, phrases, and words that suggest restrictions, limitations, or boundaries because these phrases tend to carry stereotypes and contribute to discriminating attitudes. Even if a person with disabilities refers to him or herself in particular ways, using phrases like “confined to a wheelchair” reflect poor judgment on the part of the speaker or writer. If you feel awkward in how to refer to a person with disabilities, your best bet may be to ask the person.

Speak directly rather than through a companion or Sign Language interpreter who may be present.

Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.

Always identify yourself and others who may be with you when meeting someone with a visual disability. When conversing in a group, remember to identify the person to whom you are speaking.

Please note that not all persons with disabilities will require assistance. Be aware that specialized services should not be forced on an individual simply because of a disability. If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.

Treat adults as adults. Address people with disabilities by their first names only when extending that same familiarity to all others. Never patronize people in wheelchairs by patting them on the head or shoulder.

Do not lean against or hang on someone’s wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies. And so do people with guide dogs and assistance dogs. Never distract a service animal from their job without the owner’s permission.

Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers, or a nod of the head. Never pretend to understand; instead repeat what you have understood and allow the person to respond.

Generally when having an extended conversation it is appropriate to place yourself at eye level when speaking with someone in a wheelchair or scooter.

Tap a person who has a hearing disability on the shoulder or wave your hand to get his or her attention. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to face the light source and keep hands and food away from your mouth when speaking. If a person is wearing a hearing aid, don’t assume that they have the ability to discriminate your speaking voice. Never shout at a person. Just speak in a normal tone of voice. Many D/deaf/ hard of hearing students can communicate by texting on a cell phone, writing on a piece of paper or typing on your computer.

Relax. Don’t be embarrassed if you happen to use common expressions such as “See you later” or “Did you hear about this?” that seem to relate to a person’s disability.
Accessible Electronic Text

Textbooks

Ask your publisher sales representative if an accessible electronic version of the book is available. Whenever possible, order books from publishers that respond in a timely manner and will make an electronic (PDF or Word) copy of the book available. This will allow Testing and Disability Service to edit and create an accessible version for students with disabilities (if a textbook cannot be obtained from the Alternative Media Access Center in a timely fashion). Suggested publishers are:

a. Cengage  
b. CQ Press  
c. F.A. Davis Company  
d. John Wiley & Sons  
e. McGraw-Hill Education  
f. Pearson Education  
g. Reed Elsevier, Inc.  
h. W.W. Norton

Make your book selection early. It is important to order books by the due date listed in the Academic Calendar.

Course Materials/Syllabus

Ensure that your course materials are accessible to all students in your class. This includes course packets, materials in library reserve, materials posted to or linked from course specific websites, sent by email, or given out in class.

Scanning materials

Did you know that PDF files have screen reading software embedded and so can be read without any adaptive software? In order for the “Read Out Loud” functionality to work:

a. Scan original documents. The printing must be very clear in order for optical character recognition software to identify the letters. Copies that have any marks, underlining, shadows, writing in margins, blurred, light, or specked printing will not scan appropriately, and should be re-typed.  
b. If scanning portions of a book, we suggest you use a book scanner to avoid “binder shadows” that are caused when the binding of the book is pressed down to scan using a flatbed scanner. Please contact TDS if you need assistance with scanning portions of books.
c. Scan the document as a PDF Image/Text file. **PDFs scanned as image files will not read.**

d. Check the file after scanning to ensure that:
   i. The magnifying glass function works.
   ii. The “Read Out loud” function works (View:: Read out Loud :: Activate Read Out Loud: Read to end of Page or Read to End of Document)

NOTE: If you need additional assistance with creating accessible material, please contact ITS or TDS. TDS staff will help you identify instructions on creating appropriate documents.

**Material in Library Reserve**

When giving hard copy materials to the library reserve staff to scan and post, please send original documents. Copies that have any marks, underlining, shadows, writing in margins, are blurred, light, or specked generally do not scan properly. Please inform the library reserve staff that the materials need to be accessible to a student who requires accessible e-text. Ask them to check the final product for accessibility. Work with library reserve staff to ensure any material used is accessible prior to being made available to the class.

**D2L and web assisted materials**

Desire2Learn itself is an accessible platform, however, you must post accessible documents to the platform. If you post an inaccessible document it will remain inaccessible. Remember if you link to another website or document, it must also be accessible.

**In-class Handouts**

In-class handouts/assignments must also be accessible. If you use handouts or conduct in-class assignments here are some options:

1. Make an electronic version of all in-class handouts available via an email to the class list or a course website before the material is passed out in class.
2. If a student has enlarged materials as an accommodation as well as e-text, ask the student confidentially which works best for him/her for in-class handouts/assignments. If the student chooses enlarged materials ask what font size would be best.
3. Ask blind/low vision students if he/she can bring a laptop computer and headphones or BrailleNote to class. If the student has access to a laptop, or BrailleNote you can create and save the document to a flash drive and give it to the student during class, or email the material to the student. The student will then be able to listen to the material their classmates read.
   a. If using an electronic version in the classroom is not an option for a blind student and Braille is an accommodation listed on the students Accommodation Letter you may send the document to TDS to be converted to Braille. Conversion to Braille can be complicated and time consuming process. Please submit materials to be converted to Braille far in advance of the date of expected use. Each submission will be evaluated to determine if the material can be converted in-house, and a time frame for completion determined.
Note-taking

Note-taking... A collaborative effort

It is important to remember that note-taking is a collaborative effort between you and Testing and Disability Services. Only by working together we can provide access to the note-taking accommodation.

Remember that there are different types of note-taking accommodations

Note-taking accommodations are different for each student. One student may require an actual note-taker who takes notes throughout the lecture, while another student may simply require a tape recorder, SmartPen, etc. to record the lecture for future review. The accommodation that a student requires will be outlined in his/her Accommodation Letter. It is important to review this document thoroughly as soon as you receive it.

Some things to remember when you have a student in your class who requires a note-taker

- The student will always benefit from any instructor notes that you may have. These include personal lecture notes, notes written in the notes section of a PowerPoint presentation, etc. A PowerPoint presentation itself is not acceptable as a form of notes.
- Try to make time periodically after class to review the note-takers notes. Notify TDS if you have any concerns about the quality of the note takers notes.
- Be open to reviewing the notes provided by the note-taker with the student receiving the notes.
Testing

The student’s testing accommodation(s) will be listed on his/her Classroom Authorization Accommodation Form. If a reader/scribe is recommended, it is often in everyone's best interest if the reader/scribe is either one of the teaching assistants for the course, the professor, or another member of the academic department who is familiar with the vocabulary used in the discipline. This practice also allows students to address any problems or questions they may have to someone with knowledge of course content and departmental procedures. If you are unable to administer a test using resources within the department, tests may be administered at Testing and Disability Services.

- Students may choose to waive any individual testing accommodation on any given test. For example, a student may be eligible to use extended time in a distraction reduced environment, but on a short 5 question quiz may decide to take the test in class with the class. Therefore, it is important to discuss testing accommodations with each student in advance of each test to ensure coordination of the testing process.
- If a student’s accommodations include and the student requests a test be converted to an alternative format, the test must be received in TDS at least 3 days prior to the expected test date. Tests can be sent to tds@gru.edu or dropped off in Galloway Hall.
- Tests should not be scheduled in a way that extended test time would interfere with attendance in another course. If students will be testing in TDS, tests should be scheduled during office hours Monday through Friday 8:00am - 5:00pm whenever possible.
- If the student is unable to take a test on the same date as the class and is allowed a make-up exam, contact the student to reschedule the make-up exam and inform TDS if the student will be testing in our office.
Captioning

Uncaptioned materials may NOT be used in a course where captioning is an academic accommodation. This includes videos posted or linked to online. However, please keep in mind that captioned materials are not only a benefit to students who are D/deaf or Hard of Hearing but can also greatly benefit students who are not auditory learners or for whom English is a second language. If students will be showing videos as a part of class projects those also need to be captioned.

Please ask students to choose captioned videos or contact TDS as soon as possible for captioning options.

Because a student can request academic accommodations at any point during the semester TDS suggests:

When ordering video materials you choose captioned versions. If a captioned version is not available (YouTube captioning/transcribing is not captioning), consider using a different video that would have a similar impact, but is available in a captioned version.

If it is impossible to find an appropriate captioned video and you have received an Accommodation Letter informing you that a student in your class must receive a captioning accommodation, please contact the Educational and Collaborative Technology Center (ECTC) (706-737-1703) to see if they can help. If they can’t, then contact TDS so appropriate alternatives can be made.

(Timeframes for captioning videos varies based on the length, content of the video, and the number of other videos in the cue. On average a 30-minute video takes approximately 10-15 hours to caption.)

- When requesting audio-visual equipment, make sure you request equipment with a captioning decoder.
- To acquire TV/VCRs with closed captioning capabilities please call ECTC (706-737-1703).
- Please make sure you can open the captions on the video(s) you plan on using prior to the day of class.
ADDENDUM – Syllabus Statements

Below are statements regarding access to academic accommodations that are available for you to include on your syllabus:

• The University will make reasonable academic accommodations for students with documented disabilities. Students should contact Testing and Disability Services (Galloway Hall; 706-737-1469; http://www.gru.edu/admin/tds/) as soon as possible for more information and/or to initiate the process for accessing academic accommodations.

• If you are registered with Testing and Disability Services, I have received notification regarding your academic accommodations. Please see me as soon as possible to discuss your accommodations and how I may be of assistance to you throughout the course.

• Georgia Regents University abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). If you have a disability and are in need of academic accommodations but have not yet registered with Testing and Disability Services (TDS) (Galloway Hall; 706-737-1469; http://www.gru.edu/admin/tds/) please contact the office as soon as possible for more information and/or to initiate the process for accessing academic accommodations. I also encourage students with disabilities receiving accommodations through TDS to discuss these with me, after class or during my office hours, so that I may be better informed on how to assist you during the semester.

• Any student with a documented disability receiving academic accommodations through the Testing and Disability Services is requested to speak with me as soon as possible. All discussions will remain confidential and are intended to assist me with ensuring your accommodations are appropriately implemented throughout the course.

• Students with disabilities who believe they may need academic accommodations are encourage to speak with me after class and will need to contact Testing and Disability Services (TDS) (Galloway Hall; 706-737-1469; http://www.gru.edu/admin/tds/) as soon as possible for more information and/or to initiate the process for accessing academic accommodations.
IT Resources ([http://paws.gru.edu/itquickstart](http://paws.gru.edu/itquickstart))
Resources page providing instructions on the following systems and services through ITS.

- Email
- Wireless Network (Laptop & Mobile Device)
- GRU Licensed Software Downloads
- Room & Event Scheduling
- Desire2Learn (LMS)
- Echo360 (Lecture Capture)
- Employee Portal (Paws)
- Student Portal (JagNet)
- Student Information System (Pounce)
- GRU apps (Apple App Store & Google Play Store)

**Service Desk**
The ITS Service Desk provides support to all faculty, staff and students at GRU. With two physical locations, one on each campus, as well as a call center, any member of the GRU family can receive both in person as well as phone support for any of our Enterprise and Academic Systems.

*Web:* Gru.edu/its/help or gru.service-now.com/ess  (login with your JagID and password)

*Phone:* 706-721-4000

*On-site:*

**Health Sciences Campus:** Greenblatt Library, Room 148

- **Monday – Thursday,** 7:30 a.m. – 9:00 p.m.
- **Friday,** 7:30 a.m. – 7:00 p.m.

**Summerville Campus:** University Hall, Room 130

- **Monday – Thursday,** 8:00 a.m. – 8:30 p.m.*
- **Friday,** 8:00 a.m. – 5:00 p.m.
- **Saturday,** 9:00 a.m. – 2:00 p.m.*
- **Sunday,** 1:00 p.m. – 5:00 p.m.*

*Please be aware that the availability of technical support personnel after 5:00 p.m. and on weekends, as noted above, is entirely dependent on the availability of student assistants to provide support services during these times.
**Academic & Research Technology** ([http://www.gru.edu/art](http://www.gru.edu/art))

Director: Zach Gorman (706-721-9969)

The Office of Academic and Research Technology’s (ART) mission is to "deliver a highly integrated, technology-infused curriculum that reflects and responds to the evolving learning styles of our students." The leadership works closely with the Vice President for Information Technology (CIO), Vice Provost, the academic leadership from each college, faculty, and students to provide vision, strategic planning, design, development, implementation, and ongoing operational support of instructional and research technology to support teaching, learning and research, including distance education.

**Instructional Systems:**
Manager: Josh Randall (706-721-9953)

The Instructional Systems team administers a variety of enterprise level academic systems designed to facilitate teaching and learning. These systems include, but are not limited to:

- Learning Management System – Desire2Learn
- Lecture Capture – Echo360
- Audience Response System – Turning Technologies
- Web Conferencing – Cisco WebEx
- Classroom & Scheduling – EMS Campus
- Mobile Application Suite – Blackboard Mobile Central

**Instructional Support:**
Manager: Erick Lemon (706-721-3359)

The Instructional Support team provides “at the elbow” support of the faculty in all aspects of academic technology. The team’s primary goals are to:

- Advise and assist faculty in the pedagogically sound use of technology in teaching and learning.
- Advise faculty on how to effectively solve educational problems (such as increasing student learning outcomes) utilizing academic technologies.
- Assist college leadership with planning and implementing new initiatives involving academic technologies.

The team has Instructional Systems Analysts (ISAs) dispersed throughout the campuses to serve as principle advisor and embedded point of contact to customer areas for support of enterprise academic technology systems (such as the learning management systems, lecture capture systems, electronic testing and evaluation systems, and communications and collaboration tools). The ISAs consult with faculty to evaluate their needs and requirements, conduct analysis and develop solutions, and assist in successful implementation of solutions. The ISAs test and plan software releases and upgrades, analyze and resolve problems, research and develop new learning technology systems, and provide a wealth of faculty development.
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<td>Randle Berlin</td>
<td>706-721-4922</td>
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<td>Arts, Humanities and Social Sciences</td>
<td>Rechodd Carter</td>
<td>706-721-9912</td>
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<td>Business</td>
<td>Glen O’Connor</td>
<td>706-446-1441</td>
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<td>Dental Medicine</td>
<td>Erick Lemon</td>
<td>706-721-3359</td>
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<tr>
<td>Education</td>
<td>Susan Floyd</td>
<td>706-446-1442</td>
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<tr>
<td>Nursing</td>
<td>Shawnee Sloop</td>
<td>706-721-8970</td>
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<td>Science and Mathematics</td>
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<td>Medical College of Georgia</td>
<td>Trent Anthony</td>
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**Instructional Design & Development:**  
Manager: Ashley Windley (706-446-1407)

Instructional Designers are responsible for analyzing and researching a client’s pedagogical and/or functional requirements, expectations, resources, learning needs, learning gaps, and tasks. The instructional designer consults with clients to facilitate Analysis, Design, Development (in partnership with developers and subject matter experts), Implementation, and Evaluation of custom created learning assets, courses, patient education, clinical tools, mobile applications, 3D applications, simulation applications, and other deliverables in support of the University and Health Systems. Instructional Designers provide leadership in improving faculty understanding and use of academic technology especially related to the use of distance learning delivery systems.

**Educational & Collaborative Technology Center:**  
Manager: Robbie Smith (706-446-1416)

The Educational & Collaborative Technology provides a state-of-the-art walk-in multimedia lab designed to help students and faculty, with the assistance and guidance of Instructional Multimedia Specialists, explore their creativity and imagination to create stunning interactive multimedia in support of their academic classes. The Center collaborates with faculty in several colleges and departments to coordinate curricula and assignments so that the Center can be an extension of the classroom.

**Classroom & Event Scheduling:**  
Manager: Josh Randall (706-721-9953)

The Office of Classroom & Event Scheduling is responsible for managing the utilization, reservations, and support of the various academic and non-academic event spaces throughout the enterprise. Our goal is to meet the needs of our customers while maximizing our classroom and event space utilization. This team is your one-stop-shop for finding an available venue to meet your needs (including with the appropriate number of seats, technology, etc.), scheduling audiovisual support, and coordinating other event services.

For academic classes scheduled in Banner, Classroom & Event Scheduling works with the Registrar's office and each college to ensure that faculty have the space they need to deliver instruction effectively.

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<td>Health Sciences Campus</td>
<td>Jessica Cooley</td>
<td>706-721-0902</td>
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<td>Summerville Campus</td>
<td>Lindsey Crosby</td>
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Office of Communications and Marketing

GRU & GRHealth

What is a brand?

- Perceptions and images that represent your organization
- Your essence.
- Your personality.
- Your style.
- NOT a logo, a tag line, a radio jingle.
- Your promise of what will be delivered or experienced.
Well-known Brand Promises

“To bring inspiration and innovation to every athlete in the world”

“We give you a moment in your day where you can just escape and spoil yourself”

“We make it easier to love technology, so that you can experience the future.”

You Control the Brand

• Employees are the most visible and impactful aspects of an organization.

• A brand is determined by:
  – The quality of service
  – The experiences of our customers (patients, students, the community, etc.)

• It is your job to deliver our brand promise.
Our Brand Promise

http://youtu.be/YDrWp0YOITg

https://vimeo.com/61187806

Logos
What does OCM do for you?

- Web
- Design
- Videography
- Photography
- Advertising
- Media
- Tools for employees:
  - Brand Style Guidelines
  - Workshops

GRU
GEORGIA REGENTS UNIVERSITY

GReport

- Website greport.gru.edu updated daily
- Email sent every Wednesday with the latest updates
- Submit your items to share internally

GRU
GEORGIA REGENTS UNIVERSITY
Websites You Need to Know

gru.edu
Student, community, etc.

grhealth.org
Patient/Consumer
Websites You Need to Know

paws.gru.edu
Employees ONLY

How do you get connected?

GRU GEORGIA REGENTS UNIVERSITY
GRHealth

GRU GEORGIA REGENTS UNIVERSITY
GRHealth
Contact OCM

marketing@gru.edu
706-721-7406
Division of Sponsored Program Administration

The Division of Sponsored Program Administration serves as the principal interface between Georgia Regents University and external agencies providing sponsored program support, including the Georgia Regents Research Institute (GRRI). It is responsible for the complete range of sponsored program management, including pre-award responsibilities for coordination of routing, review, and institutional approval of proposals and applications; award receipt and account establishment; re-budgeting and institutional prior approval; and account closeout activities.

The office also is responsible for the development and negotiation of the institution's federal Facilities and Administrative Cost Rate Agreement, for oversight of effort reporting, and for coordination of the routing of institutional agreements not involving funding for approval and presidential signature. It maintains files and records and produces periodic and ad hoc reports concerning funding and regulatory matters, and supports the Office of the Associate Vice President for Research Administration and the Georgia Regents Research Institute in regard to development of policies for the conduct of research, intramural research programs including the Intramural Grant Programs, the GRRI Research Incentive Program, and the Bridge Funding Program.

Sarah White, MA, EdM
Associate Vice President for Research & Executive Director, GRRI, Inc.
706-721-3087
sarwhite@gru.edu
http://www.gru.edu/research-admin/spa/grri/about.php

Sheree Wright, BS
Director of Pre-Award Services
706-721-6480
swright@gru.edu

Laura Slizewski, BS
Director of Post-Award Services
706-721-1469
lslizewski@gru.edu
There are two GRU libraries, Reese Library on the Summerville campus and Greenblatt Library on the Health Sciences campus. GRU Libraries provide books, ebooks, government publications, journals, audiovisuals, databases, historical collections, and more.

The libraries’ mission is to provide comprehensive information resources and services in support of the teaching, discovery, and clinical care mission of our student-centered research university and academic medical center.

GRU Libraries provide research assistance in person and electronically and also provide tours and instruction classes for undergraduate, graduate, and professional students. Faculty and students can request appointments with librarians, including specialized medical reference librarians, for more in-depth research needs. Thousands of research journals are available electronically through research databases held in GALILEO and elsewhere, with many available full text.

**Access Services**
706-737-3441 (Greenblatt) 706-737-1744 (Reese)

Full borrowing privileges at the Greenblatt Library and Reese Library are extended to faculty at GRU. All affiliated users are required to have a JagCard (ID) badge in order to check out materials. Faculty may check out books for the academic year at Reese Library and for four weeks at the Greenblatt Library (with up to four renewals). Bound journals, unbound journals, audiovisuals, and historical reference check out for three days (with one-day renewal for bound journals) at Greenblatt Library. Bound journals and audiovisuals may be checked out for three days at Reese Library. Faculty are responsible for paying for late and lost materials.

**EJournals**
706-721-0299 (Greenblatt) 706-667-4907 (Reese)

Faculty have access to more than 90,000 eJournals through the libraries’ website. Some of these eJournals are campus specific due to licensing restrictions. EJournals for Health Sciences faculty are accessible on and off campus through the EJournals link on the Greenblatt Library homepage, and eJournals for Summerville faculty are accessible through the Journals A-Z link on the Reese Library homepage. Faculty may also access site specific eJournals by visiting the appropriate library in person.
Historical Collections and Archives
706-721-3444 (Greenblatt)

The Historical Collections and Archives at Greenblatt Library acquires, preserves, and makes available historical collections related to the Medical College of Georgia, Georgia Health Sciences University, and Georgia Regents University.

Reese Library Special Collections collects, maintains, and preserves primary materials such as manuscripts, papers, photographs, and maps, as well as research materials such as books and serials, related to Augusta State University, the University System of Georgia, and Georgia Regents University. Special Collections also maintains some university archival files, such as university committee reports.

Interlibrary Loan Services
706-721-6374 (Greenblatt) 706-737-1744 (Reese)

GRU faculty can borrow circulating materials from thirty University System of Georgia (USG) library collections at no charge through GIL Express. Log onto the Universal Catalog though GIL, the libraries’ catalog, to locate and request items. Journal articles may be requested through ILLIAD or the document delivery service at the Health Sciences campus.

Liaison & Embedded Librarian Program

The Liaison and Embedded Librarian Program is a service offered to departments and academic units across both campuses. Librarians are assigned to colleges and departments in order to provide specialized assistance to faculty and their students, including rounding in clinical rotations, teaching information literacy competencies, assistance in seeking grant funding, and in-depth research needs. For more information about the program see http://guides.gru.edu/liaison.

LibGuides

LibGuides are online research guides created by GRU librarians and library staff. These guides provide helpful information on a variety of topics including research in specific subjects, writing tips such as how to do citations, special library programming events, and class specific assignments. http://guides.gru.edu/index.php

Reference Services
706-721-3441 (Greenblatt) 706-737-1744 (Reese)
libref@gru.edu reference@gru.edu

Research assistance is available by telephone, email, SMS, or chat. Faculty can schedule a formal research appointment via the form on the Reese Library page at http://www.gru.edu/library/reese/help/research.php, or via the form on the Greenblatt Library page at http://www.gru.edu/library/greenblatt/services/faculty_research.php.
Research/Clinical Databases and Point of Care Tools

The GRU libraries provide access to around 400 databases and point-of-care tools. Due to licensing specifications, not all of these resources will be accessible to faculty at both campuses. Use your GRU NetID and Password to login to library resources remotely (off campus).

Some of the databases and tools available are:

- ARTstor
- CINAHL
- Cochrane Library
- EBSCO
- Education Full Text with Retrospective Index
- Essential Evidence Plus
- Films on Demand
- JSTOR
- MEDLINE
- Micromedex
- Project Muse
- PsycINFO
- Science Direct
- UpToDate
- VisualDx
- Web of Science

Scholarly Commons

The Scholarly Commons was established to collect, preserve, and disseminate scholarly and historical works by the university. Materials such as published journal articles, conference papers and posters, campus newsletters, and historical collections are held in the repository.

The University Libraries offer advisory support to faculty who want to create open access journal publications, and who have questions regarding copyright, author rights, and publisher contracts. Individuals may submit scholarly works, or departments may submit a collection of works. For further information, please see http://gru.openrepository.com/gru/.

Updates for the Libraries

Read our blog, What’s New at GRU Libraries, at bit.ly/grulibblog or under “News and Events” on the GRU Libraries homepage. You can also find both GRU libraries on Facebook and Twitter at facebook.com/grureeselibrary and facebook.com/grugreenblattlibrary.
Office of Diversity and Inclusion

Purpose

The GRU Office of Diversity and Inclusion (ODI) reports to the Office of the Provost and is the hub for planning and implementing organizational systems and practices to ensure that our enterprise accomplishes its goal of creating a diverse and inclusive environment. Working hand-in-hand with Human Resources, Office of Employment Equity, academic units, Department of Patient Engagement, and senior leadership, and several others, the ODI will build, align and coordinate diversity efforts as a strategic approach that contributes to organizational goals and business performance.

Units/Divisions

- **Office of Employment Equity**
- **International and Postdoctoral Services**
- **Healthy Perspectives**

The **Healthy Perspectives Office** (HP) is the home of our cultural competency training program. The primary goal of Healthy Perspectives is to provide students, faculty and staff with the knowledge, attitude and skills necessary to develop as culturally competent health professionals. The Georgia Regents enterprise is an industry leader in organization-wide cultural competency training that begins with new employee orientation and continues with annual compliance training opportunities.

The **International and Postdoctoral Services Office** (IPSO) is a service and compliance unit tasked to understand and apply laws to facilitate the employment of international personnel, the enrollment of international students, and the hosting of international visitors to further the strategic goals of GRU while minimizing financial burden and institutional risk. Several related polices can be viewed at [http://www.gru.edu/diversity/ipso/](http://www.gru.edu/diversity/ipso/) or call (706) 721-0670.

The **Office of Employment Equity** ensures that GRU is committed to and practices equal opportunity and affirmative action in all aspects of employment. GRU is committed to recruit, hire, train, and promote persons without regards to: age, color, disability, ethnicity, gender, national origin race religion, sexual orientation, or status as a Vietnam War Era Veteran. Several related polices can be viewed at [http://www.gru.edu/diversity/oee/](http://www.gru.edu/diversity/oee/) or call (706) 721-728.
Additional Activities

The ODI also facilitates several projects and initiatives including but not limited to:

- **Annual Diversity and Inclusion Summit** - past keynote speakers include; Charlayne Hunter-Gault, Soledad O’Brien, Gary Guller.
- **Heritage Month Events** - organize Black History, Asian Pacific American Heritage, Hispanic Heritage, and Diversity Awareness.
- **Safe Zone Program** – trainings to create a safer, more inclusive environment for LGBTQ (lesbian, gay, bisexual, transgender, queer) individuals in our community.
- **African American Male Initiative** - to increase the enrollment, retention, and graduation of African American males from USG colleges and universities.
- **Healthy Respect Program** - to organize, plan and provide resource to support our commitment to a culture of civility.

**CONTACT US**

Office of Diversity & Inclusion  [http://www.gru.edu/diversity/](http://www.gru.edu/diversity/)

Dr. Kent Guion, Vice President for Diversity and Inclusion
Georgia Regents University
Health Sciences Campus
1120 15th Street Augusta, GA 30912
(706)-721-9265

Recipient of:
2013 Higher Education Excellence in Diversity Award, *Insight Into Diversity*
2014 National Collegiate Athletic Association, Minority Opportunities Athletic Association Diversity and Inclusion Award
2014 Diversity Visionary Award, *Insight Into Diversity*
Selected Policies (excerpts)

This list of policies is intended as an introduction to policies that are likely to be most relevant to your work as a faculty member at Georgia Regents University. These policies are subject to change annually. For a complete list of policies, or for specific information about process and procedures associated with each policy, go to policy.gru.edu/archive.

Academic Affairs

3.1.3 Student Grievances Policy

The student has a right to fair treatment under the academic policies and procedures of GRU, as enumerated through stated academic regulations, academic program and course requirements, instructors’ course syllabi, or other affirmative statements of academic policy. This policy provides recourse for any student who feels that his or her academic rights have been violated by the instructor in a course the student is taking or has recently taken.

3.1.4 Academic Conduct Policy

Academic Honesty

The University recognizes that honesty and integrity are necessary to its academic function. The following regulations protect the equity and validity of the university’s grades and degrees, and help students develop ethical standards and attitudes appropriate to academic and professional life.

Violations of academic honesty include cheating of all kinds, plagiarism, fraudulent research activity and/or scholarship, collusion, and false statements made to avoid negative academic consequences.

Cheating on course examinations or assignments is prohibited; including but not limited to the following:

• Possessing, using, or exchanging improperly acquired information, whether in written or oral form, in the preparation of any essay, laboratory report, or other assignment in an academic course, or in preparing for any examination in a course.

• Copying from another student’s paper.

• Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.

• Collaboration with another student during an examination, unless such collaboration is explicitly allowed by the course instructor for the examination in question.

• Unapproved use of any technological device to gain or provide advantage on an examination, lab practical, or other assignment to be submitted for academic credit.

• Substituting for another person during an examination or allowing someone else to substitute for you.

• Solicitation or bribery of any person to obtain examination information.

Plagiarism is prohibited. Themes, essays, term papers, tests, presentations, creative works, and similar work submitted to satisfy course and program requirements must be the personal work of the student submitting it. Plagiarism is the failure to acknowledge indebtedness to the authors/creators of works used
to complete such assignments and/or other course requirements. It is always assumed that the work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person’s actual words; whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased; and whenever one borrows facts, statistics, or other illustrative materials, unless the information is common knowledge. Further, it is expected, in the production of creative work, that the student’s work products are original, and that any images, sounds, or other intellectual properties that are not the original work of the student will be used fairly and with acknowledgement of the original source(s).

Research Misconduct is prohibited. Misrepresentation of data collection and analysis, including falsification, fabrication or omission of data is prohibited. GRU Policy for Responding to Allegations of Research Misconduct applies to students.

Collusion is unauthorized assistance from or collaboration with another person in the preparation or editing of notes, themes, reports, or other written work or in laboratory work offered for evaluation and credit, unless such assistance or collaboration is specifically approved in advance by the instructor. In cases of collusion, both the provider and recipient of such assistance are in violation of this academic conduct policy. However, students are authorized to use appropriate campus resources in the completion of written work (e.g., the campus Writing Center). Unless stated otherwise by the course instructor, use of such campus resources does not constitute academic misconduct under this policy. However, no student, except those working in a tutorial capacity in a University-approved academic support center, will knowingly give or receive unauthorized assistance in the preparation of any assignment, essay, laboratory report or examination to be submitted for credit in an academic course.

False statements made to avoid negative academic consequences include oral and/or written statements designed to obfuscate, misrepresent, or otherwise distort the presentation of facts related to a student’s academic conduct in a course or program of study. Examples of such false statements include, but are not limited to, oral or written documentation providing willfully inaccurate information related to attendance, course work, examinations, and/or other course requirements enumerated in the syllabus of the particular course for which such a statement is provided.

While these acts constitute assured instances of academic misconduct, other acts of academic misconduct may be defined by the professor in his/her course syllabus.

Responsibilities

Faculty Responsibility: It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify in the course syllabus any situation peculiar to the course that may differ from the generally stated policy. He or she should, whenever possible, make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate oversight of assignments, examinations, internship components, and other course requirements. Finally, it is the responsibility of the faculty member to provide written notice to the student of any suspected violations of the academic conduct policy.

Student Responsibility: It is the duty of the student to practice and preserve academic honesty. Each student should be aware of the specific policies governing academic conduct for the program(s) and course(s) in which he or she is enrolled, as well as the grievance and appeals processes put in place for adjudicating such policies. If the student has any doubt about a situation, he or she should consult with his or her instructor. It is also the student’s responsibility to maintain his/her correct address of record with Georgia Regents University so that official notification of the student regarding academic misconduct can be carried out in timely fashion.
3.1.5 Student Academic Appeals Policy

An academic appeal is a request for review of an administrative decision made with respect to an individual student which bears upon his/her student career. The appeals procedure does not apply to issues which have broad application to the university as a whole or to constituent groupings within the university. However, appeals can be made in matters such as admission, transfer of credit, probation, suspension, dismissal, and other similar matters. Appeals also may be made in cases related to the GRU Student Concerns Regarding Educational Expectations Policy. A supervisor’s decision in an appeal can itself be appealed, but there is no appeal of the President’s decisions except in cases where it is reasonably alleged that a decision against the student was based on discrimination with respect to race, sex, age, handicap, religion, or national origin.

3.3.5 Auditing Classes Policy

Regularly enrolled students at Georgia Regents University may register for courses as auditors. No academic credit shall be awarded to students enrolled on this basis. No changes from audit to credit or credit to audit will be permitted after the last day of the schedule adjustment period. Students auditing courses will be required to pay regular fees for enrollment. Courses taken as audits do not count toward financial aid eligibility. A student enrolled as an auditor is expected to attend class regularly and perform such other tasks as may be assigned by the instructor. An auditor who does not attend class regularly may be dropped from the class with a grade of W.

3.3.6 Grade Change Policy

The Grade Change Policy provides the guidelines for processing a grade change for a final grade. Incomplete grades are not considered final and are governed by the Incomplete Grade Policy.

Georgia Regents University requires a Grade Change Form be completed and submitted to the University Registrar. Grade Change forms may not be released to students. The form shall be initiated by the course instructor, and the dean of the college in which the course is offered or his or her designee must approve a grade change before it will be honored by the Registrar.

Grade changes should be processed as soon as a grading error is discovered, and no later than one semester after the initial grade was assessed. There may be reasons that justify a later change of grade, but they must be of an unusual nature and considered most exceptional. Any exception must receive the respective college dean’s approval. Changes in Incomplete grades are exempt from this policy.

No grade changes shall be accepted after graduation.

3.4.2 Grading System Policy

Georgia Regents University uses the 4.00 grade point average system as required by the University System of Georgia. Grades are calculated and truncated at two significant digits. This policy relates grade points to grade letters and defines symbols and terms approved for use in grading at Georgia Regents University.

“I” This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. The requirements for removal of an “I” are left to the respective institutions. However, if an “I” is not
satisfactorily removed after three academic terms of residence, the symbol “I” will be changed to the grade “F” by the appropriate official.

“IP” This symbol indicates that credit has not been given in courses that require a continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. With the exception of Learning Support or Developmental Studies courses and Regents’ Test remediation courses, this symbol cannot be used for other courses. This symbol cannot be substituted for an “I” (BoR Minutes, 1988-89, pp. 77-78; 1990-91, p. 61).

“K” This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective institution’s faculty (CLEP, AP, Proficiency, etc.). “K” credit may be provided for a course the student has previously audited if the institutional procedures for credit by examination are followed (BoR Minutes, 1989-90, p. 146).

“S” This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the USG chief academic officer for approval.

“U” This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the USG chief academic officer for approval.

“V” This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited (BoR Minutes, 1989-90, p. 146).

“W” This symbol indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the mid-point of the total grading period, including final examinations, except in cases of hardship as determined by the appropriate official of the respective institution.

“WM” This symbol indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds, as noted in Section 7.3.5.3 of the USG Policy Manual. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term. (BoR Minutes, October 2001.)

A Excellent (4.00)
B Good (3.00)
C Satisfactory (2.00)
D Passing (1.00)
F Failure (0.00)
WF Withdrew failing (0.00)

• Course Directors/primary faculty are responsible for entering grades through Self Service Banner (POUNCE). At the Health Sciences site in the event that the course director is not able to enter the grades, security is granted to one (1) staff member per program for grade entry through Internet Native
Banner (INB). At the Health Sciences site a copy of the grades signed by the course director must be sent to the Registrar’s Office on the date grades are due.

- The due date for grades is published in the Academic Calendar.
- The Office of the Registrar will complete the end-of-term processes to calculate the grade point average (GPA) and academic standing. This process will be repeated as late grades and grade changes are submitted.
- Grades are available to students via POUNCE.

### 3.4.3 Incomplete Grade Policy

A student who is doing satisfactory work but, for non-academic reasons beyond his/her control is unable to meet the full requirements of the course, may be assigned an incomplete (“I”) grade. A form must be completed to assign the incomplete grade and must include justification. A student who has received an “I” grade has one additional semester to complete the required work and to receive a final grade. A grade change form is required to remove the incomplete and assign the final grade. Any incomplete grade not removed after the next semester will be converted to an “F” grade.

### 3.7.2 Attendance Policy

Regular, punctual attendance is expected of students in all classes at Georgia Regents University and is counted from the first class meeting each term. Professors are required to monitor student attendance or ongoing participation in courses. Students who incur an excessive number of absences are subject to academic penalty. Additional attendance requirements may be established by the individual schools or programs at Georgia Regents University as well as by the faculty for distance learning courses.

At the beginning of each semester, all professors will provide a clear written statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and each course professor.

To assist the University in complying with federal regulations pertaining to financial aid, faculty members are also required to maintain a record of and report student non-attendance at the start of each academic term. The Vice Provost is responsible for informing faculty of the duration of the nonattendance verification period and appropriate reporting method at the beginning of each academic term. In accordance with this policy, a student who does not attend a class or begin participation in an online course during the non-attendance verification period will be dropped from the course by the professor unless they have contacted their professor and notified them of their reason for non-attendance. In the event a student is dropped for non-attendance during this designated time period, the effect is the same as if the student never registered for the class and the course will not appear on the student’s transcript.

Professors will be flexible enough in their attendance and grading policies to allow students a reasonable number of absences without penalty for extraordinary personal reasons or for officially representing the university. However, if the student has been absent for more than the equivalent of 10 percent of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.

It is important to note that the instructor may—or may not—withdraw a student from class based upon attendance. No student should assume that the instructor has initiated the withdrawal form. A student not withdrawn from a course who stops attending class (or who never attends class) is subject to receiving a grade of WF or F for the course.
Student Affairs

4.1.1 Accommodating Students with Disabilities

Georgia Regents University, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, ensures that all students with disabilities are afforded equal opportunity and access to all programs and facilities at Georgia Regents University. The University System of Georgia has adopted eligibility criteria to identify students who demonstrate specific disabilities. The appropriateness of accommodations for each case must be evaluated on its own facts and merits by the campus Disability Service Provider (Americans with Disabilities Act, 1990).

Georgia Regents University shall use the definition of disability noted in the ADA. The term “disability” with respect to a student means (A) a physical or mental impairment that substantially limits one or more of the major life activities (including learning) of an individual, (B) a record of such an impairment, or (C) being regarded as having such an impairment. The Director of Testing and Disability Services (hereafter the Director) is the designated campus authority who determines whether or not a student has a disability.

4.1.11 Intellectual Diversity Policy

Georgia Regents University is committed to presenting an exemplary educational experience for all its students. In meeting this goal, the components of each course of instruction and of each educational program are carefully selected for content and suitability. Further Georgia Regents University is committed to intellectual diversity on its campus. In meeting this goal, it is the expectation that faculty and students maintain civil discourse in the classroom such that honest intellectual disagreement is possible and that it does not undermine the learning that occurs there.

Georgia Regents University is committed to nurturing intellectual diversity on the campus to ensure the robust nature of academic and scientific inquiry. At times, faculty will express personal opinions but should create an atmosphere for students to freely retain their own beliefs and treat with respect other opinions appropriately expressed. Students should not be assessed, rewarded or penalized according to whether they share their faculty member’s opinion. The student must be provided an avenue to resolve any allegation that the aforementioned rights were prohibited.

Faculty Affairs

5.1.1 Faculty Appointment Policy

Faculty appointments are initiated at the departmental or unit level. The chair or unit head makes a recommendation for appointment to the respective dean, who approves and forwards the request to the Vice President for Academic and Faculty Affairs, who approves and forwards it to the Provost for approval. The Provost approves it and forwards it to the President, who provides final approval.

Definitions:

• Academic Rank— May refer to tenure or non-tenure faculty. Academic ranks include, but are not limited to: Instructor, Lecturer, Senior Lecturer, Assistant Professor, Associate Professor, and Professor.
• College of Graduate Studies Appointment—Appointment made subsequent to the primary appointment and according to specific criteria in accordance with both the College of Graduate Studies and the college of primary appointment.

• Corps of Instruction — Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with other titles approved by the Board of Regents form the Corps of Instruction. Full-time research and extension personnel and certified librarians are included on the basis of comparable training. Persons holding adjunct appointments or honorary titles are not considered to be members of the faculty or Corps of Instruction.

• Non-Tenure track—Academic track not leading to tenure. Such tracks may be established for all positions in all colleges at Georgia Regents University.

• Primary Appointment—Appointment in the college that hired the faculty member.

• Secondary (Joint) Appointment—Appointments in college where the faculty member has a significant responsibility or contribution. This may be for a defined period of time.

• Tenure—Academic tenure refers to the conditions and guarantees that apply to a faculty member’s employment, in particular the protection from involuntary discharge from, or termination of, employment and from imposition of serious sanctions, except upon grounds and in accordance with procedures set forth in this policy.

• Tenure track—Academic track for full-time faculty leading to the granting of tenure. This is established at the time of initial appointment. Significant performance criteria for tenure are defined by individual college.

5.1.10 Pre-Tenure Review Policy

Annually by August 1st, the Office of the Vice President for Academic and Faculty Affairs will provide each Dean a list of faculty who are not yet tenured and have completed their third year on tenure track. The college or academic unit will provide a comprehensive pre-tenure review of each faculty member on this list. This review shall be completed prior to January of the faculty member’s fourth year of non-tenured service. Similarly, a mid-course review shall be conducted in those cases in which the candidate has been hired with prior credit. Assuming that a tenure review normally occurs in the sixth year of service, this mid-course review will occur in the year that divides the difference between the years of credited service and year 6 in half (e.g., a person hired with 2 years credit would undergo this review during the second year of institutional service). The purpose of the review shall be to provide the faculty member with a clear understanding of those areas that might need attention if the candidate is to continue his or her progress toward successfully achieving tenure.

This review will be conducted by a committee of at least three tenured faculty members from the candidate’s department or academic unit. If an insufficient number of tenured faculty members exist within the unit, tenured faculty members from a related field may serve on the committee; however, the candidate must consent to the appropriateness of these related-field appointments. The committee may be, at the department’s discretion, the departmental Promotion and Tenure Committee.

Basis of Review: The Committee shall review the candidate’s progress toward the completion of the requirements of tenure as outlined in the Policy Library. The approved department and college criteria utilized for tenure shall be the basis for these reviews. The content and format used for the pre-tenure portfolio document should be similar to that specified by GRU for promotion and tenure. However, the candidate will not be required to provide internal or external letters of support. The review process and subsequent pre-tenure review document development must be completed and submitted in accordance with the approved Promotion and Tenure calendar.
In reviewing the pre-tenure review document the committee is to examine the accomplishments of the candidate and provide constructive assistance to the tenure-track faculty member seeking tenure. The committee should note the accomplishments of the candidate, but should also detail areas of weakness that the candidate should address as well any change in the orientation of activities that might aid the candidate in meeting the requirements for tenure. The committee will write a report summarizing its recommendations for improvement. The written report of recommendations should also remind the candidate that the committee’s comments are intended as an aid to achieve tenure, but that the successful satisfaction of the committee’s recommendations will not alone guarantee a positive tenure review.

The written summary of the committee’s recommendations shall be delivered to the candidate and the candidate’s chair or unit head, as well as to the Dean of the college of primary appointment. The candidate and chair or unit head will review the report together, and develop an advancement plan based on the committee’s recommendations, and provide a signed copy of the advancement plan to the Dean of the College of primary appointment or unit head, for consideration and approval. Each college or academic unit will submit to the Office of Provost a copy of the approved review document and advancement plan signed by the faculty member and all reviewing administrators (i.e., department chair, dean or equivalents). The Provost will review, with the Deans or responsible administrators, faculty members who are not achieving suitable progress towards tenure.

5.1.6 Outside Professional Activities

Outside professional activity by faculty or administrators is to be encouraged under appropriate circumstances. However, since faculty and administrative personnel have committed their primary professional effort to the university, the university has the responsibility to limit and regulate such activity. With certain exceptions, faculty members are required to obtain the permission of the university prior to engaging in outside professional activity and to make periodic summary reports on such activity. This policy defines the types of outside professional activities allowed and outlines the procedures for obtaining permission from the university and for reporting such activities to the university.

Policies concerning Outside Professional Activity, as defined herein, are based on certain premises:

1. Faculty members should be encouraged to engage in activities beyond their regular university duties when such activities contribute to individual growth, extend knowledge, or advance the mission of the university.

2. Under appropriate limitations, it is acceptable for faculty members to receive extra compensation for work that is definitely beyond and does not interfere with their university duties.

3. There is need to protect the interests of the university by ensuring that the faculty do not have outside demands and commitments that would retard their academic development and discharge of university responsibilities.

4. It is important to ensure that university facilities are not used in ways that would deplete its resources and interfere with its programs of education, scholarly activity, and health care.

5. Inasmuch as individuals accepting a faculty appointment have thereby committed a full professional effort to the university, the university has a right and an obligation to require advance approval and subsequent reporting on additional activities of faculty members that may interfere with the discharge of university duties or present other conflicts of interest with the university.
This policy defines and specifies the many types of outside professional activities in which GRU faculty members and administrators may be engaged. It also specifies activities that are not covered by this policy.

All faculty members engaging in outside professional activities must obtain prior permission from their department Chairs or Deans as outlined in this policy. At the end of each contractual year, faculty members and administrators engaging in outside professional activities must report such activity as described in this policy.

Research

6.1.1 Authorship of Scholarly Activities

The creation of new knowledge and its dissemination by publication and presentation are essential parts of the mission of Georgia Regents University. In such scholarly activities, having fair and accurate attribution is essential to the integrity of the University’s academic enterprise. All faculty, staff, and students at Georgia Regents University should follow the guidelines within this policy when determining authorship of scholarly activities (e.g., manuscripts, grants, presentations, and electronic communications).

Faculty should be free to publish the results of their research and scholarly work. Graduate students, fellows, and other trainees should be co-authors on scholarly publications resulting from their work, providing they meet the criteria listed in this policy. Individuals who have made contributions to the scholarly work but do not meet these criteria should be acknowledged in the publication but not be granted authorship.

Process/Procedures

The issue of authorship should be discussed early in every collaborative relationship and should be reviewed periodically during the writing period to take into account new developments.

Standards for authorship vary between disciplines and between journals. Faculty members, staff members, and students are expected to conform to the policies stated in each journal’s instructions to authors. In the absence of more specific standards, faculty should follow the “Uniform Requirements for Manuscripts,” established by the International Committee of Medical Journal Editors (http://www.icmje.org). Of particular importance from those guidelines are the following considerations, excerpted and annotated below:

An author is generally considered to be someone who has made substantive intellectual contributions to a published study.

Authorship credit should be based on 1) substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Authors should meet conditions 1, 2, and 3.

All persons designated as authors should qualify for authorship, and all those who qualify should be listed.

The group should jointly make decisions about authors before submitting the manuscript for publication. The corresponding author should be prepared to explain the presence and order of these individuals. It is not the role of editors to make authorship decisions or to arbitrate conflicts related to authorship.
Each author should be given the opportunity to see the creative work in an essentially completed form and should give consent to co-authors on scholarly publications resulting from their work, providing they meet the criteria listed above.

Acquisition of funding, collection of data, or general supervision of the research group alone does not constitute authorship.

The responsibilities each party has in connection with this policy are:

Responsible author(s): One or more authors should take responsibility for the integrity of the work as a whole. This is usually the Principal Investigator, but might be another individual so designated by the Principal Investigator.

Authors should jointly determine order of authorship based on contribution of the individual authors and the practices of the particular field. An explanation of order of authors should be available. All authors should see the work in completed form and should give consent to authorship.

Should authors not agree on authorship in a specific situation, they are encouraged to engage their most immediate academic leadership and escalate within the academic leadership as required.

If, after working with academic leadership, authors have not reached a mutually acceptable solution, the Senior Vice President for Research should be contacted as a resource. The SVPR, in turn, may consult with academic leadership (e.g., deans, chairs, center or institute directors), convene an ad hoc committee to review, or take other appropriate action.

6.1.3 Intellectual Property Policy

Georgia Regents University (“GRU”) places a high value on the innovations created by all members of the GRU community. In furtherance of the public good, GRU endeavors to identify, protect, market, license, and manage promising new innovations. To this end, this policy represents the core principles and practices regarding intellectual property and its commercialization at GRU.

Intellectual Property shall be deemed to refer to patentable materials, copyrighted materials, software, trademarks, trade secrets, patentable plants, mask works, and novel plant varieties, whether or not formal protection is sought.

Patentable Materials shall be deemed to refer to items other than software that reasonably appear to qualify for protection under the patent laws of the United States or other protective statutes, including Novel Plant Varieties and Patenable Plants, whether or not patentable thereunder.

Copyrighted Materials shall include the following:

1. Books, journal articles, texts, glossaries, bibliographies, study guides, laboratory manuals, syllabi, tests, and proposals;
2. Lectures, musical or dramatic compositions, and unpublished scripts;
3. Films, filmstrips, charts, transparencies, and other visual aids;
4. Video and audio tapes or cassettes;
5. Live video and audio broadcasts;
6. Programmed instructional materials;
7. Mask works; and,
8. Other materials or works other than software that qualify for protection under the copyright laws of the United States (See 17 U.S.C. § 102 et seq.) or other protective statutes whether or not registered thereunder.
Software shall include one or more computer programs existing in any form, or any associated operational procedures, manuals or other documentation, whether or not protectable or protected by patent or copyright. The term “computer program” shall mean a set of instructions, statements, or related data that, in actual or modified form, is capable of causing a computer or computer system to perform specified functions.

Trademarks shall include all trademarks, service marks, trade names, seals, symbols, designs, slogans, or logotypes developed by or associated with the USG or any of its institutions. (See 15 U.S.C. § 1127.)

Trade Secrets means information including, but not limited to, technical or nontechnical data, a formula, a pattern, a compilation, a program, a device, a method, a technique, a drawing, a process, financial data, financial plans, product plans, or a list of actual or potential customers or suppliers that:

1. Derives economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and

2. Is the subject of efforts that are reasonable under the circumstances to maintain its secrecy (See O.C.G.A. § 10-1-761).


Mask Work means a series of related images, however fixed or encoded:

1. Having or representing the predetermined, three dimensional pattern of metallic, insulating, or semiconductor material present or removed from the layers of a semiconductor chip product; and,

2. In which series the relation of the images to one another is that each image has the pattern of the surface of one form of the semiconductor chip product (See 17 U.S.C. § 901).

Novel Plant Variety means a novel variety of sexually reproduced plant (See 7 U.S.C. § 2321 et seq).

Process/Procedures

Rights and equities in intellectual property created by GRU faculty, staff, and students shall be determined by GRU based upon the property’s inclusion in one of the following categories:

A. Sponsor-Supported Efforts
The grant or contract between the sponsor and GRU, under which Intellectual Property is produced, may contain specific provisions with respect to disposition of rights to these materials. The sponsor (1) may specify that the materials be placed in the public domain, (2) may claim reproduction, license-free use, or other rights, or (3) may assign all rights to the institution. In those cases where royalty income is realized by GRU, the inventor or creator may appropriately share in the royalty income. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to sponsor and institution regulations.

B. GRU-Assigned Efforts
Ownership of Intellectual Property developed as a result of assigned institutional effort shall reside with GRU, however, sharing of royalty income with the inventor or creator is authorized as an incentive to encourage further development of Intellectual Property. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to GRU regulations.
C. GRU-Assisted Individual Effort
Ownership of Intellectual Property developed by faculty, staff or students of the GRU where the GRU provides support of their efforts or use of GRU resources in more than a purely incidental way (unless such resources are available without charge to the public) shall be shared by the inventor or creator and GRU. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to GRU regulations.

D. Individual Effort
Ownership rights to Intellectual Property developed by faculty, staff or students of GRU shall reside with the inventor or creator of such Intellectual Property provided that: (1) there is no use except in a purely incidental way, or GRU resources in the creation of such Intellectual Property (unless such resources are available without charge to the public); (2) the Intellectual Property is not prepared in accordance with the terms of a GRU contract or grant; (3) the Intellectual Property is not developed by faculty, staff or students as a specific GRU assignment. The general obligation to produce scholarly and creative works does not constitute a specific assignment for this purpose. The nature and extent of the use of institution resources shall be subject to GRU regulations and shall be determined by GRU.

E. Other Efforts
Ownership rights to Intellectual Property developed under any circumstances other than those listed in Section 3. A.-D. of this policy shall be determined on an individual basis and approved by the Senior Vice President for Research of GRU or his or her designated representative. The nature and extent of inventor or creator participation in royalty income, however, shall be subject to GRU regulations.

As a condition of employment and enrollment, all GRU Personnel are subject to the Intellectual Property Policies of the Board of Regents and Georgia Regents University and do hereby assign all present right, title and interest in any GRU Intellectual Property which is made in furtherance of their GRU responsibilities and/or with use of GRU resources. GRU Personnel shall execute any documents GRU may reasonably request to vest or confirm ownership of any GRU Intellectual Property.

Except as authorized by advance written permission of the GRU administration, GRU Personnel shall not assign rights to intellectual property subject to this policy to any person or entity external to GRU or the Georgia Regents University Research Institute (GRURI). In certain cases and at its sole discretion, GRU may release Intellectual Property to which the institution has title or an interest to the inventor or creator for management and development as a private venture after the execution of an agreement providing for a suitable division of royalty income, including appropriate legal expense reimbursement, with GRU.

Human Resources

8.2.2 Faculty Extra Duty Compensation

Extra duty for faculty is defined as additional faculty responsibilities assigned for a temporary period of time, not to exceed one year. The assignment of extra duties may be within the home department and should be at the request of the Department Chair based upon departmental needs. When extra duty is performed outside of the home department or home college, the request should be initiated by the unit head of the extra duty department receiving the services.

Extra duty compensation may be paid when all of the following conditions exists:

• The work is carried out in addition to a normal full load;

• No qualified person is available to carry the work as part of his/her normal load;
• The work produces sufficient income to be self-supporting (when educational activity's income exceeds itemized expenses, the excess funds may be distributed to program faculty as “Extra Compensation”); and
• The additional duties are not so heavy as to interfere with the performance of regular duties.

The extra compensation shall be paid in line with compensation paid for performance of the faculty member's normal duties. The extra compensation may be paid at the discretion of the Chair in one lump sum following the extra duty service, or paid in monthly increments during the extra duty service. The pay increase will be paid out of the extra duty departmental budget, unless other arrangements have been made and approved by the college’s business office prior to the Faculty Action and Approval Process.

8.2.3 Faculty Grievance Policy

The University Senate of Georgia Regents University recognizes that intramural disputes involving faculty may occur and has established the Faculty Grievance Subcommittee to establish policy and oversee such disputes.

The purpose of the Faculty Grievance Subcommittee shall be to work toward the conciliation of intramural disputes, to advocate for mediation as a means to resolve disputes, to guarantee due process for and just settlement of otherwise irreconcilable grievances, to help ensure the institutional integrity of Georgia Regents University, and to safeguard the academic freedom.

Grievance is defined as a complaint arising from a work situation that is a judged deviation from misinterpretation of, or misapplication of, reasonable practice or policy and shall include complaints arising from dismissal and suspension procedures. This definition is meant to be as inclusive as practical; however, the following areas will generally provide exceptions to the rules: (1) the findings of a committee may be grounds for a grievance, but the findings of individual committee members, generally, are not and (2) policies and proceedings that have their own appeals process.

Harassment refers to any discriminatory conduct or practice when employment hiring, discharge, promotion, or discipline or any other decision related, directly or indirectly, to employment is based upon discriminatory factors; when submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; when submission to or rejection of such conduct by an individual is used as a basis of employment or academic decisions affecting an individual; when such conduct unreasonably interferes with an individual's work or academic performance, or when, in the case of sexual harassment only, such conduct or practice creates an intimidating, hostile, or offensive working or academic environment.

8.2.4 Evaluation of Faculty

GRU faculty members are reviewed annually by their department chairperson or other immediate supervisor to determine progress related to faculty development goals and performance in assigned workload. If deficiencies are noted that require further action, the chairperson will work with the faculty member to develop a faculty improvement plan to address any deficiencies.

All units are required to conduct a periodic, regularly scheduled review of tenured faculty to provide ongoing assessment of teaching, scholarly achievement, and service activities of the individuals after they have been granted tenure. A Post-Tenure Improvement Plan (PTIP) will be developed if any performance areas are found to be deficient.
Individual faculty member(s) shall have an avenue for appeal of decisions made from annual review or post-tenure review, or for disagreement with a PTIP or any subsequent actions resulting from the evaluation process.

8.2.6 Accrual and Use of Sick Leave (Faculty)

All faculty and administrative officers working one-half time or more including academic-year faculty members earn sick leave. The monthly sick-leave accrual equals the current work commitment multiplied by one day. Accrual is cumulative with no maximum limitation for the faculty member’s entire length of continuous service.

Sick leave may be granted upon approval by a faculty member’s supervisor for the following reasons:

1. Illness or injury of the faculty member.
2. Medical and dental treatment or consultation.
3. Quarantine due to a contagious illness in the member’s household.
4. Maternity.
5. Illness or injury of the faculty member’s spouse or a dependent child or stepchild which requires the member’s presence to care for the ill family member in the home of the faculty member or in the hospital.
6. Death in the faculty member’s immediate family requiring the member’s presence. The immediate family includes husband, wife, parent, parent-in-law, brother, sister, child, stepchild, son-in-law, daughter-in-law, grandparent, grandchild, foster parent or legal guardian. The amount of sick leave authorized is generally limited to one normal workday when the funeral is in the local area. If the funeral is not in the local area, more than one day’s absence is authorized, depending on the distance involved. Sick leave is authorized only for the time off that would fall on scheduled work days up to a maximum of three days. Vacation leave and/or leave without pay (LWOP) must be used for any additional time off other than as outlined above. A manager has the discretion to allow for more leave than is stated above and can make such determinations on a case by case basis.
7. For administrative officers and faculty on a 12 month contract who earn annual leave, sick leave may be used if an administrative officer or faculty member becomes ill while on annual leave. Approval from the immediate supervisor must be obtained prior to returning to work. If this is not possible, a doctor’s statement, certifying the dates of illness, will be required in order to make this change upon return from annual leave. Sick leave used during an annual leave period does not extend the previously authorized annual leave period.

If sick leave is claimed for a continuous period in excess of one week, a physician’s statement is required to permit further claim of sick leave.

8.3.2 Non-Discrimination/Anti-Harassment Policy

Georgia Regents University (GRU) is strongly committed to ensuring that its learning and working environments are free of harassment and discrimination because of a person’s race, color, creed, national origin, gender, age, veteran’s status, sexual orientation, genetic information, or disability. GRU shall respond in a swift and effective manner, with a goal of eliminating such conduct.

Prohibited discrimination includes any action taken by a GRU employee to deny benefits, promotion, leave, overtime, or other privileges of employment to an employee because of the employee’s race, color, creed, national origin, gender, age, veteran’s status, sexual orientation, genetic information, or disability.
Prohibited discrimination also includes harassment by a co-worker, student, vendor, supervisor, or other employee of GRU on the basis of race, color, creed, national origin, gender, age, veteran’s status, sexual orientation, genetic information, or disability that is sufficiently severe and pervasive so as to constitute a hostile work environment.

No individual at GRU may take actions to retaliate against any person who brings, or is thought to have brought, a complaint alleging discrimination, or who has cooperated with or participated in any way with an investigation conducted pursuant to this policy. Encouraging others to retaliate is also a violation of this policy. Any individual who does engage in unlawful retaliation shall be subject to disciplinary action, up to and including, discharge from employment.

8.3.3 Anti-Sexual Harassment Policy

This policy outlines GRU’s commitment to maintaining an atmosphere free from sexual harassment and all forms of sexual intimidation and exploitation. We are prepared to take action to prevent and correct any occurrence of sexual harassment, and individuals who engage in such behavior are subject to discipline. To foster mutual respect and courtesy, and to discourage sexual harassment from occurring on our campus, every member of the academic community is expected to become aware of and support this policy.

Information Technology

11.1.1 Acceptable Use of Information Technology

It is expected that all users of information technology resources use them responsibly and to the benefit of the enterprise’s mission. Each business unit may prescribe procedures that are more restrictive than this policy, but not less restrictive.

Privacy and Ownership

Georgia Regents information systems are the property of the enterprise. The information on the enterprise’s systems is also the property of Georgia Regents, unless applicable laws, contracts or policies indicate otherwise. All users should have no expectation of privacy in any data, format, or other kind of information or communications transmitted, received, printed, stored, or recorded on any of these systems. Georgia Regents reserves the right to monitor all employee usage of these systems and to intercept and review any data or communication, in any format, including but not limited to social media postings and activities. You consent to such monitoring by your acknowledgement of this policy and/or your use of such assets and systems. The enterprise may store copies of such data or communications for a period of time after they are created, and may delete such copies from time to time without notice. Do not use the enterprise’s electronic communications assets for any personal matter that you desire to be kept private or confidential. Information created using Georgia Regents’ technology resources remains the property of the enterprise.

Accessing the enterprise’s network from a remote site (i.e. home, hotel, etc) can be done using a virtual private network client. The same policies, standards, and guidelines for computer and network use apply when this connection is active.

Acceptable Use

While incidental personal use of electronic resources is not necessarily unacceptable, personal use must not adversely affect the performance of an employee’s official duties, must not be disruptive of co-workers, must be of limited duration and frequency and should be restricted to matters that cannot be
addressed during non-duty hours. An illustration is something analogous to using your office phone to call your sitter to let him/her know you’re running late.

To the extent an employee is forced by business circumstances to make personal use of the enterprise owned devices, such use should be incidental and immaterial and never add costs to the enterprise.

**Unacceptable Use** – The following activities are strictly prohibited.

1. Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of “pirated” or other software products that are not appropriately licensed for use by GRU.

2. Knowingly introducing malicious programs into the network or servers (e.g., viruses, worms, Trojan horses, etc.)

3. Revealing your account password to others or allowing use of your account by others. This includes family and other household members when work is being done at home.

4. Interfering with the operation of any information system with the intent to disrupt the normal operation of the system.

5. Attempting to circumvent the security controls of any information system or host.

6. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. The appropriate management should be consulted prior to the export of any material that is in question.

7. Port scanning or security scanning unless these duties are within the scope of an employee’s normal job responsibilities and with proper authorization.

8. Executing any form of network monitoring which will intercept data not intended for the employee’s host, unless this activity is a part of the employee’s normal job/duty and with proper authorization.

10. Providing sensitive or confidential data to parties who do not have a legitimate or official need to know, including both internal and external to Georgia Regents, without obtaining authorization.

11. Sending unsolicited email messages, including the sending of “junk mail” or other advertising material to individuals who did not specifically request such material (email spam). Examples would include, creating or forwarding chain email letters.

12. Using computing resources to harass another individual.

13. Impersonating another individual or device including “spoofing” one’s identity or forging of email header information.

14. Assisting, encouraging, or concealing from authorities any unauthorized use, or attempt at unauthorized use, of the enterprise’s information systems, hosts, or network facilities. Computers and networks are just like any other Georgia Regents facilities – they are to be used only by people who have permission.

15. Using the enterprise’s resources for personal or commercial gain or benefit except in connection with scholarly pursuits.

16. Using enterprise’s computing resources for political campaigns.