



**Faculty Handbook**  
**2011-2012**

**APSU Website Link to Handbook:  
[www.apsu.edu/academics/facultyhandbook/index.htm](http://www.apsu.edu/academics/facultyhandbook/index.htm)**

Austin Peay State University, a Tennessee Board of Regents institution, is an equal opportunity employer committed to the education of a nonracially identifiable student body.

# APSU Faculty Handbook, 2011-2012

## TABLE OF CONTENTS

### Prefix

ADMINISTRATIVE STRUCTURE .....	4
Deans, Directors, Chairs and Coordinators.....	11
Who to Contact .....	13
UNIVERSITY GOVERNANCE .....	14
CODE OF CONDUCT .....	18
ADVICE TO NEW FACULTY.....	<a href="#">210</a>
FACULTY RESPONSIBILITIES AND PROCEDURES .....	<a href="#">321</a>
FACULTY-STUDENT RELATIONSHIPS.....	<a href="#">432</a>
FELIX G. WOODWARD LIBRARY .....	<a href="#">476</a>
ACADEMIC SUPPORT SERVICES.....	<a href="#">565</a>
BENEFITS.....	621
TRAVEL AND REIMBURSEMENT .....	65
COURSE SYLLABUS .....	698
ACADEMIC ADVISEMENT .....	721
AUSTIN PEAY CENTER @ FORT CAMPBELL.....	776
CENTER FOR EXTENDED AND DISTANCE EDUCATION .....	80
FACULTY DEVELOPMENT AND RESEARCH SUPPORT .....	865
SPECIAL PROGRAMS .....	921
AWARDS TO FACULTY .....	976

# **ADMINISTRATIVE STRUCTURE**

## ADMINISTRATIVE ORGANIZATION

The president is the executive head of the University and of all its departments and exercises such supervision and direction as will promote the efficient operation of the University. The president is responsible to the Tennessee Board of Regents through the chancellor for the operation and management of the University and for the execution of all directives of the board and the chancellor.

The president is the official means of communication between the faculty and the chancellor and between any bodies of faculty or students and the chancellor. The president recommends annually to the Tennessee Board of Regents, through the chancellor, the creation or continuance of positions of faculty and other employees of the University. The president has the authority to recommend or make appointments of personnel and, within budgetary limitations, to fix their salaries and to recommend or approve promotions, transfers, leaves of absence, and removal of personnel, pursuant to the policies and procedures of the Tennessee Board of Regents and subject to such prior approval or confirmation of the board or the chancellor.

The following officers are directly responsible to the president:

- Provost and vice president of Academic Affairs
- Vice president of Finance and Administration
- Vice president of Legal Affairs and Strategic Planning
- Vice president of Student Affairs
- Executive director of Community and Business Relations
- Executive director of Public Relations and Marketing
- Executive director of University Advancement
- Director of Affirmative Action
- Director of Athletics
- Executive assistant to the President
- Internal auditor

### **Current Organizational Chart:**

Please visit the Finance and Administration section of the APSU website at [http://www.apsu.edu/fin\\_admin/](http://www.apsu.edu/fin_admin/) for the current APSU Organizational Chart depicting the organizational structure for the University as a whole and for the academic division of the University.

### **Job Descriptions:**

Please visit the Human Resources section of the APSU website at [http://www.apsu.edu/hrhomepage/job\\_descriptions.htm](http://www.apsu.edu/hrhomepage/job_descriptions.htm) for complete job descriptions of staff.

## DEANS' ROLES

### **Dean of the College of Arts and Letters**

The dean of the College of Arts and Letters (CoAL) provides for the necessary articulation, communication, and cooperation among the departments of the College and any special programs reporting through the dean's office and with the University as a whole. The dean, under the general direction of the provost, supervises and participates in the design, planning, organization, operation, and evaluation of the Arts and Letters' instructional, public service, research and staff functions. The departments/programs in the College of Arts and Letters include the African American Cultural Center; African American Studies; department of art; Center of Excellence for Creative Arts; communication and theatre; history and philosophy; Honors Program; languages and literature; music; and Women's Studies.

### **Dean of the College of Business**

The dean of the College of Business provides for the necessary articulation, communication, and cooperation among the departments of the College and any special programs reporting through the dean's office and with the University as a whole. The dean, under the general direction of the Provost, supervises and participates in the design, planning, organization, operation and evaluation of the college's instructional, public service, research, and staff functions. The departments in the College of Education are the department of accounting, finance, and economics and the department of management, marketing, and general business.

### **Dean of the College of Education**

The dean of the College of Education provides for the necessary articulation, communication, and cooperation among the departments of the College and any special programs reporting through the dean's office and with the University as a whole. The dean, under the general direction of the Provost, supervises and participates in the design, planning, organization, operation and evaluation of the college's instructional, public service, research, and staff functions. The departments/programs in the College of Education include the department of educational specialties; department of teaching and learning, and Tennessee Early Childhood Training Alliance (TECTA).

### **Dean of the College of Science and Mathematics**

The dean of the College of Science and Mathematics (CoSM) provides for the necessary articulation, communication, and cooperation among the departments of the College and any special programs reporting through the dean's office and with the University as a whole. The dean, under the general direction of the provost, supervises and participates in the design, planning, organization, operation and evaluation of the Sciences and Mathematics instructional, public service, research, and staff functions. The departments/programs in the College of Science and Mathematics include department of biology; allied health sciences; chemistry; Center of Excellence for Field Biology; computer science and information technology; mathematics; physics; and school of agriculture and geosciences.

**Dean of the College of Behavioral and Health Sciences**

The dean of the College of Behavioral and Health Sciences (CoBHS) provides for the necessary articulation, communication, and cooperation among the departments of the College and any special programs reporting through the dean's office and with the University as a whole. The dean, under the general direction of the provost, supervises and participates in the design, planning, organization, operation and evaluation of the college's instructional, public service, research and staff functions. The divisions in College of Behavioral and Health Sciences include the school of nursing and the departments of health and human performance; military science; political science; psychology; social work; and sociology. For retention, tenure and promotion actions, the F.G. Woodward Library is considered part of the College of Behavioral and Health Sciences.

**Dean of the College of Graduate Studies**

The dean of the College of Graduate Studies is responsible for policy development and administration of policies affecting the Graduate School and graduate students. The dean works with the Graduate and Research Council in recommending policy, and the dean is responsible for demonstrating course and program need to the academic deans at the graduate level. The dean is responsible for information relative to the graduate programs with direct feedback to and from the academic deans. The dean also oversees the graduate programs in the departments within the College. Accordingly, the dean is involved directly with the planning, staffing, curricular review, policy implementation, instructional programs, research, public service and financial operations within the college.

**Executive Director of Extended and Distance Education**

The executive director oversees distance education (APSU Online and RODP), extended education, the Tennessee Small Business Development Center (TSBDC) and the TRiO programs. Distance Education enables the University to reach beyond the traditional classroom via online, two-way interactive television and videotape courses. Extended Education encompasses off-campus instruction, dual enrollment, night, evening, weekend degree programs and noncredit and customized training for the Clarksville/Montgomery County region. The TSBDC offers assistance to help beginning and existing small businesses through a variety of services. TRiO programs were established to provide postsecondary educational opportunities to the economically disadvantaged in the United States. APSU operates High School Upward Bound, Tri-County Upward Bound, Veterans Upward Bound, Student Support Services and the Educational Opportunity Center.

**Director of the Library**

The director of the F.G. Woodward Library is responsible for providing library and media services to support the educational, research and public service mission of the University. The director manages and coordinates the departments within the Library; communicates library needs to the University; and represents the University at library meetings. The departments within the Library include Information Services, Circulation/Reserve, Cataloging, Acquisitions/Periodicals and Media Services. The director reports directly to the provost and serves on the Deans Council.

**Executive Director of School of Technology and Public Management**

The executive director is responsible for academic programs at the Austin Peay Center @ Fort Campbell, serves as the academic liaison to the Clarksville campus and provides for the necessary articulation, communication and cooperation among the departments of the School and any special programs reporting through the dean's office and with the University as a whole. The executive director, under the general direction of the provost, supervises and participates in the design, planning, organization, operation and evaluation of the instructional, public service, research and staff functions. The departments/programs in the School of Technology and Public Management and includes the departments of engineering technology; professional studies; and public management and criminal justice. The executive director reports directly to the provost and serves on the Deans Council.

## APSU ADMINISTRATORS

### President

Timothy Hall	President
Carol Clark	Executive assistant to the president and Executive director of Community and Business Relations
Bill Persinger	Executive director of Public Relations and Marketing
Roy Gregory	Executive director of University Advancement
David H. Loos	Director of athletics and men's head basketball coach
Jacqueline Struckmeyer	Internal auditor

### Legal Affairs and Strategic Planning

VACANT

### Provost, Academic & Student Affairs

Tristan Denley	Provost and vice president of Academic Affairs
----------------	--

### Academic Affairs

Brian Johnson	Assistant vice president of Academic Affairs
Dixie Webb	Dean, College of Arts and Letters
David Denton	Dean, College of Behavioral and Health Sciences
William Rupp	Dean, College of Business
Carlette Hardin	Dean, College of Education
Dixie Dennis	Associate provost of Grants and Sponsored Programs & Dean, College of Graduate Programs
Jaime Taylor	Dean, College of Science and Mathematics
Joe Weber	Director, Library Services
Dana Willette	Executive Director, Extended and Distance Education
William Cox	Executive director of Austin Peay Center @ Fort Campbell
Loretta Griffy	Director, Title III Grant
Beverly Boggs	Associate provost of Enrollment Management and Academic Support
Telaina Wrigley	Registrar
Donna Price	Director, Student Financial Aid and Veterans Affairs
Melissa Hunter	Interim Director, Institutional Research and Effectiveness
Amy Deaton	Interim Director, Admissions

## APSU ADMINISTRATORS

### Student Affairs

Sherryl Byrd	Vice president of Student Affairs
Gregory R. Singleton	Associate Vice President of Student Affairs and Dean of Students
Tammy Bryant	Director of Student Affairs Programs and Services
Joe Mills	Director of Housing, Residence Life and Dining Services
Beulah Oldham	Director of Disability Services
TBD	Director of Student Life and Leadership
Lowell Roddy	Director of Student Counseling and Health Services
Tabitha Gilliland	Coordinator of Student Affairs Publications and Marketing
Connie Sanders	Director of Child Learning Center
Henderson Hill	Director of African American Cultural Center
David Davenport	Director of University Recreation
Daisy Torres	Coordinator of Hispanic Cultural Center
Connie Sanders	Director of Child Care Center

### Finance & Administration

Mitch Robinson	Vice president of Finance and Administration
Timothy Hurst	Assistant vice president of Finance
Sonja Stewart	Director of Budgets and Planning
Al Westerman	Director of Physical Planning and Projects
Lantz Biles	Director of Public Safety
Andy Kean	Director of University Center Facilities and Services
Tom Hutchins	Director of Physical Plant
Charles Wall	Director of Information Technology
Phyllis Whittaker	Director of Accounting Services
Michael Hamlet	Director of Human Resources

## Deans, Directors, Chairs and Coordinators

<b>ACADEMIC AFFAIRS</b> APSU Box 4505	<b>Tristan Denley, provost and VPAA</b> <b>Brian Johnson, AVPAA</b> <b>Browning, 109</b>	<b>221-7676</b> <b>221-7992</b>
<b>CENTER FOR EXTENDED AND DISTANCE</b> APSU Box 4678	<b>Dana Willette, executive director</b> <b>McReynolds, 119C</b>	<b>221-7743</b>
<b>COLLEGE OF ARTS AND LETTERS</b> APSU Box 4534	<b>Dixie Webb, dean</b> <b>Harned, 128</b>	<b>221-6346</b>
<b>COLLEGE OF BEHAVIORAL AND HEALTH</b> <b>SCIENCES</b> APSU Box 4474	<b>David Denton, dean</b> <b>McCord, 214</b>	<b>221-7423</b>
<b>COLLEGE OF BUSINESS</b> APSU Box 4458	<b>William Rupp, dean</b> <b>Kimbrough, 104</b>	<b>221-7675</b>
<b>COLLEGE OF EDUCATION</b> APSU Box 4458	<b>Carlette Hardin, dean</b> <b>Claxton, 210</b>	<b>221-7697</b>
<b>COLLEGE OF GRADUATE STUDIES</b> APSU Box 4458	<b>Dixie Dennis, dean,</b> <b>Kimbrough, 203</b>	<b>221-7415</b>
<b>COLLEGE OF SCIENCE AND MATHEMATICS</b> APSU Box 4538	<b>Jaime Taylor, dean</b> <b>Hemlock Bldg.</b>	<b>221-7964</b>
<b>ENROLLMENT MANAGEMENT AND ACADEMIC</b> <b>SUPPORT</b> APSU Box 4447	<b>Beverly Boggs, associate provost</b> <b>Ellington, 209</b>	<b>221-6541</b>
<b>F.G. WOODWARD LIBRARY</b> APSU Box 7346	<b>Joe Weber, director</b> <b>Woodward Library, 228</b>	<b>221-7613</b>
<b>SCHOOL OF TECHNOLOGY AND PUBLIC</b> <b>MANAGEMENT</b> APSU Box 4455	<b>William Cox, executive director</b> <b>Austin Peay Center @ Fort Campbell</b>	<b>221-1412</b>

---

Accounting, Finance, and Economics	Roger Clark	Interim Chair	Kimbrough 149	221-7574
African American Studies	Dwonna Goldstone	Coordinator	Harned 220	221-7886
Agriculture	Don Sudbrink	Interim Chair	Sundquist SC D232	221-7272
Allied Health Sciences	Rex Ameigh	Chair	Sundquist SC D236	221-7018
Art	Kell Black	Interim Chair	Trahern 203	221-7789
Biology	Don Dailey	Chair	Sundquist SC, D217	221-7223
Center for Creative Arts	Christopher Burawa	Director	Music Mass Comm 165	221-7643
Center for Field Biology	Steven Hamilton	Director	Sundquist SC D105	221-7783
Chemistry	Robin Reed	Chair	Sundquist SC A306	221-1007
Communication	Mike Gotcher	Chair	Music Mass Comm 171	221-7364
Comp. Sci. & Info. Tech.	Bruce Myers	Chair	Claxton 304A	221-7822
Educational Specialties	Moniqueka Gold	Chair	Claxton 106D	221-7518
Engineering Technology	Adel Salama	Chair	Fort Campbell Ctr.	221-1427
Geosciences	Robert Sirk	Chair	McCord 203	221-7454
Health & Human Performance	Marcy Maurer	Chair	Dunn Center 267	221-6105
History/Philosophy	Dewey Browder	Chair	Harned 339	221-7924
Honors	Linda Barnes	Director	Honors Commons	221-7119
Languages & Literature	David Guest	Chair	Harned 115	221-7891
Leadership Studies	Bill Rayburn	Director	Kimbrough	221-6398
Management, Marketing, and General Business	Stephanie Newport	Interim Chair	Kimbrough 128	221-1283
Mathematics	Nell Rayburn	Chair	Claxton 304B	221-7815
Military Science & Leadership (ROTC)	Robert E. Gordon	Chair	Memorial Health	221-6156
Music	Douglas Rose	Chair	Music Mass Comm 138	221-7810
Nursing	Patty Orr	Interim Director	McReynolds 218B	221-6317

Physics & Astronomy	Alex King	Chair	Sundquist SC B323	221-6104
Political Science	David Kanervo	Chair	Clement 143A	221-7581
President's Emerging Leaders	Matthew Kenney	Director	Honors Commons	221-6398
Professional Studies	Robyn Hulsart	Chair	Fort Campbell Ctr.	221-1439
Psychology	Sam Fung	Chair	Clement 307B	221-7239
Public Management	M. Waheeduzzaman	Chair	Fort Campbell Ctr.	221-1449
Sociology	David Steele	Chair	Clement 143	221-7515
Social Work	Mary F. Davis	Chair	Clement 140	221-7730
Study Abroad Programs	Tina Rousset	Coordinator.	Harned 124	221-6851
Teaching and Learning	Rebecca McMahan	Chair	Claxton 232	221-7513
Theater and Dance	Darren Michael	Admin. Coordinator	Trahern 240	221-6390
Women's Studies	Jill Eichhorn	Coordinator	Harned 139	221-6314

## Who to Contact

<b>Topic</b>	<b>Contact</b>	<b>Phone</b>
Admissions Standards, Campus Recruiting Events	Amy Deaton Asst. Director of Admissions	7661
APSU 1000	Mike Dunn Director of New Student Programs	7045
Athletic Events, Tickets, Gobs Club	Dave Loos Athletic Director	7903
Campus Safety Concerns, Dangerous/Illegal Behavior	Lantz Biles Campus Police Chief	7786
Classroom Misconduct, Student Discipline Issues	Gregory Singleton Dean of Students	7341
Financial Aid, Veterans Affairs	Donna Price Director	7907
Grade Reporting, Academic Inventory, OneStop	Telaina Wrigley Registrar	7121
Grants and Sponsored Research	Andrew Shepard-Smith Director	7841
Harassment or Discrimination	Sheila Bryant Affirmative Action	7178
Health Services/Counseling	Lowell Roddy Director	7213
Housing and Resident Life	Joe Mills Director	7444
Information Technology – E-mail, Computer Tech Support	Help Desk	4357
Library Resources	Circulation Desk	7346
Media Inquiries, Publications	Public Relations and Marketing	7459
Online Course Development, APSU Online, RODP	Dana Willett Extended & Distance Education	7816
Pay Check, Contract, Salary	Lucille Burkeen Human Resources	7177
Parking	Public Safety	7786
Student Disability Registration, Accommodations	Beulah Oldham Office of Disability Services	6230
Student Organizations, Student Life & Leadership	Student Life and Leadership	7431
Telephone Equipment, Voice Mail, Telephone Directory	Jim Spriggle Telephone Services	6191

<p><b>UNIVERSITY GOVERNANCE</b></p>
---

## UNIVERSITY GOVERNANCE

The President is the only individual who can make governance policy at Austin Peay State University. However, there is a system in place to provide input from University faculty, staff, and students concerning matters dealing with University operations. These groups include the Strategic Planning Committee, Deans Council, Faculty Senate, Academic Council, Graduate and Research Council, and Teacher Education Council.

### **Deans Council**

The Deans Council meets regularly and assists in the review or origination of policies, procedures, or processes related to academic matters. The council is composed of the provost, assistant vice president of Academic Affairs, all deans, the director of the Library, the vice president of Student Affairs and a representative from the Faculty Senate.

### **Faculty Senate**

The Faculty Senate is the representative organization of the University faculty, and it speaks for and reports to the faculty on matters that concern the faculty. When appropriate, it also reports to other elements of the University on its deliberations and actions. The constitution and bylaws of the Faculty Senate are available at the Faculty Senate Web page. The Faculty Senate serves in an advisory role to the president. Faculty senators are elected by representative bodies of the faculty.

### **Strategic Planning Committee (SPC)**

The Strategic Planning Committee is responsible for overseeing the University's progress toward achieving its strategic plan. The SPC is representative of all segments of the University and, as such, advises the president concerning institutional mission statements, goals, and objectives. SPC members are appointed by the president after consultation with representative bodies of the University.

### **Academic Council**

The Academic Council receives and studies proposed changes in curriculum from the colleges of the University and makes recommendations to the Provost. The council may initiate studies of academic and/or curricular concern and make resultant recommendations. It deliberates and makes recommendations concerning curricular and/or academic proposals submitted to it through usual academic offices or by faculty organizations. In addition to its role in curricular matters, the council reviews and/or originates academic policies and provides final recommendation to the president about whether policies should be approved or revised. The council also advises the president on academic matters which he/she may submit for its consideration. The president appoints six members, full-time faculty elects seven members, Faculty Senate elects one member from current membership, and SGA recommends two undergraduate students and one graduate student. The president and provost are permanent members, while the registrar is an ex-officio member. Liberal Arts Core Sub-Committee: This subcommittee of the Academic Council reviews proposals for course or program changes that relate to the liberal arts core and makes recommendations to the Academic Council.

### **Graduate and Research Council**

The Graduate and Research Council is the principal body for the establishment of policies and procedures relative to research and to administration of graduate programs. The purposes of the Graduate and Research Council are to provide for effective participation and deliberation by those concerned with graduate programs, research, and creative activities. The Graduate and Research Council shall consist of members selected from the University administration, regular graduate faculty and graduate students. Graduate programs hosted in departments, schools, or colleges shall be represented based upon the size of their respective programs. Deans of colleges with departments that do not have graduate programs shall select one faculty member from their college to represent undergraduate research interests on the council.

### **Council for Teacher Education**

The Council for Teacher Education formulates and recommends policy governing all aspects of teacher education programs; audits the execution of these policies; and approves, before submission to the Academic Council and/or Graduate and Research Council, all courses and programs which lead to licensure in teacher education. Members are appointed by the president upon recommendation from the dean of the College of Education. The council has a maximum of 21 members with several designated members and at least one from each of the following areas:

psychology/political science, health/HP, languages and literature, art/music/speech communication, natural sciences, mathematics, social sciences, K-6, special education, ELS/EdS, an undergraduate teacher candidate, a graduate education student and two public school representatives. The council includes five subcommittees: a student appeals committee, a secondary/K-12 education advisory committee, a unit assessment committee, an admission/retention committee and a program evaluation committee.

### **Standing Committees**

Appointments to standing committees are made each year by the president of the University. Faculty members have the opportunity to request appointment to a committee. The Nominations and Elections Committee of the Faculty Senate makes recommendations to the president. One may review the list of standing committees by consulting the following Web site: <http://www.apsu.edu/ccn/stand.html>.

### **Student Government Association (SGA)**

The SGA serves as a link between the student body and the administration. It is composed of legislative, executive, and judicial branches. The legislative branch acts to assist students to attend functions, improve campus life, and make the voicing of student concerns clear to the faculty and administration. The executive branch, including the SGA president, is the primary liaison between the student government and the administration of APSU. The judicial branch, also known as the Student Tribunal, is the highest student court at APSU. Its primary function is to hear traffic appeals and adjudicate the legislative body's work.

### **Staff Senate**

The Staff Senate is the representative organization of the University staff, and it speaks for and reports to the staff on matters that concern the staff. When appropriate, it also reports to other elements of the University on its deliberations and actions. The constitution and bylaws of the Staff Senate are available at the Staff Senate Web page.

The Staff Senate serves in an advisory role to the president. Staff senators are elected by representative bodies of the staff.

**CODE OF CONDUCT**

## **AUSTIN PEAY STATE UNIVERSITY CODE OF ETHICAL CONDUCT**

### **Preamble**

Rules of ethical conduct are standards that properly govern individual behavior within the context of a given profession. Members of the Austin Peay State University community are engaged in the academic profession. Our community involves thousands of individuals—students, faculty members, administrators, professionals and support staff are the major subunits. Individuals in each of these subunits interact with individuals of their own and other subunits constantly. These interactions are absolutely essential and are important parts of the engine that drives the University as it does its work. The purpose of having a code of ethical conduct is to increase the effectiveness of the University by establishing an ideal standard for all individuals to strive to attain in their individual and interpersonal behavior. The bedrock of ethical behavior is mutual respect. This respect must extend to the abilities and intentions of others, and to the value of the proper functions of other individuals and of other subunits of the community as that value is measured by contribution to the University's mission. Though this respect is ultimately desirable, it is not always present. When not present or not strong, it is because either it is not deserved or it is prejudicially withheld. Therein lies the problem addressed by this code: how to maximize mutual respect among imperfect individuals while allowing needed changes in the structure and peopling of the University. Unprejudiced persons do not discount the value of others in the absence of evidence. Reasonable persons realize that evidence, to be legitimately used in assessing value, must be relevant, substantial and properly interpreted. Therefore, reasonable persons withhold judgments until the evidence meets these requirements. But when the evidence is convincing and the judgment is unfavorable, then for the good of the University there must be some mechanism for effecting needed changes. Ethical behavior during such episodes minimizes the damage done to the University as it strives to fulfill its mission, while still allowing, even promoting, needed changes. Mutual respect, civility, trust and fair-mindedness are hallmarks of the members of an ideal academic community. Respect for appropriate confidentiality, a passionate devotion to academic freedom, critical self-discipline, honesty, objectivity and scholarliness are as well. Ethical behavior requires that every member of the academic community be both devoted to and always mindful of these ideals, and that his or her behavior reflects that commitment and awareness.

### **Code of Conduct**

Within the context of the preceding comments, all members of the Austin Peay State University academic community are expected to behave ethically. To the extent that we do, the effectiveness of our efforts to pursue truth, disseminate knowledge, encourage scholarship, engage in frank and open discussions of all sorts, chart the course of our University, serve our surrounding community and otherwise fulfill our mission will be enhanced. The principles and spirit of ethical behavior, though easily stated in the abstract, are not easily codified in the specific. In a free and open community of thinking individuals there will surely be specific ethical questions about which sincere and honest persons disagree. But as surely, there is an expansive common ground of agreement. When disagreements occur, they must be worked out by civil discourse in an atmosphere of mutual respect and mutual concern for the good of the University. The common ground of agreement is defined in various policy statements in the "Austin Peay State

University Policies and Procedures Manual" and AAUP policy statements. These policy statements, and the University components to which they apply, constitute our suggested "Code of Conduct."

### **All University Components**

AAUP'S "Joint Statement on Government of Colleges and Universities" is the centerpiece of the suggested "Code of Conduct." This statement, recognizing the necessary interdependence of all components of a university/college in decision making, is a blueprint for constructive joint thought and action. The involved components are the governing board (TBR); the president (the president, appointed administrators and professional/support staff); the faculty; the students. (Note: Although administrators are not mentioned in this document, they serve at the pleasure of the president under his/her administration. Likewise, professional/support personnel serve as part of his/her administration.) Several statements presently in the "Austin Peay State University Policies and Procedures Manual" are recommended for inclusion in the "Code of Conduct" because they ensure ethical behavior relative to all University personnel. They are sections: 5:027 (Grievance and Complaint Procedures for Employees), 5:053 (Discipline Procedures for Non-Faculty Employees), and 5:003 ( Complaints Alleging Discrimination and/or Harassment).

### **Faculty**

Relative to the ethical treatment and conduct of faculty "Personnel Policies and Procedures for Faculty," policy numbers 5:060, 5:061, 5:062 and 5:063 in the "Austin Peay State University Policies and Procedures Manual" are recommended for inclusion in the suggested "Code of Conduct". Special attention is directed to policy number 5:063 Section II (Academic Freedom and Responsibility), A, which reads, "APSU endorses the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors' as revised and refined since 1940, and also the Statement of Professional Ethics of the same organization, insofar as these statements are not limited by state of Tennessee law or the policies of the Board of Regents of the State University and Community College System of Tennessee." The University also regards the AAUP's POLICY DOCUMENTS & REPORTS (1984), as a useful philosophic and practical guide to academic rights and responsibilities.

### **Students**

The Code of Student Conduct is contained in APSU Policy 3:013, Student Code of Conduct. In addition, students are subject to all national, state and local laws and ordinances. If a student's violation of such laws or ordinances also adversely affects the institution's pursuit of its educational objectives, the University may enforce its own regulations regardless of any proceedings instituted by other authorities. A violation of any section of the Code of Student Conduct may subject a student to disciplinary measures by the institution. Students who have non-academic complaints may follow the due process steps contained in APSU Policy 3:008, Student Non-Academic Grievance Committee Guidelines. For matters involving racial, sexual, or other forms of harassment or discrimination, individuals may go to the Office of Affirmative Action. See APSU Policy 5:003: Complaints Alleging Discrimination and/or Harassment.

# ADVICE TO NEW FACULTY

## **SEVEN PRINCIPLES FOR GOOD PRACTICE**

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher Education, the Education Commission of the States and The Johnson Foundation.

### **Student-Faculty Contact**

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

### **Cooperation among Students**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

### **Active Learning**

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

### **Prompt and Appropriate Feedback**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performances to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college and at the end, students need chances to reflect on what they have learned, what they still need to know and how to assess themselves.

### **Time on Task**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators and other professional staff can establish the basis for high performance for all.

### **High Expectations**

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling

prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

**Diverse Talents and Ways of Learning**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well in theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Adapted from a special insert to [The Wingspread Journal](#), Vol. 9, No.2, published by The Johnson Foundation.

## COURSE PLANNING CHECKLIST

The following checklist will serve as a quick review of the steps in course planning.

### 1. **Define Education Purposes**

What are your beliefs about the purpose of education?

- To enable social change
- To teach effective thinking
- To facilitate systematic instruction
- To provide personally enriching experiences
- To teach the great ideas and discoveries of humankind
- To teach life skills
- To teach value clarification

### 2. **Set Course Goals**

Are your course goals affected by any of the following?

- Those of a senior lecturer for whom you teach
- Your program
- Your college mission
- The expectations of faculty teaching more advanced courses in which your students will enroll later
- College achievement tests

On which is a greater emphasis placed?

- Teaching practical knowledge **or** teaching theory
- Teaching facts **or** teaching problem-solving skills
- Direct career entry after college **or** enrollment in graduate/professional school
- The discipline **or** student development

Where is your course located on the “curricular map?”

- General education course for anyone
- General education course for majors and others
- Introductory course for majors
- Introductory course in a technical career program
- Advanced course for majors
- Division-wide core course
- College-wide core course

### 3. **Select Course Content**

What are the reasons for selecting content?

- Students find it enjoyable.
- It is easy to learn.
- It is a fundamental discipline concept.
- It teaches important skills.
- It illustrates the discipline’s mode of research.
- It stimulates students to search for meaning.
- It encourages students to pursue the quest for knowledge.

It inter-relates fundamental/lower level concepts into broader/higher level concepts.

4. **Arrange Course Content**

Which of the following schemes do you use for arranging content?

- Naturally occurring relationships
- A desire to teach problem-solving skills
- The organization of major concepts
- How students learn knowledge
- Students' future career needs
- A desire to help students clarify values

5. **Consider Student Goals and Characteristics**

What are the goals of your students?

- To learn about the structure of the field
- To learn to see relationships in the field
- To learn to see relationships between fields
- To understand scientific principles and concepts
- To learn to think critically and logically
- To learn to interpret data
- To become aware of and open to diverse views
- To gain a historic perspective
- To acquire aesthetic sensitivity
- To enhance creative abilities
- To learn effective communication skills
- To improve study skills
- To develop a personal code of ethics and values
- To look for meaning in life
- To acquire social skills
- To become aware of social issues
- To learn to help others
- To become a good citizen
- To pass an exam
- To prepare for a career
- To prepare for graduate or professional school

What are the characteristics of your students?

- Abilities and capacities
- Preparation
- Motivation
- Expectations
- Out-of-class pressures
- Previous college experiences
- Intended majors
- Learning styles

6. **Choose Instructional Modes**

To what extent is your choice of instructional mode affected by the following?

- Student characteristics

Class size  
 Time constraints  
 Financial constraints  
 Discipline constraints

What teaching methods do you plan to use?

Passive methods (lectures, films, readings, etc.)  
 Active methods (discussions, laboratory or clinic)  
 Projects, field trips, research projects, etc.

7. **Select Readings**

Will you use one or more textbooks, journal articles, or monographs?

Yes       No

If you require students to purchase textbooks, do they meet the following criteria?

Absolutely necessary  
 Reasonably priced and readily available  
 Well-organized and visually appealing  
 Unbiased – racially, sexually, or ethnically

8. **Plan to Get Student Feedback**

What methods will you use to obtain feedback from students?

Quizzes or tests  
 Papers or projects  
 Attendance  
 Facial or body language  
 Class participation  
 Coming to office hours  
 Course evaluations

How often will you obtain feedback?

9. **Seek Advice from Colleagues and Other Experts**

What types of people are most readily available to give you advice?

Faculty mentor  
 Department chair  
 Media specialist

## REMINDERS FOR MORE EFFECTIVE ADVISING

Academic advising is a complex activity that should help students realize maximum educational benefits. Advising includes:

- Helping students to clarify their values and goals and to better understand themselves as persons.
- Helping students understand the nature and purpose of higher education.
- Helping students explore educational and career options, and links between academic preparation and the world of work.
- Helping students plan educational programs consistent with their interests and abilities.
- Assisting students in a continual monitoring and evaluation of their educational progress.
- Integrating the institution's many resources to meet students' special educational needs and aspirations.

In brief, the academic adviser serves as a coordinator of the educational experience.

The adviser needs to help students define and develop realistic goals, to perceive their needs accurately and to match these needs with appropriate institutional resources. This is done best in the context of a caring and trusting relationship.

Academic advising, properly delivered, can be a powerful institutional influence on student growth and development. In addition, it can enrich the educational program of any college or University and interpret that program more effectively to students.

Some of the benefits students derive from effective advising include:

- Remaining in school.
- Attaining their educational/career objectives.
- Achieving GPAs consistent with their abilities.
- Developing a positive attitude toward the institution and the educational process.
- Developing a meaningful relationship with the adviser.

The quality of each student's education/career decisions is directly related to the amount of relevant information available to the student and the adviser. All good advising programs have an information base for use by both advisee and adviser during the advising process.

From The American College Testing Program, 1983. Reprinted by permission.

## USING THE DISCUSSION FORMAT

There are many advantages to involving students in class discussion. It encourages active participation and learning of subject matter. Specifically, discussion is beneficial for the following objectives:

1. To discover the extent to which students understand the material
2. To lead students through a series of inquiries for greater understanding of concepts and principles
3. To discover the details or points that need to be refreshed or expanded
4. To provide feedback to the instructor on level of mastery of content or skills
5. To help students respond to questions in front of peers
6. To enhance verbal communication skills
7. To facilitate closer working relationships among students in the class
8. To help students verbalize their thoughts, attitudes and opinions
9. To encourage respect for the ideas of others
10. To help students with critical evaluation, synthesis and transfer of knowledge

Strategies for directing questions to students:

1. Start asking questions early in the course – within the first few minutes of the first session.
2. Wait for the answer, patiently, calmly and with a smile.
3. Ask only one question at a time, making it specific and clear.
4. Don't answer your own question – students will wait you out.
5. State your question in advance, allowing students time to think.

Strategies for dealing with students' answers:

1. Praise right answers appropriately.
2. Respond to wrong answers sensitively, encouraging the effort.
3. Encourage more than one answer.
4. Encourage a variety of students to participate.

Strategies for answering student questions:

1. Ask students to rephrase questions you don't understand.
2. Recognize the value of questions, even if they are irrelevant or inappropriate at the time.
3. Respond to the question, indicate that you will address it later, and keep the group on track.
4. Be honest if you don't know the answer to a question, and involve students in the search for the answer.

## RECOMMENDATIONS FOR IMPROVING LECTURES

The lecture is the most widely used teaching format in higher education in the U.S. It focuses upon teaching by speaking to students with emphasis on one-way communication. The approach has two specific strengths: It can convey the instructor's enthusiasm in the subject matter, and it can present the newest material in the discipline. The lecture format also is popular because it can convey large amounts of information, communicate to many listeners, and maximize instructor control.

The lecture format has been criticized for reinforcing passive learning and not being interactive. It may not be as well suited for higher levels of learning or for complex, detailed, or abstract material. To be effective the lecture requires both an effective speaker and active listeners.

The following recommendations are offered for improving lectures. They have been compiled from several authors who consider lecturing a learned set of skills.

1. Fit the lecture to your audience in terms of relevancy and level of knowledge.
2. Prepare an outline of five to nine major points.
3. Organize your points in a logical manner.
4. Select examples that illustrate the main points.
5. Avoid distracting mannerisms, such as verbal tics or fumbling with notes.
6. Present an outline.
7. Emphasize principles and generalizations.
8. Highlight important points.
9. Use effective speech techniques in delivery.
10. Do not read your lecture but know it well enough to talk to the audience.
11. Be enthusiastic and relevant.
12. Use audiovisual teaching aides.
13. Ask and solicit questions to check on student understanding.
14. Provide variation to keep student attention and interest.
15. Encourage discussion.

Adapted from Neff, R.A. & Weimer, M. (1990). Teaching College. Madison, Wisconsin: Magna Publication.

## The Relationship between Teaching and Research at APSU

- All faculty are expected to conduct research, especially research which enhances teaching, including research that improves a faculty member's knowledge in a specific area and thus improves course content. Such research is important because it helps APSU faculty members teach fresh, cutting-edge content and could give our students an advantage in the job market and in applications for graduate school.
- All faculty are expected to be engaged in service. The kind of service expectation will change over time, but at present our primary focus is recruiting and retaining our students, whilst ensuring that they are as successful as possible while they are here. Thus, faculty should make recruitment, retention and efforts toward student success a top service priority.
- Within available resources, the University should promote a symbiotic relationship between teaching and research.
- Faculty should consider grant writing to promote our research activities. Every effort will be made to provide reassigned time to write a grant with the clear understanding that the reassigned time is "seed" money that will be repaid either by money provided for reassigned time when the grant is funded or, should the grant not be funded, by teaching more in a future semester to repay the reassigned time.
- The integration of teaching and research at the undergraduate level is encouraged. Research is essential to the academic life, and undergraduate students should be involved in the process when possible.
- Within available resources, APSU will strive to promote the value of pedagogical research. Good pedagogical research, like any good research, is based on a conversation with the written works of colleagues. The "this-is-what-I-did-in-class" article without grounding in the literature about a particular pedagogical technique is far less useful than the article or book that demonstrates an engagement with the literature about pedagogy. Rigorous research on pedagogy should be honored in the same manner as rigorous research in the content area.
- Faculty development in teaching is to be encouraged. The University will schedule faculty development seminars on teaching by calling upon the expertise of the faculty. Deans will be asked to facilitate effective teaching in their colleges. The services of the Center for Excellence in Teaching and Learning are also available.
- The University will strive to make administrative appointments for chairs, deans and directors of academic units who have a vision for integrating teaching and research. A person's publication record will be considered and valued, but it will not be the determining factor when making appointments to leadership positions.
- Departments will continue to be consulted to determine what constitutes quality and amount of research necessary to promote teaching.
- Within available resources, the University will strive to ensure that APSU is known as an institution where teaching, research, and service continue to be prized.

## **APSU PHILOSOPHY REGARDING PROFESSIONAL CONTRIBUTIONS AND ACTIVITIES**

One of the areas in which faculty undergo formal evaluation is “Professional Contributions and Activities.” This area addresses faculty service which stems either from one’s discipline or from one’s profession as a teacher. Listed are a few examples of professional contributions and activities:

- Meaningful participation in professional organizations
- Leadership positions in state, regional, national organizations
- Development of new courses or programs in one’s department
- Direction of student research for which no teaching load credit is given
- Involvement in continuing education programs
- Voluntary advisement of student groups

Just as scholarship, research and creative activity assist the instructor in the classroom, many forms of professional service do likewise. One learns from others in the same profession. If you are a panel member at a professional meeting or conference, you not only will benefit from the process of developing your thoughts for the panel, but you also will be enriched through the inevitable exchange of ideas with your colleagues who are present. Some of these thoughts will find their way into your classroom, thereby assisting you as a teacher and enlightening the students you serve.

Because of the advantages that accrue from such learning, it behooves us to identify opportunities to expand our professional horizons through state, regional, national and, whenever possible, international conferences and meetings. Such functions require funding. When possible, Austin Peay attempts to assist faculty members in their efforts to attend meetings, conferences and conventions that will be of benefit to the faculty and, ultimately, to their students.

Although involvement in an organization within one’s discipline is an excellent means of engaging in professional activity, it is not the only way. As a teacher, you may wish to serve as a faculty adviser to a student group on campus, or you may wish to direct special student research, although it is not a part of your assignment. Thus, your professional contributions may come from responsibilities attached to your discipline as well as from responsibilities that you willingly shoulder in the name of the broader profession of teaching.

The complexity of your activities may vary considerably. For instance, there is a significant difference in the level of involvement that it takes to chair a panel at a state conference in comparison to serving as the secretary for a national professional organization. One is to be commended for either of these commitments, but the latter task will consume much more time and effort to successfully execute.

Regardless of the complexity of your professional activities, it is essential that your efforts should be of the highest quality. Your reputation as a professional will be more greatly enhanced by selecting several carefully chosen activities and doing them well than by completing a multitude of activities in mediocre fashion.

# **FACULTY RESPONSIBILITIES AND PROCEDURES**

## **FACULTY RESPONSIBILITIES & PROCEDURES**

### **Faculty Absences and Leaves**

Approved faculty absences are of three kinds: sick leave, institutional absences, and civil leave. Per TBR policy 5:01:01:01, faculty on nine, 10-, or 11-month contracts **do not** accrue annual leave. All absences from classes, for whatever reason, must be reported promptly to the chair and academic dean on the approved form. This regulation also applies to absences during which classes are held by a substitute instructor. It is a policy of the University that all classes meet as scheduled. Any anticipated absence from class or change of schedule in connection with an absence should be reported to the chair and to the appropriate academic dean on a form provided for this purpose. Absences that are not anticipated should be reported as soon as possible. Arrangements should be made with the chair for classes to be held by another member of the department.

Further information on leaves can be found in the leave policies (APSU Policies 5:037, Adoptive Parents Leave; 5:039, Civil Leave; 5:040, Leave of Absence; 5:041, Leave Records; 5:042, Leave Transfer Between TBR Institutions and State Agencies; 5:043, Maternity Leave; 5:044, Military Leave; 5:045, Sick Leave; 5:049, Bereavement Leave). The University policy on attendance during inclement weather (APSU Policy 5:004, Attendance Policy for Inclement Weather) indicates that faculty will be expected to meet their classes except when the University is closed. The holidays during the academic year are published yearly and are listed in APSU Policy 5:054, Holidays.

### **Office Hours**

Faculty are expected to maintain office hours appropriate for teaching and advisement. The Tennessee Board of Regents (TBR) policy requires faculty to devote a minimum of 37.5 hours per week to the institution and maintain appropriate office hours as determined by the president or the president's designee. Each college or department will have specific policies related to the scheduling of office hours. Faculty must post their scheduled class times and office hours each semester they are teaching. The scheduled hours must be carefully followed to provide an opportunity for students and others to confer with faculty when necessary. Adjunct faculty are expected to be available to students at appropriate times before and after the class period.

### **Course Syllabi**

Individual faculty will maintain current course syllabi in their departmental chair's offices. In addition, copies should be included in individual faculty dossiers. It is imperative that, during the first class meeting, students receive a copy of the appropriate syllabus. For basic information, see the section "The Course Syllabus." Beyond the required minimum, each professor should design a syllabus unique to each course she/he is assigned to teach. The syllabus should be consistent with other sections of the same course. Consult with the department chair about course expectations and the required statements (*available in this Faculty Handbook*) for the course syllabus.

### **Tests, Examinations and Grades**

Chairs are responsible for acquainting new members of their staff with official policies and practices regarding tests, examinations and grades. In addition, chairs are responsible for periodic review of the various devices the department uses to evaluate

learning. It is expected that students will be subject to frequent evaluations of their knowledge of subject matter. Make-up tests may be administered at the discretion of the instructors. Late examinations should be administered at the earliest possible convenient date. During tests and examinations, instructors should personally supervise the conduct of students unless prior arrangements have been approved by the chair. Instructors are responsible for taking every precaution to safeguard their test and examination questions and papers. Every precaution should be taken against cheating during any examination. Instructors should promptly grade tests and examination papers, as well as essays. Because students have the right to see their papers, instructors who maintain a policy of retaining test papers should make these papers available to students for a reasonable length of time. Chairs and deans may require instructors to file their examinations for study and evaluation.

All materials that affect students' grades ("I" is not a grade) and are not permanently returned to the students must be retained by the instructor for the length of the student grade appeal period, said period being one calendar year from the date the grade is submitted to the Office of the Registrar (Policy 2:012, Faculty Retention of Unreturned Student Work). In practical terms, faculty are advised to retain these materials for an additional two weeks in case a student files an appeal on the very last day of that calendar year.

### **Final Examinations**

One week of each term of the regular academic year consists of scheduled two hour periods to be used by the faculty for evaluation (final examinations) and/or instruction. Giving final examinations earlier than scheduled is prohibited.

### **Required Attendance at Commencement Exercises**

APSU holds three commencement exercises during the year: December, May and August. Faculty will be required to participate, in regalia, in at least two of the three exercises unless exempted by their dean on the basis of extenuating circumstances. May commencement will be required for all, and faculty will choose one of the other two exercises to attend. Chairs/directors shall make every effort to ensure that their department or school is adequately represented at all commencements.

If this plan produces inadequate representation at the December and/or August exercises, a new procedure will be developed.

### **Enhanced Mathematics and English**

Students who are required to enroll in three hours of an enhanced mathematics core course must do so within the first 30 hours of enrollment. Students who are required to enroll in an enhanced section of ENGL 1010 must do so the first semester of enrollment. Developmental Reading (NSCC) must be completed during the first semester of enrollment and before enrolling in ENGL 1010. Students who must enroll in remedial courses taught by NSCC must do so during the first semester of enrollment and remain enrolled until all remedial requirements are completed. Enrollment restrictions may be placed on students who require remedial courses or enhanced courses. Students should contact their academic advisors for assistance with course selection.

### **Freshman Seminar**

All students who enter APSU with fewer than 12 credit-hours must enroll in APSU 1000 and earn a grade of C or better.

### **Academic Alert**

APSU has implemented an online early warning system for faculty to use in referring students for Academic Support. The class roll on AP Self Service provides a mechanism for sending the message electronically to the Academic Alert coordinator. When faculty detect academic and behavior problems (including absenteeism) that interfere significantly with student progress, the faculty member should immediately send a message to the Academic Alert coordinator who will contact the student and arrange a meeting to discuss the problem and to make a recommendation for tutoring or counseling.

### **Student Evaluation**

At the end of the semester, students will have the opportunity to complete a course evaluation form with limited exception for independent studies and other courses with one enrollee. Paper evaluations are to be completed while the instructor is out of the classroom and sent back to the department office without the instructor seeing the response sheets; electronic evaluations are to be completed at the students' convenience. Any course for which evaluations are returned – regardless of the return rate – must be included within a faculty member's e-dossier for retention, tenure and promotion actions.

### **Class Rolls**

The University's contractual agreements with governmental funding sources require accurate reports of a student's last date of attendance. Because of this obligation, all faculty members are required to take daily attendance through a reliable method of their choice. It is each professor's prerogative, however, to determine whether or not attendance serves as a criterion in the determination of grades. "Class Records," below, provides additional requirements on attendance, grades and other pertinent information. All faculty members should review initial and permanent class rolls for accuracy. If a student attending your class is not on the permanent class rolls, he/she must check with the Registrar. If the student is not added to the permanent rolls shown on "AP Self Service" by the 14<sup>th</sup> day, faculty shall not permit students to continue to attend class nor shall faculty accept any completed assignments from the student.

### **Attendance Report Rosters**

Twice during the fall and spring semesters, Attendance Report rosters will be distributed by the Office of the Registrar – once at approximately the third week of class and once at approximately three weeks after midterm. The Office of the Registrar no longer provides printed Attendance Report rosters. Faculty should access all class rolls via "AP Self Service." The Registrar's Office will send reminders of the grade reporting deadlines. The following grades should be reported on the online rosters: "FN"--Failure, Never Attended and "FA"--Failure, Absence Related. A Last Recorded Date of Attendance should be indicated with a reported "FA." This date can be determined by reviewing records of tests, quizzes, papers, assignments or actual attendance. "FN" and "FA" grades are listed on the student's record at the time reported.

### **F, FA and FN Grades**

The grade of FA is for the benefit of Financial Aid and Veterans Affairs. Giving a student an FA will drop the student from the class, and Financial Aid or the VA office must then file a report with the federal VA. If the faculty member later agrees to allow the student back into the class, the University then has to submit another report to the

federal VA. The grade of FN is to be used only when a student has never attended a class and has failed the course under the attendance policy in the course syllabus. Faculty are encouraged to read the section on “Grading System” in the current APSU Undergraduate Bulletin for more information.

- The FA grade is defined as “the grade to be assigned as of the date at which the faculty member has determined that the student has stopped attending class and is no longer receiving instruction.”
- Faculty should report a grade of FA “if a student has not attended class for three weeks” (meaning three consecutive weeks) and has not returned to class at the time the instructor submits the FA grade.
- Faculty should use the regular F grade, not the FA, when a student is failing due to absences that breach the faculty member’s class attendance policy but do not meet the FA policy as described above. (For example, if the class attendance policy states that a student will fail after five absences, and a student has accrued that many, the student should be given an F as either a midterm or a final grade.) Unlike the FA, the F grade may be given by a faculty member even when the student has continued to attend class.
- The FN grade is to be given only when a student has never attended class. A grade of FN may be reported only within the first 21 days of class.

### **Midterm Grade Reports for All Courses Numbered Lower Than 3000**

Midterm grades will be awarded in all courses numbered lower than 3000.

Syllabi for all courses numbered lower than 3000 must contain the following statement:

*“A midterm grade shall be awarded for all students in this course. The grade awarded may not necessarily be based on 50% of the course requirements and may or may not differ from the final grade. Your midterm grade will be posted on AP Self Service.”*

### **Final Grade Reporting**

Faculty shall turn in final grades before the deadline set by the Office of the Registrar, generally on the Monday after the semester / term ends. Timely submission of grades are critical, as the Office of the Registrar is then required to run a series of programs to report the students’ academic and financial aid standing; further, degrees must be posted and reports sent to the National Student Clearinghouse by given deadline outside of the University’s control. Failure by faculty to submit grades in a timely manner may impact notifications to students which would allow them the opportunity to appeal suspensions, financial aid and scholarship losses. Grades not posted by the deadline will be reported as “NR” (not recorded).

### **Class Records**

At the conclusion of each class, a complete class roster which includes a record of grades, class attendance and any other pertinent information regarding student grades should be returned to your chairperson. At no time should you submit an incomplete (I) or in progress (IP) grade without presenting your chair/director a complete description of what the student must do to remove such a grade.

When a faculty member discovers an error in a recorded grade or needs to change an "I" to the grade earned, he/she must fill out the appropriate forms for "Grade

Correction" and "Removal of Incomplete." These forms are available online at the Office of the Registrar's website. Check the Bulletin for more detailed explanation of the processes and time limitations. In progress (IP) grades are restricted to a limited number of courses. You should consult your chair regarding the appropriateness of this grade for each specific course you teach.

### **Grade and Syllabi Reviews**

It is the responsibility of the chair of each department to review the syllabi and final grade rosters of faculty members, including adjunct faculty. New faculty members especially should seek guidance regarding course construction, grading and should anticipate a discussion of these subjects with their chairperson. The academic department is charged with storing the faculty member's final grade roster for all courses.

### **New Course Development**

Faculty members desiring to initiate proposals for curricular change should submit such proposals through the chairperson to the departmental curriculum committee. The approved curricular change is submitted by the chairperson to the college curriculum committee. Upon approval, the curricular change is submitted to the Academic Council by the dean of the college. If the curricular change involves courses in the liberal arts core, it may be referred by the Academic Council to the Liberal Arts Core Sub-Committee. See APSU policy 2:001, Curricular Change.

Experimental courses may sometimes be approved by the provost on a one-time basis after the course has been submitted by the chairperson of a department and approved by the college curriculum committee.

### **Online Course Development**

Faculty members are encouraged to review the information for developing an online course by referring to the APSU website: <http://www.apsu.edu/ext%5Fed/studentfaculty/FacultyResource/>. Courses may be created for complete online delivery or to enhance a face-to-face course. Adaptation forms and contracts are required before a course shell will be created for online courses. Course shells for Web-enhanced courses do not require adaptation forms or contracts, but a written request by the faculty member is required in order for a shell to be created. Direct your request to the coordinator for Distance Education.

Training in using the course management system (CMS) software is provided on a regular basis. Notification of such training is provided by e-mail, the Web or other University publication, or you may contact the Distance Education coordinator for details or specific training requests.

### **Academic Freedom**

The University recognizes the principle of academic freedom and responsibility as detailed in TBR policy 5:02:03:30, Academic Freedom and Responsibility, pursuant to which:

- The faculty member is entitled to freedom in the classroom in discussing his or her subject, being careful not to introduce into the teaching unrelated subject matter.
- The faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties. Research for financial gain must be based upon an understanding with the authorities of the university, which is documented reduced to writing and signed by the faculty member and the appropriate academic officer(s).

- The faculty member is a citizen, a member of a learned profession and an officer of an educational university/college. When the faculty member speaks or writes as a citizen, he/she should be free from university/college censorship or discipline, but his/her special position in the community imposes special obligations. As a man or woman of learning and an educational officer, he/she should remember that the public may judge the profession and the university/college by the faculty member's utterances. Hence, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she does not speak for the university/college.

Academic freedom is essential to fulfill the ultimate objectives of an educational university/college - the free search for and exposition of truth - and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, failure to carry out assigned duties, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct - these and other grounds as set forth in TBR Policy 5:02:03:60, "Policy on Academic Tenure at Tennessee Board of Regents Universities, "Section P., may constitute adequate cause for dismissal or other disciplinary sanctions against faculty members subject to the provisions of Article V within that policy. The right to academic freedom imposes upon the faculty an equal obligation to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities. The faculty member has an obligation to participate in tenure and promotion review of colleagues as specified in university policy. Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter. While academic tenure is essential for the protection of academic freedom, all faculty members, tenured or non-tenured, have an equal right to academic freedom and bear the same academic responsibilities implicit in that freedom.

### **Non-Discrimination Policy**

It is the intent of the University to comply fully with the equal employment opportunity, affirmative action, discrimination and nepotism programs of the Tennessee Board of Regents (TBR). Therefore, the TBR's policies and guidelines relative to these matters are hereby referred to and made a part of this statement of University policy. See 39 APSU policy 5:002, Equal Employment Opportunity and Affirmative Action and APSU policy 5:065, Nepotism.

### **Campus Sex Crimes Prevention Act**

Federal Campus Crimes Prevention Act and the Tennessee College and University Campus Sex Crimes Prevention Act of 2002 require that whenever a sex offender becomes employed, enrolls as a student or volunteers at an institution of higher education in the state of Tennessee, he or she must complete or update the Tennessee Bureau of Investigation (TBI) sexual offender registration/monitoring form and deliver it to TBI headquarters in Nashville. As defined in section 40-39-102 of the Tennessee Code, a "sexual offender" means a person who is, or has been, convicted in this state of

committing a sexual offense or who is, or has been, convicted in another state or another country, or who is or has been convicted in a federal or military court, of committing an act which would have constituted a sexual offense if it had been committed in this state. A “sexual offense” means the commission of acts including but not limited to aggravated and statutory rape, sexual battery, sexual exploitation of a minor, aggravated prostitution and kidnapping.

Both acts designate certain information concerning a registered sexual offender as public information and therefore amend and supersede the Family Educational Rights and Privacy Act (FERPA) and other federal and state laws that previously prohibited the disclosure of such personal information. Since the laws require the publication of information pertaining to sexual offenders employed, enrolled or volunteering at an educational institution, said publication does not constitute grounds for a grievance or complaint under institutional or Tennessee Board of Regents policies or procedures. Austin Peay State University’s institutional policy requires that all crimes be reported to the APSU Police Department. Accordingly, faculty members, administrators, and/or supervisors must report incidents involving students or employees to the APSU Police Department.

### **Sexual and Racial Harassment**

Austin Peay State University is committed to creating the best possible learning environment for students, one that protects the dignity and self-worth of all individuals. Sexual harassment and racial harassment have been held to constitute a form of discrimination prohibited by Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Educational Amendments of 1972. Other types of harassment are prohibited by applicable law. The University may be held liable pursuant to Title VII and/or lose federal funds pursuant to Title IX for failure to properly investigate and remedy claims of sexual or racial harassment. All faculty and staff members are now required to complete the online training module and test on Preventing Sexual Harassment offered through the Affirmative Action Office, [http://www.apsu.edu/affirm\\_action/online\\_training/index.htm](http://www.apsu.edu/affirm_action/online_training/index.htm).

A. Generally, sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when one of the following criteria is met:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of the individual’s employment or of the individual’s status in a program, course or activity;
2. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or educational experience or creating an intimidating, hostile or offensive work or educational environment.

B. Generally, racial harassment is defined as any person’s conduct that unreasonably interferes with an employee’s or student’s status or performance by creating an intimidating, hostile or offensive working or educational environment. Harassment on the basis of race, color or national origin includes offensive or demeaning treatment of an individual, where such treatment is based typically on prejudiced stereotypes of a group to which that individual may belong. It includes, but is not limited to, objectionable epithets, threatened or actual physical harm or abuse or other intimidating or

insulting conduct directed against the individual because of his/her race, color, or national origin. Title VII requires employers to take prompt action to prevent bigots from expressing their opinions in a way which abuses or offends their coworkers.

C. Generally, harassment on the basis of religion, handicap or other protected status includes any conduct which has the purpose or the reasonable foreseeable effect of interfering with an individual's academic efforts, employment, or participation in institutionally sponsored activities. Such harassment also includes any activity which creates an intimidating, hostile or demeaning environment.

### **Procedures in Response to Harassment**

The procedures specified in Policies and Procedures are intended to protect the rights of the aggrieved party (hereinafter, "Complainant") as well as the party against whom an allegation of harassment is lodged (hereinafter, "the Respondent") as required by state and federal laws. Each complaint must be investigated properly and, when warranted, appropriate disciplinary action must be taken against the Respondent. The University's Office of Legal Affairs and Strategic Planning shall always be consulted prior to investigation. If questions arise, consult with the director of affirmative action.

### **Grievance and Complaint Procedure**

A grievance and complaint procedure for the use of all employees provides for resolution of problems arising from the employment relationship or environment. When an employee believes a condition of employment is unjust, inequitable, or a hindrance to his/her effective performance, he/she may seek resolution under this policy. Formal procedures involving "grievances" (in which committee review is available) or "complaints" (in which committee review is not available) should be used only when informal efforts to settle alleged wrongs have failed. See APSU Policy 5:027, Grievance and Complaint Procedures for Employees.

### **Faculty Meetings, University Meetings and Commencement Exercises**

Attendance at regularly scheduled department, college and University meetings is expected as part of the faculty member's professional responsibility. Emergency or short notice meetings may be more difficult for faculty to attend; however, they also should make every effort to change plans and attend these meetings.

### **"Sunshine Law"**

Tennessee's "Sunshine Law" relates to meetings that should be open to the public. The policy identifies meetings which should be open to the public, exceptions to the law, requirements for notices and status of minutes. See APSU policy 1:009, Open Meetings Policy.

### **Instructional Workload**

The University has established guidelines for computing instructional credit hours based upon type of instruction and number of students taught. See APSU policy 5:015, Instructional Work Load.

### **Summer and Off-Campus Teaching**

On occasion, faculty will have opportunities to teach outside of the traditional

time periods. Scheduled summer course offerings shall determine which faculty will have an option to teach during summer sessions. An equitable means of distributing summer teaching assignments should be determined by the department and clearly stated as a part of department policies. Summer teaching is compensated. See APSU policy 5:028, Summer Session, Intersession, and Extra Compensation.

Several courses are taught at off-campus sites in the evenings or on Saturdays.

Off-campus teaching, if needed, is an expected part of a faculty member's professional responsibilities. Deans and chairs will make every effort to balance these teaching assignments among various faculty members.

### **Advising Students**

Academic advisement is a process that begins prior to admission and continues through graduation. Each undergraduate is assigned a faculty adviser at the time of initial enrollment. The role of the faculty adviser is to help students clarify personal goals, career options, courses of study, program requirements and educational needs. The faculty adviser should maintain regular contact. Advisement is a process in which students gain meaningful insights into their academic, social and personal experiences and needs. Faculty advisers serve as coordinators of the educational experience and monitor student progress at critical times during the year. While the faculty adviser assists the student to identify and assess the alternatives and the consequences of academic decisions, academic choices rest with the students. Each department and college has policies specific to advisement.

### **Holidays**

Holidays during the academic year are published yearly and are listed in APSU policy 5:054, Holidays.

### **Outside Employment**

Before engaging in outside employment or in a continuing business activity, faculty members should consult with the departmental chairperson and must consult the University policy on Outside Employment. This policy provides that faculty may engage in such activities if they do not interfere or conflict with obligations to the University and if they have the prior approval of the president. See APSU policy 5:026, Outside Employment.

### **Political Activity of the Faculty**

Any faculty member of the University may participate in partisan political activity as do other citizens, or seek governmental office or serve on boards and commissions or render other services to government, provided that the individual follows the procedures outlined in the policies on outside employment of the Tennessee Board of Regents and of the University (TBR 5:01:05:00 and APSU 5:026, Outside Employment). These policies require that the president or the president's designee be informed of the nature of the position and the expected commitment of time that must be made. Faculty members may be advised to take a leave of absence if they should become candidates for a major office in the state or national government or should the local involvement promise to conflict with the policies on outside employment. Such leaves shall not affect eligibility for reinstatement to their former positions in the University. Nothing in the University regulations shall be construed as abridging the rights of citizenship guaranteed citizens of Tennessee and of the United States under the state and national constitutions. When

faculty members participate in political activity, it should be clear that they are participating as citizens and not as official representatives of the University. Faculty members are obligated to prevent such participation from interfering with University duties.

### **Ethics and Conflict of Interest**

All Austin Peay State University employees serve a public interest role and thus, have a clear obligation to conduct all affairs of the University and the Tennessee Board of Regents in a manner consistent with this concept. All decisions of the TBR and APSU administrators are to be based on promoting the best interest of the system and the public good. In addition to the specific circumstances prohibited by state law, a conflict of interest exists and must be disclosed in the following situations:

1. when the employee or "immediate family" member has a direct or indirect financial interest in a contract or transaction involving vendor services with APSU,
2. when the job-related actions of an employee involve the obtaining of personal gain or advantage,
3. when an adverse effect or impact on APSU's interest occurs for the personal gain of an employee or "immediate family" member, and
4. when an employee obtains or assists in obtaining for a third party improper gain from, or unfair advantage of APSU.

See APSU policy 5:056, Conflict of Interest and APSU policy 2:017, Adoption of Textbooks and Ancillary Course Materials.

### **Purchasing**

Only purchases authorized according to policy will be recognized for payment from the University's funds. All office supplies must be purchased through Staples. This is a TBR system-wide initiative. If departments can document cheaper pricing for an item, they will document cheaper pricing for an item, they will be permitted to use someone other than Staples. Departments must keep this documentation with either the credit card reconciliation, departmental purchase order or purchase requisition. See APSU policy 4:015, Purchasing.

### **Sale of Instructional Materials**

Instructional material and equipment may not be sold to students by the faculty. Arrangements should be made with the University Book and Supply Store to handle such needs. For more information see TBR Policy 1:02:03:10.

# FACULTY-STUDENT RELATIONSHIPS

## **FACULTY-STUDENT RELATIONSHIPS**

### **The Undergraduate and Graduate Bulletins**

Faculty should consult the latest editions of the Undergraduate and Graduate Bulletins for information about grading, dropping students from class, reporting grades and other relevant student-faculty relationships. Much of the information presented in this section of the Handbook is abstracted from the Undergraduate Bulletin.

### **Class Attendance**

The matter of class attendance is in the purview of the teaching faculty. At the beginning or early in each term, faculty members will inform students verbally and in printing of policies applicable to each class. At the Fort Campbell campus, accurate attendance records must be kept. Regular student absence reports are not required, but an accurate record of class attendance is needed since some students must prove class attendance in order to collect certain benefits from federal and state agencies. (See APSU Policy 5:004, Attendance Policy for Inclement Weather).

### **Absence from Announced Tests and Examinations**

The instructor should announce that, when students are forced by circumstances beyond their control to be absent from announced tests and examinations, they should consult the instructor concerning possible make-up of missed assignments. At the discretion of the instructor, an "I" (Incomplete) or a grade of "F" will be recorded. See the APSU Bulletin for further details.

### **Reporting Grades for Courses Dropped**

When a student officially drops a course or withdraws from the University not later than the last day for withdrawing from a course with a mark of "W," as stated in the University Undergraduate and Graduate Bulletins, the instructor shall assign a "W" (withdrawal) for the course. Faculty members should refer to information listed in the Schedule of Classes.

A student who drops a course after the official last day for withdrawing from a course and before the mandatory grade of "F" date as shown in the University calendar in the Bulletins will receive a "W" or a grade of "F" at the discretion of the instructor. A grade of "F" should be given when the student is failing at the time of withdrawal. (See "Faculty Responsibilities & Procedures" for explanation of "FA" and "FN.")

### **Academic and Classroom Misconduct**

The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct inconsistent with the general rules and regulations of the institution. Extended or permanent exclusion from the classroom or further disciplinary action can be effected only through appropriate procedures established by the Division of Student Affairs.

Academic dishonesty may be defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating and giving or receiving of unauthorized aid in tests, examinations or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately

responsible to the instructor of the class. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to, a grade of “F” on the work in question, a grade of “F” in the course, reprimand, probation, suspension and expulsion. If the student believes that he or she has been erroneously accused of academic misconduct, and if his or her final grade has been lowered as a result, the student may appeal the case through the Academic Grievance Procedures.

Disruptive behavior in the classroom may be defined, but is not limited to, behavior that obstructs or disrupts the learning environment (e.g., offensive language, harassment of students and professors, repeated outbursts from a student which disrupts the flow of instruction or prevents concentration on the subject being taught, failure to cooperate in maintaining classroom decorum, etc.), and the use of any electronic or other device which disturbs or interrupts the concentration of others (e.g., disturbing noises from beepers, cell phones, Palm pilots, laptop computers, games, etc.).

If the faculty member feels that temporary or permanent exclusion from the classroom is necessary due to academic misconduct or disruptive behavior, a statement to that effect must be provided to the student. The appropriate forms are available in the Office of Student Affairs.

Class attendance and punctuality requirements are contracted between the faculty and the students through specific expectations for attendance and punctuality and specific consequences that are outlined by individual faculty members in the printed syllabus for each course. Students are expected to attend class regularly and on time and are responsible for giving explanations/rationale for absences and lateness directly to the faculty member for each course in which they are enrolled. In cases where student absences are the result of emergency circumstances (e.g., death in the family, a student's serious injury or incapacitating illness), and the student is unable to make immediate contact with faculty, the student may contact the Office of Student Affairs for assistance in providing such immediate notification to faculty. However, the student remains responsible for reporting and verifying the emergency circumstances to faculty and for discussing arrangements with faculty for completion of course work requirements.

### **Attendance Policy for Inclement Weather**

All University offices will remain in operation and classes and regular services will continue despite adverse weather conditions that may affect transportation and utilities. The continuation of all essential activities is important to meeting the needs of our students, especially for the students that reside on campus. While emergency closings are rare, all University employees are required to report to work, even in times of inclement weather conditions, unless the University has officially announced a closure.

In reaching a decision concerning the possibility of a delay or closing during the day, careful attention is given to the expected intensity and duration of the situation.

The University has several employees and students commuting from outside the Montgomery County area where weather conditions can be drastically different. With that in mind, it is up to individuals to use their own judgment for commuting to campus when the weather may be hazardous in the area in which they reside. However, unless the campus officially closes, employees will be required to take appropriate leave if they decide to not report to work or leave early due to weather or dangerous conditions that may prohibit travel in the area in which they reside. Pay decisions for employees who continue to work after closure or employees who reside and commute from outside Montgomery County will be communicated by the APSU director of human resources so that the practices are done in a consistent and fair manner.

For comprehensive information about weather related closings, please visit [www.apsu.edu/alert/weather.aspx](http://www.apsu.edu/alert/weather.aspx).

### **Media sources for "Closing Information"**

A delay in opening or a closing after an overnight storm will be announced by a phone recording on the main campus line (931) 221-7111, posting at [www.apsu.edu](http://www.apsu.edu), through APSU Alert text -messaging system and area radio and television stations. Only the Public Relations and Marketing Office personnel are authorized to post emergency messages about closures or schedule changes, after being notified by the president, the vice president for finance and administration or the campus police chief.

If a decision is made to close campus during the day (an early closure) the information will be disseminated using the same methods above. Also, campus offices will be notified by a pre-recorded, phone call-out message to each department phone.

The Austin Peay Center @ Fort Campbell may be closed due to the Army base closing even though the main campus may continue a normal schedule. If Austin Peay's main campus closes, then the APSU Center @ Fort Campbell is closed as well.

Media outlets include:\*\*

#### Television (Nashville/Clarksville)

Channel 2 (WKRN); Channel 3 (WKAG); Channel 4 (WSMV); Channel 5 (WTVF); and Channel 17 (WZTV – FOX)

#### AM Radio

1400 (WJZM); 650 (WSM); 1510 (WLAC); 1370 (WJMR); 540 (WDXN); 1230 (WHOP); 1480 (WHVO); 1070 (WEKT)

#### FM Radio

95.5 (WSM); 98.7 (WHOP); 89.3 (WNKJ); 101.1 (WJZC); 102.5 (WPRT); 102.9 (WBUZ); 105.9 (WNRQ); 107.5 (WRVW); 107.9 (WCVQ)

\*\* Radio and television stations have limitations on the information that can be posted. For the most up-to-date information, check the website or call the main campus line for detailed information. For immediate notification, sign up for APSU Alert at [www.apsu.edu/alert/](http://www.apsu.edu/alert/).

**FELIX G. WOODWARD LIBRARY**

### **The Library Web Page**

Library information and services may be accessed 24 hours a day, seven days a week, through the Library's Web page, <http://library.apsu.edu/>. In addition to *Austin*, the library's online catalog, the library provides access to more than 200 online databases such as Academic Search Premier, ERIC, Literature Resource Center, JSTOR, Project Muse, PsycINFO, LexisNexis and Sabin Americana, and more than 50,000 electronic books and 29,000 electronic journals. Information of particular interest to APSU faculty is available at <http://library.apsu.edu/faculty/index.htm>. Topics covered include general information, services available to faculty, help on finding materials and links to your department's librarian liaison.

### **Library Instruction**

Instruction is designed by a librarian in cooperation with the instructor to teach students to become information literate; that is, to develop competencies needed in order to navigate a growing and increasingly complex quantity of information. This instructional process begins in APSU 1000 and is continued in courses throughout the students' college experience. Instructional sessions may cover such areas as logical search strategies, using appropriate tools to locate information efficiently, how to use information sources, and how to use evaluative criteria to determine the best sources of information for a given topic. Each new library learning experience should build on previous instruction so that students eventually become sophisticated users of information in their major discipline.

### **To Schedule Instruction Sessions**

Please schedule classes as far in advance as possible. The librarians prefer at least a two-week notice in order to prepare presentations and accompanying materials. Faculty may request to schedule library instruction by completing the online form found at [http://library.apsu.edu/library/3\\_9req.htm](http://library.apsu.edu/library/3_9req.htm) or by contacting the instructional services coordinator (x7741).

### **Library Collection Development**

Building a strong library collection is a collaborative process between the teaching faculty and the librarians. Working with the librarians, faculty members establish criteria for purchasing books and other materials for the Library's collection. Each academic department designates a faculty representative to the Library. Each academic department is assigned a librarian liaison to assist in developing the collection, answering questions about the Library, and providing other instructional and informational assistance to the departments. Orders for library books should be channeled through your faculty representative who in turn directs them to the librarian liaison. If you have any questions about ordering materials or library services, please contact your librarian liaison. Contact the resources management librarian (x1325) to learn who your department's faculty representative and librarian liaison are or check the Library's website at [http://library.apsu.edu/guides/4\\_3liaison.htm](http://library.apsu.edu/guides/4_3liaison.htm).

### **Departmental Allocation**

The Library director allocates a portion of the Library Materials Budget to the academic departments for the purchase of books. This allocation is based on a formula that takes into consideration student credit-hours generated at the lower, upper and graduate levels, the number of books published within the disciplines and the average

cost of books within the disciplines. Orders from faculty that fit within the Library's collection development policy are purchased from departmental allocations.

### **To Request a Book or DVD for the Collection**

Typically, requests for books come to the library from the various departmental faculty representatives. They may use a website called Collection Manager to select books, or they may simply forward the appropriate information to their liaison via email or campus mail. For DVDs (the preferred format for audio-visual materials), the representative forwards the necessary information to their liaison. Requesting titles is a year-round activity, although ordering typically occurs from August through April of each year.

### **To Aid Processing Requests to Purchase Books or DVDs**

The following will facilitate the ordering process: (1) Verify the item is NOT already owned by the library by searching *Austin*: the online catalog. If the item is not already owned, (2) confirm your ordering information (title, author, ISBN, cost, etc) by searching Books in Print (<http://library.apsu.edu/inform/21BIP.htm>), Amazon.com, Barnes & Noble.com, or a publisher's catalog or website. For DVDs, it is helpful if you can provide the publisher or a vendor where the item can be ordered. If you have a request that is urgent, contact the resources management librarian (x1325).

### **Purchase Policy**

The Library honors as many requests as possible based upon needs and budget. Reasons for a request not being purchased include: the item is already owned by the Library, the requested item is no longer available, the required item is not within the Library's collection development policy or the Library does not have appropriate funds for the purchase.

### **To Request Periodicals**

Due to budget constraints, requests for periodical subscriptions will be honored only if title(s) of equal monetary value are canceled to "pay" for the new subscription. When possible, electronic journal subscriptions are favored over subscriptions to journals in paper format. For details, contact the resources management librarian (x1325) or your department's liaison librarian ([http://library.apsu.edu/guides/4\\_3liaison.htm](http://library.apsu.edu/guides/4_3liaison.htm)).

### **To Use Interlibrary Loan Services**

Interlibrary Loan is a service providing access to library materials (books, videos and articles) from other libraries. Libraries either lend materials or supply copies in accordance with copyright law. Current Austin Peay students, faculty and staff may place interlibrary loan requests free of charge. The person making the request is responsible for materials borrowed in their name, and a fine of \$1 per day is charged for overdue materials obtained via interlibrary loan. Materials usually are received in one to 10 days; however, some items may take longer. The time varies depending on the accuracy of the original request, the ease in locating copies, the location of the lending library and the speed of delivery. Interlibrary Loan requests are made via ILLiad, an online interactive request system that allows users to place cancel and/or check the status of their requests at anytime. Users of ILLiad must register before using the system. Registration and requests forms are located on the Library's Web page at <http://illiad.lib.apsu.edu/illiad/logon.html>.

**To Borrow Library Materials**

Library materials are checked out at the Circulation/Reserve Desk on the main level of the Library. Faculty members may check books out for 180 days; the loan period varies for other types of materials. For additional circulation information, see the Library's website at [http://library.apsu.edu/library/3\\_5privileges.htm](http://library.apsu.edu/library/3_5privileges.htm).

Please note that all faculty members are required to return materials once a year in the spring for an annual inventory.

**Proxy Service**

You may authorize a registered borrower (e.g., a departmental student assistant) as a proxy to check out materials, make copies or perform other services in the Library in your name. A proxy is given his/her own library card, and material checked out on the proxy's card is recorded on the authorizing borrower's library record; likewise, all notices go to the authorizing borrower, as do any pertaining blocks. Please contact the Access Services Unit (x7346) to make arrangements for designating a proxy.

**Reserve Collection**

The Reserve Collection is located at the Access Services Desk and houses materials for which there is high demand and for which better control and limited circulation are required. A major focus of the Reserve Collection is course-related materials placed on reserve by individual members of the teaching faculty.

**Course-Related Reserve Materials**

At the request of a faculty member, the Library may photocopy or scan and place on reserve or electronic reserve excerpts from copyrighted works in its collection in accordance with guidelines similar to those governing formal classroom distribution for face-to-face teaching. These guidelines apply to library reserve materials to the extent that they function as an extension of classroom readings or reflect an individual student's right to photocopy for his/her personal scholastic use under the doctrine of fair use. In general, library staff may photocopy or scan materials for reserve use for the convenience of students both in preparing class assignments and in pursuing informal educational activities which higher education requires, such as advanced independent study and research. Faculty may also request that books or videos from the Library's collection be placed on reserve for a specific course. This can be done for the duration of one semester or less. Faculty members may also place personal copies on course-related reserve. Please place only duplicate or replaceable personal items on reserve. Although we provide as much security as possible, we are unable to reimburse you for lost materials.

**To Place Materials on Reserve**

Please bring the items you want to place on reserve to the Access Services Desk on Library Level 2. For each course, you will need to complete a Reserve Request form, which is available at the Circulation/Reserve Desk and on the Library's website at [http://library.apsu.edu/library/3\\_5resreq.htm](http://library.apsu.edu/library/3_5resreq.htm). List each item, its respective loan period and its removal date. Remember to pick up personal copies at the end of each semester. Copied articles will be discarded and scanned materials removed from the server at the end of term, in order to comply with copyright regulations.

### **Electronic Posting of Copyrighted Materials**

Materials placed on “electronic reserves” whether on APSU Library’s server, Desire2Learn (D2L) or another website or server must comply with copyright law. Library staff members secure copyright clearance for all materials placed on its electronic reserve server. APSU faculty members are responsible for complying with copyright law and, if necessary, securing copyright permission for materials placed on other electronic reserve forums. Materials may be placed on electronic forums only if:

- the use is a “fair use” under the law, or
- the material is in the public domain, or
- the copyright owner grants permission

### **FAIR USE**

Fair use doctrine depends on four factors: A.) the purpose of your use; B.) the nature of the work you are using; C.) the amount of the work that you are using; and D.) the effect of your use on the value of or market for the original work.

#### **A. Purpose of Use**

1.) Access to materials must be limited by password or other means to deter unauthorized access beyond the students enrolled in the specific course for which the materials are needed 2.) Students should not be charged specifically or directly for access to electronic reserve materials, and no person or unit of the University should benefit monetarily from the use of the materials.

#### **B. Nature of the Work**

1.) Materials placed on reserve must be related directly to the educational objectives of a specific course.  
2.) Only those portions of the work relevant to the objectives of the course may be placed on reserve.

#### **C. Amount of the Work**

1.) Materials placed on reserve must be limited to brief works or brief excerpts from longer works. Examples: a single chapter from a book, a single article from a journal and unrelated news articles.  
2.) As applied to electronic reserves, the law of fair use applies more narrowly to highly creative works. Substantial excerpts from novels, short stories, poetry and modern art images should not be placed on electronic reserve without prior permission from the copyright owner.

#### **D. Effect of the Use on the Market for the Original**

1.) Repeated use of the same material by the same instructor for the same course requires permission from the copyright owner.  
2.) Materials on reserve must contain a citation to the original source of publication and a form of a copyright notice. For a suggested form of the notice see the Notice Warning Concerning Copyright Restrictions below.  
3.) Materials on electronic reserve may not include any works that are available for students to purchase---whether as a book, course-pack or other work---in the campus bookstore or other customary outlet.

### **NOTICE WARNING CONCERNING COPYRIGHT RESTRICTIONS**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement. This institution reserves the right to refuse a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

### **PUBLIC DOMAIN**

Materials may be placed on electronic reserve if they are in the public domain. Materials are in the public domain if the copyright has expired or if the material is a “work of the U.S. Government.” Materials created since October 1998 are protected for the life of the author plus 70 years. Materials that were published before 1978 are generally protected for a term of 95 years. As a general rule of thumb, materials published before 1923 are in the public domain.

### **OBTAINING COPYRIGHT PERMISSION**

Copyright permission may be obtained through the Copyright Clearance Center (CCC) by paying the appropriate royalties. See <http://www.copyright.com> for the CCC. Alternatively, permission may be obtained by writing the copyright owner and paying the appropriate royalties if required. Sample forms for obtaining copyright permission are available at [http://www.copyright.iupui.edu/\\_permitintro.htm](http://www.copyright.iupui.edu/_permitintro.htm). Academic Departments are responsible for paying the royalties for materials placed on electronic reserve servers. For more detailed information on copyright and associated issues see:

- <http://www.utsystem.edu/ogc/Intellectualproperty/cprtindx.htm>
- <http://fairuse.stanford.edu/>
- <http://www.benedict.com/>

This information was liberally condensed from the website of the Copyright Management Center, Indiana University.

For more information, see: <http://www.copyright.iupui.edu/index.htm>.

A good general source for copyright information pertaining to academic institutions is *Campus Copyright Rights and Responsibilities: a Basic Guide to Policy Considerations*: [http://www.aau.edu/reports/Rights\\_and\\_Responsibilities\\_2005.pdf](http://www.aau.edu/reports/Rights_and_Responsibilities_2005.pdf).

### **VIDEO, COPYRIGHT AND UNIVERSITY PERSONNEL**

#### **Why You Need to Know About Copyright**

Video programs with outstanding educational value abound today in all areas of the curriculum. You probably see television programs you would like to tape for your students, or you would like to rent a tape from your local video store to show in your class. You receive advertisements for videotapes for \$19.95 or less, and you want your media center to buy them. All of these educational temptations have the potential for infringing on copyright. As your access to videotapes has increased, so has your need to know what rights you have and what restrictions you must observe. You need to know that improper use of copyrighted materials—even in an educational setting—may render you liable to federal prosecution, and that violations of the copyright law in your teaching practices may subject you and your institution to liability for actual and/or statutory

damages. State Board of Regents and institutional policies require adherence to copyright law; thus legal protection from the state Board may be in jeopardy in the case of employees who commit violations.

### **What the Copyright Law Covers**

The law protects the rights of the copyright owner:

- To reproduce or copy the work
- To prepare derivative works
- To distribute copies of the work publicly
- To perform or display the work publicly

### **Exemptions for Education**

The educational exemptions in the copyright law are actually limitations on the exclusive rights of the copyright owner. There are three sections of the law which provide such limitations in the interest of nonprofit education: Section 107, “Fair use”; Section 108, “Reproduction by libraries and archives,” and Section 110 (1) & (4), which exempt face-to-face classroom showings from public performance restrictions. Of these three sections, the professor needs to be most familiar with the last. The public performance exemption allows showing audiovisual materials without specific permission of the copyright holder in nonprofit education institutions under the following conditions:

- As part of the instructional program.
- By students or instructors.
- In a classroom or other school location devoted to instruction.
- In a face-to-face setting or where students and teacher(s) are in the same building or general area.
- Only to students and educators.
- Legitimate copy with copyright notice included.

### **What You Can’t Do**

Audiovisual works may not be performed publicly without permission of the copyright owner – even in nonprofit education institutions – if:

- The purpose is entertainment, recreation or even cultural or intellectual value that is unrelated to teaching activity.
- They are broadcast on open- or closed-circuit radio or television from an outside location.
- They are shown before an audience not confined to students, such as a sporting event, graduation ceremony or community lecture or arts series.
- The copy has been illegally acquired or duplicated.

### **Explanation of “Not for Cultural or Intellectual Value”**

Of course cultural and intellectual enrichment is important. Most of the audiovisual programs owned by your institution’s library or media center include public performance rights that allow you to use those materials for almost any nonprofit educational purpose. Check with your librarian or media specialist for clarification if you have doubts about any specific use. The permission and restrictions described above have relevance to your teaching needs primarily in terms of “home use only” tapes. These are videotapes you rent from your local video store or buy from video clubs for bargain prices. The copyright law specifically permits you to show these programs in face-to-face classroom teaching situations as described above, but you may not stretch that exemption

to extracurricular showings, regardless of the cultural, intellectual or even humanitarian benefits. Talk to your librarian or media specialist for help in obtaining public performance rights for the particular program you want to use, and remember there's a strong possibility that a program you recorded at home is not a legal copy.

### **Taping Programs off the Air**

The so-called Betamax case in 1984 applied to in-home use only of free over-the-air television programs, which the court held to be fair use. You may tape all of those you want at home for your private use, but there are more rigorous guidelines for off-air taping for nonprofit educational use. A more pertinent Supreme Court decision was the 1983 ruling against the Board of Cooperative Educational Services in Erie County, N.Y., that found the practice of systematic videotaping and wholesale copying by that school system not to be fair use, and that it did have substantial effect on the commercial market for those programs. There are negotiated guidelines agreed to by a committee of educational users and copyright proprietors under the auspices for the House Subcommittee on Courts, Civil Liberties, and Administration of Justice which specify terms for "fair use" recording, retention and use of television programs in classrooms. These guidelines are not incorporated into the copyright law, but their observance provides reasonable security for educators.

The guidelines permit off-air taping **ONLY** under the following limitations:

1. That it be done on behalf of a nonprofit educational institution.
2. That the program be broadcast to the general public free of charge. (Excludes cable and satellite TV)
3. That the program be used once for teaching purposes within the first 10 consecutive school days.
4. That it be used in the course of relevant teaching activities. (Not for entertainment.)
5. That it be shown in a classroom or similar place devoted to instruction within a single building.
6. That it be licensed or erased after 45 calendar days.
7. That the recording be made only at the request of and used by individual teachers.
8. That a program not be recorded more than once at the request of the same teacher, regardless of the number of times it is broadcast
9. That the recording include the copyright notice and that the physical content not be altered or combined with other material.

Whether you make the off-air recording at home or your media center tapes it for you, these guidelines govern the permissible use in your classroom. To ensure adherence to the copyright law, many media centers have very strict policies regarding home recorded tapes. The guidelines state: "Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines." The Media Consortium urges all TBR institutions to develop policies on copyright and to inform their employees about copyright issues and potential liabilities.

### **Other Restrictions**

Many of the licenses which the Media Consortium has negotiated with media

distributors place specific restrictions on the use of the materials acquired through that channel. A common limitation is that the materials be used for no purpose other than instruction and at no other educational institution than the purchaser of record. Most media centers provide for these restrictions in their circulation policies. The material above is adopted from a flyer compiled by Jean Flanigan (ETSU) using information from the sources above and material courtesy of Mary Jo James (MTSU), Dale Cheek (MSU) and the Memphis City Schools. Produced by the Tennessee Board of Regents Media Consortium Mary Jo James, executive director, Middle Tennessee State University Jean Culp Flanigan, chair, East Tennessee State University

**Federal Regulations on Copyright**

For additional information, please see the United States Copyright Office's Circular 21: Reproduction of Copyrighted Works by Educators and Librarians at <http://www.copyright.gov/circs/circ21.pdf>.

# **ACADEMIC SUPPORT SERVICES**

## Academic Support Services

The focus of Academic Support is to enhance student success at Austin Peay State University. Initiatives include the Academic Support Center, Academic Advising, Academic Alert and New Student Programs.

### Academic Support Center

The Academic Support Center supports student success by providing peer tutoring, student success workshops, and a Writing Lab at no additional cost to the student. Peer tutoring is offered for most core classes, other lower division courses, and selected upper division courses. Students who wish to serve as peer tutors, must have an earned cumulative 3.5 GPA, and be recommended by at least one faculty member in the discipline in order to qualify as a peer tutor. Exceptions to the 3.5 GPA are made only when recommended by faculty in the department which houses the course to be tutored. Faculty are asked to encourage their best students to apply for tutoring positions. Structured Learning Assistance is a component of the enhanced mathematics and English classes in which students enroll to address academic deficiencies. SLA workshops are student led; students must have a 3.5 GPA and must be recommended by faculty who teach the SLA supported courses. Students must pay a \$75 SLA fee for each enhanced course.

Faculty can expect to receive e-mailed reference requests for students applying to become tutors or SLA leaders.

Workshops are offered by the Center are based on requests from faculty members and perceived needs of students. The Writing Lab offers in-person or on-line support for APSU students for any paper they write for any class in which they are enrolled. The students who work in the writing lab are prepared to review papers in MLA, APA or Chicago style. Online support is provided by the Virtual Academic Support Center (VASC) through D2L. Students desiring online support must click on the “Self Registration” button on the D2L menu bar and select the appropriate subject area. Students may receive online writing support either through the VASC or by e-mailing [writinglab@apsu.edu](mailto:writinglab@apsu.edu).

### New Student Programs

The University has a number of comprehensive programs involving faculty, students and staff that are designed to enhance the college learning experience for all new students.

*Summer Welcome* – During the summer, students come to campus for a one-day event that includes a brief orientation to campus, academic advising and registration.

*Freshman and Transfer Student Orientation* – Immediately preceding the fall semester, a required *Freshman Orientation* introduces new students to the educational and social opportunities at APSU and provides an orientation to APSU academic expectations. Participation in these programs is required for all new students who enter with fewer than 12 credit-hours. New transfer students are given the opportunity to complete an online orientation. They are invited to campus to participate in orientation and academic advising. *APSU 1000* – All freshmen (students entering with fewer than 12 credit-hours) are required to enroll in freshman seminar where they have opportunities to work in groups with other new students, learn how to navigate the APSU academic system and develop skills that encourage academic success. The sections of APSU 1000

may be focused on a specific discipline, honors courses, or conditionally admitted students.

### **Bookstore**

The bookstore is located in The Catherine Evans Harvill Building. Regular store hours are 7:30 a.m.-5 p.m., Monday-Thursday and 7:30 a.m.-4:00 p.m., Friday. Summer store hours are 7:30a.m.-4p.m., Monday-Friday. Extended and weekend hours for back to school and special campus events are posted on our website at [www.apsubookstore.com](http://www.apsubookstore.com)

**Ordering:** The bookstore's function is to provide the course materials needed in the educational process for students, faculty and staff. Faculty may submit their requirements to the bookstore indicating author, title, ISBN, publisher, estimated number to order, etc. electronically via the requisition site at [http://textreq.thecampushub.com/v3.0/Login.aspx?bookstore\\_id=2366](http://textreq.thecampushub.com/v3.0/Login.aspx?bookstore_id=2366) or through e-mail. After taking into account the sale history of each title, the bookstore determines the number of books to be ordered. It is important that all book requisitions be completed and submitted to the bookstore on or before the deadlines given each term. Any requisition not received by the deadline date will risk late delivery. Regular reminders are sent to department secretaries giving the textbook information already submitted and what is still outstanding. Faculty are encouraged to check this list of textbooks for their courses to ensure accuracy.

**Editions:** The bookstore orders the specific edition requested by the teaching staff. Faculty are encouraged to request the newest edition because old editions have no cash value, no returns privileges, and can sometimes be difficult to obtain. However, if an old edition is preferred, every effort will be made by the bookstore to acquire stock.

**Desk Copies:** Publishers should issue free copies of adopted textbooks to each instructor using the text. It is up to the individual instructor to order desk copies directly from the publisher.

**Regalia:** Academic regalia is available to faculty for rent or purchase through the bookstore. Allow four to six weeks for delivery. Regalia will be shipped to the bookstore if rented or to a home address if purchased.

**Discount:** With proper identification, University faculty and staff receive a 20% discount on general merchandise and supplies.

### **The Office of Disability Services**

The Office of Disability Services (ODS) provides services for students with physical, mental, or learning disabilities. Our staff is available to answer questions you may have regarding the services we offer to APSU students with disabilities. We offer several workshops to both students and instructors to help develop awareness and promote a better understanding of the needs of students with disabilities. The Office of Disability Services offers several services including peer support, University and community awareness and miscellaneous services.

Lambda Epsilon Zeta Nu is a University-chartered organization dedicated to the advancement of issues concerning students with disabilities. The purpose of this

organization is to serve as a liaison between students with disabilities and the general student body, staff, faculty and administration. The organization meets monthly.

The Office of Disability Services also sponsors *Disability Awareness events* in an effort to promote better understanding both within the University and the community. *Disability Awareness events* are held during October and April.

The Office of Disability Services serves as an advocate for students with disabilities to other branches of the University community, such as Academic Affairs; Admissions; Financial Aid; Housing/Residence Life and Dining Services; Registrar; Student Counseling Services; and Student Health Services. It also coordinates services with other available community resources, such as Vocational Rehabilitation (VR), Veterans Upward Bound, Veterans Vocational Rehabilitation, Educational Opportunity Centers (EOC), Blind Services and Deaf/Hard of Hearing Services. The office coordinates other accommodations as deemed necessary, such as specialized housing, auditory information printed, physical access, reader services, recording of lectures, note taking, special seating, interpreter service, enlarged print and special testing settings/conditions.

The Office of Disability Services is located in the Morgan University Center, Suite 114 and the phone number is (931) 221- 6230 voice and (931) 221- 6278 TTY.

### **Food Service Policies**

APSU offers two locations for dining. The AP food court and the cafeteria facility are in the Joe Morgan University Center. Guests who wish to reserve facilities for meals or special events should contact Student Activities at 648-7431. Food requirements should be coordinated through the director of Dining Services.

### **InnerAction**

*InnerAction*, Austin Peay State University's official faculty and staff e-newsletter, is created and distributed electronically by the Office of Public Relations and Marketing.

In general, *InnerAction* is posted every Tuesday throughout the fall and spring semesters. During the summer and periodically during the regular academic year, special editions are issued, as needed, to disseminate important news and timely information.

This electronic newsletter is designed to keep the campus community informed in a timely manner about issues affecting the campus as well as to applaud noteworthy achievements by members of the faculty and staff. Faculty and staff are highly encouraged to submit news items about their professional, scholarly and personal developmental activities for press releases and inclusion in *InnerAction*.

For possible inclusion in *InnerAction*, information from faculty and staff should be submitted to *InnerAction* editor, APSU Box 4567. All information must be received no later than the Thursday preceding publication on Tuesday.

### **The Gov Says...**

Faculty and staff are able to post announcements via The Gov Says ... to inform the campus community and/or the public any events or special notices (e.g., concerts, lectures, seminars). This is only for APSU-related announcements. Here is the procedure: Go to the home page, click on Quick Links, then to Announcements. Once there, click on the link Post Announcement on the left. A dropbox then will appear, asking you for username and password. Generally, username is apsu\ and then the name on your e-mail address before the apsu.edu, with the password whatever you use to log on to your e-mail

or computer. If successful, you will be directed to a page for you to complete the fields. Please proof before submitting because there is no spell-check option.

Questions about Publications and Media Relations can be referred to x7868.

### **Learning Resource Center**

The College of Education Learning Resource Center (LRC) has been in existence for more than 25 years and has grown and evolved to meet the needs of the students, faculty, area educators and community members. The LRC houses the Woodward Library juvenile book collection of fiction, nonfiction and reference items and a small audio-visual collection. Many other specialty collections are available with the most utilized being reserve (faculty items for specific class needs), video, “big book,” paperback book, children’s literature, whole language, special education, early childhood, bulletin board, “idea” books, math manipulatives, science, catalogs, professional materials, periodicals (juvenile and few professional), transparencies, flat files (posters, pictures, etc.) and curriculum guides. Informational and interest displays are maintained as well as a browsing area with current information of interest. The LRC is an official district state textbook depository, one of 10 in the state. Along with all the current texts up for adoption come trade books, videos, software, laser discs, maps, manipulatives and other enrichment items. The textbook contract calls for all items to remain in the center for six years until the newest ones have been approved for each area creating a well-rounded collection for all patrons. Space is available for individual and group study and research.

### **Student Counseling Services**

The Austin Peay State University Student Counseling Services provides individual and couple counseling to assist currently enrolled students in their emotional, interpersonal, intellectual and social development. The counseling staff also provides crisis intervention and referral. Non-student spouses/significant others of students may only participate in relationship oriented counseling along with the student but will have access to no other services.

Counselors also conduct workshops focusing on academic and life skills. These workshops are open to the entire campus community.

Faculty and staff are seen on an emergency basis, followed by referral as appropriate (usually to the Employee Assistance Program, 1-877-237-8574).

### **Post Office**

The University post office is located in the Joe Morgan University Center. It is a contract post office providing the same services as a regular post office. Hours of operation are 7 a.m. – 3:30 p.m. with the window service open during the following hours: 9 a.m. – 3 p.m. Monday and 8:30 a.m. – 3 p.m. Tuesday thru Friday.

### **Telephone Services**

**Telephone Directory:** APSU publishes an annual telephone directory of faculty and staff. This directory includes information about use of our telephones and includes a list of all departments on campus along with their phone number, location and post office box number.

**Long Distance Service:** Long distance service is made available to all faculty, staff and students. Personal calling cards can be obtained for making private long distance calls. All faculty are responsible for paying for their private long distance calls.

Administrative long distance calling cards are available for faculty and staff for making business calls. These calls are paid by the University. Long distance charges are billed monthly. Personal bills must be paid by the due date on the bill. Department heads are sent all administrative bills and are responsible for seeing that each individual reviews the bill for discrepancies in calls. The University telephone system prevents long distance calls from being made without some type of calling card.

# **BENEFITS**

## **Benefits**

### **Deductions**

Mandatory deductions from all salary and longevity payments are Federal Income Tax and, if applicable, Social Security. Federal income tax is withheld in accordance with law. Social Security is deducted at the rate and for the maximum amount established by law. Certain other deductions may be arranged with the Office of Human Resources. Examples of these arrangements are payroll deductions to contribute to United Way, to pay premiums on cancer or intensive care insurance, to pay debts to the University, to give to the University, etc. Contact the office of Human Resources for additional information. The faculty member can also make arrangements for deductions to a tax-sheltered annuity or a deferred compensation program. The Internal Revenue Code provides that the University may place a portion of an employee's compensation in an annuity contract owned by the faculty member and that income taxes payable on this amount may be deferred until the annuity is paid during retirement. Further information can be obtained from the Office of Human Resources. The Office of Human Resources is authorized to deduct certain debts, such as parking fines and travel advances, owed to the University from a paycheck. Such deductions are made only after ample notice has been given and attempt to collect the debt has failed.

### **Insurance**

*Health:* Faculty participation in the state of Tennessee group health insurance plans is optional. Employees may participate in a plan authorized by the state of Tennessee. Refusal forms are required of any persons who do not participate. The employee's portion of the premium is deducted according to the published schedule, available from the Office of Human Resources. Insurance becomes effective on the first day of the calendar month coinciding with or following completion of the first full calendar month of active service. Applications must be made during the first 30 days of employment. Faculty should be aware that a later application requires that the applicant be eligible for coverage under the special enrollment provisions or as a late applicant. Further information about the group insurance plan and a booklet outlining its provisions can be obtained from the Office of Human Resources. The health insurance plan also includes basic term life and basic special accident coverage. The amount of coverage increases as the employee's salary increases. *Dental Insurance:* Dental insurance coverage is available through payroll deduction. There are two different options available - a Prepaid Plan and a PPO Option Dental Benefit Plan. In the Prepaid Plan, you must select one dentist from a list of available dentists. Under the PPO Option Dental Benefit Plan, you may visit the dentist of your choice; however, members receive the maximum benefit when visiting a PPO network provider. *Flexible Benefits Plan:* During a fall enrollment period (usually mid-October to mid-November), faculty have the opportunity to set aside tax-free dollars that can be applied to state group medical and dental premiums, to medical expenses and to day care. Careful planning is advised because a decision to participate is irrevocable, unless a family status change occurs, and funds not spent revert to the University at the end of the 65 year. For more information consult the Tennessee Board of Regents Flexible Benefits Plan booklet available in the Office of Human Resources.

### **Optional Universal Life and Term Life Insurance**

*The Universal Life Insurance Plan* offers a death benefit as well as cash

accumulation and loan provision. Premiums are based upon the age of the person being covered and will not increase unless there is an increase in the amount of coverage. The employee can elect to cover his/her spouse. Term coverage for dependent children can be added to an employee's or spouse's universal life policy.

*Term Life Insurance Plan* is the same as the amount of life insurance that the employee elects for death benefits. The employee can elect to cover eligible dependents under this plan. Premiums for the employee and spouse are age-based and automatically increase on Jan. 1 if he/she has changed age brackets. Premiums for dependent children are a flat rate and do not increase regardless of the ages or number of children insured.

### **Tuition Waivers**

There are two separate benefits relating to tuition waivers. The first, passed by the Tennessee Legislature, allows full-time employees of Austin Peay to enroll in one course per term, if space is available, at any public postsecondary institution in the state, with fees waived. Guidelines for participation in this program are available from the Office of Human Resources. The second, approved by the Tennessee Board of Regents in September 1985, offers a student fee discount at any institution in the Board of Regents or University of Tennessee systems to spouses or dependent children of employees of the TBR institution. The discount applies only for those enrolling in undergraduate courses. Application forms are available in the Office of Human Resources or can be obtained from Human Resources Web page.

### **Retirement**

Regular full-time faculty members are required to join the Tennessee Consolidated Retirement System (TCRS) or the Optional Retirement Program (ORP). Both options are paid by the University as a fringe benefit.

### **Tennessee Consolidated Retirement System (TCRS)**

Because TCRS is a defined benefit plan, the amount of interest credited to employee accounts does not increase the retirement benefit payable to members who retire. On July 1, 1981, the TCRS became noncontributory for teachers in state-supported institutions of higher education. This change resulted in two types of members: those who were employed before that date and have both contributory and noncontributory service, and those who were employed on or after that date and have only noncontributory service. For the former, the state assumes contributions of up to 5 percent of an employee's earnable compensation and are credited to the member's retirement account balance. Members leaving the employment of the state and having both contributory and noncontributory service may apply for a refund of the contributions in their account. Members whose total service is noncontributory are not eligible for refunds. Members joining TCRS on or after July 1, 1979, attain vested rights after five years of membership service. Members joining prior to July 1, 1979, attain vested rights after four years of membership service. Members having both contributory and noncontributory service who have attained vested rights may leave their contributions in the system and retain membership. Noncontributory members who have not attained vested rights lose membership after seven years.

**Optional Retirement Program (ORP)**

ORP became noncontributory as of July 1, 1981. In lieu of the employee contributions, the employer makes contributions at the rate of 10 percent of gross salary below the Social Security wage base and 11 percent above the Social Security wage base. Unlike TCRS, which is a defined benefit plan, ORP is a defined contribution plan where the total amount of contributions and interest credited to each ORP member's account is used to purchase an annuity payable for the retiree's lifetime.

**Teachers Insurance and Annuity Association College Retirement Equities Fund (TIAA-CREF):**

Prior to 1991, the state of Tennessee offered exempt staff the option to participate in the optional retirement program through TIAA-CREF. In 1991, the Tennessee General Assembly amended the state's statutes on retirement to permit the addition of two more optional companies from which eligible employees may choose in selecting a company, or companies, with which to invest their retirement contributions. Contracts with the new companies, *Variable Annuity Life Insurance Company (VALIC)* and *ING Financial Services* took effect on July 1, 1992. The additional investment companies were added to the Optional Retirement Program for the purpose of permitting eligible employees to diversify their investments across a broader range of investment products. With the addition of the new companies, diversification can be achieved by distributing future contributions among the optional companies and their various investment products, and/or by transferring funds already accumulated to one or more of the new companies. An employee who is eligible to participate in the Optional Retirement Program but who elected to participate in the TCRS may transfer prospective membership from TCRS to the ORP by completing an "Elections to Transfer" form from TCRS to the Optional Retirement Program. An employee who elects to participate in the ORP is not eligible to participate in the TCRS while employed by an institution covered by the ORP unless notified by TCRS. Effective April 4, 1994, Public Chapter 710 was enacted to permit a participant who has separated from service and has an aggregate total of less than \$7,000 credited to his/her retirement account to receive a lump sum distribution of contributions upon the participant's written request and in any manner permitted by the companies holding the accounts. Further information can be obtained from the Office of Human Resources.

# **TRAVEL AND REIMBURSEMENT**

### **Personal Automobile**

When traveling by personal automobile, the faculty member will be reimbursed for the actual business mileage traveled. Point-by-point mileage is calculated using "Rand McNally Tripmaker" for Windows. If you do not have access to a road atlas, you may call the travel clerk for mileage information or check the website:

<http://www.randmcnally.com>. Mileage that exceeds the above are calculated separately as "Vicinity Mileage." The current mileage rate allowance per mile is specified in the Addendum I to the APSU policy 4:016. Hotel parking is an allowable expense, but a receipt is required for reimbursement. This applies to airport parking and any other parking expenses more than \$8.

### **Lodging**

The maximum in-state lodging allowance is specified in the Addendum I to the APSU policy 4:016. The maximum reimbursement rates for out-of-state travel are the same as those maintained by the US General Services Administration for federal employees within the continental United States (CONUS). The CONUS list contains a standard reimbursement rate for lodging, meals, and incidentals and several pages of exceptions. The CONUS list is available on the General Services Administration Web site: [http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA\\_BASIC](http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA_BASIC).

In-state and out-of-state lodging expenses incurred while on authorized travel will be reimbursable to the maximum shown on the Travel Reimbursement Rate Schedule. Sales taxes on lodging costs will be reimbursable. Higher rates for lodging at the location of a convention or conference will be allowed, without special approval, up to the amount indicated in the convention or conference brochure. The lowest rate is the amount that will be reimbursed. If the lowest rate indicated is unavailable, advanced approval of the higher rate must be obtained from the appropriate approval authority. The convention or conference brochure that indicates the lodging rates must be included with the travel claim.

### **Meals**

Meals while on authorized travel will be reimbursed, subject to the meal allowance provided on the Travel Reimbursement Rate Schedule. The maximum per diem rates include a fixed allowance for meals and incidental expenses (M&I). The M&I rate, or fraction thereof, is payable to the traveler without itemization of expenses or receipts. Incidentals are intended to include miscellaneous costs associated with travel such as phone calls home.

### **Telephone Calls & Telegrams**

Charges for local and long distance telephone calls and telegrams on official business are allowable expenses provided a statement is furnished showing the date, the name, the location called and the nature of the business.

### **Registration Fees**

Registration fees for approved conferences, conventions, seminars, meetings, etc. will be allowed including cost of official banquets and/or luncheons, if authorized in advance by the appropriate approving authority and provided receipts are submitted with the travel claim. Registration fees may be prepaid if they are submitted to the Business

Office with an approved "Authorization of Travel" form with the "Request for Advanced Registration Payment" (bottom portion) completed and the registration forms attached.

**General Process**

All claims for travel expenses should be submitted on the form designated for this purpose. Receipts are required for registration fees, lodging, parking, official banquet, etc. Receipts are not required for meals and check-in expense. Reimbursements for official travel will be direct deposit. An e-mail will be sent to you on the day the payment is sent to the bank. Allow a day or two for the deposit to show in your account.

**Current Travel Procedures**

All faculty members are responsible for following the travel procedures in place at the time of travel. Policies, procedures and guidelines are available on the Accounting Services website at [http://www.apsu.edu/acct\\_serv/travel.htm](http://www.apsu.edu/acct_serv/travel.htm).

# COURSE SYLLABUS

## THE COURSE SYLLABUS

### Definition and Purpose

The syllabus is a planning and communication document important to effective teaching and learning in academic courses. It serves to inform, guide and remind the student about the course expectations. The mission and standards of the department, University and accrediting agencies, as well as requirements for students, should be reflected in the syllabus. While guidelines and models are available, each professor should design a syllabus unique to each course he/she is assigned to teach.

Preparation of the syllabus begins with an acknowledgment of the influences and trends in teaching and learning in higher education. Influences may include (1) guidelines from the University, profession, accrediting agencies and state/federal governments, (2) the legal implications of the syllabus as the contract, (3) the social, cultural and cognitive diversity of the constituencies, and (4) the resources available to teach and learn about the subject. Current trends indicate an inclusion of cross-cultural and global diversities and ethnics as content and complex technologies, information processing, communication, collaboration and critical thinking as skills to be acquired in the process of learning about a subject.

The syllabus should initiate a positive response to the course and serve as an appropriate model for communication expected of students in the course. It should be current, correct, and complete and should be presented in a positive, interesting and professional style. Students need to know what to expect; why it is important; how to plan, behave, and achieve; where to find resources; and when to take tests and submit papers and projects. Required and optional contents for the syllabus are provided below. A copy of the syllabus should be provided to each student and discussed during the initial class meetings. One or more copies of the syllabus are to be placed in department and college files.

### Contents of Course Syllabus

- I. Required Minimum
  - (1) Course Designations  
Numbers, Title, Credit Hours, Semester and Year,  
Instructor, Office Hours, Office Number and Phone.
  - (2) Course Description and Prerequisites (as indicated in catalog)
  - (3) Course Objectives
  - (4) Content Outline
  - (5) Required Learning Resources  
Test(s), Reading Lists, Visual Aids, Computer  
Laboratories, Field Trips, etc.
  - (6) Course Requirements
  - (7) Basis and Methods for Grading
  - (8) Attendance Policy  
Setting attendance requirements is the prerogative of the individual  
faculty member. (At this point, you must state your attendance  
policy and the consequences of the violation of the attendance  
policy, that is, its effect on the student's grade.)
  - (9) Disability Policy (Please include the following statement):

*Any student who has a disability that may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services; telephone 221-6230; tty 221-6278; fax 221-7102.*

- (10) Policy on Minors (please include the following statement):  
*Minors (any non-student under the age of 18) accompanying staff, faculty, students or visitors on campus are not permitted in the classroom.*
- (11) Academic and Classroom Misconduct:  
Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Student Conduct” in the new Student Handbook for an understanding of what will be expected of them within the academic setting.
- (12) Midterm Grades:  
Syllabi for all courses numbered lower than 3000 must contain the following statement:  
*A midterm grade shall be awarded for all students in this course. The grade awarded may not necessarily be based on 50% of the course requirements and may or may not differ from the final grade. Your midterm grade will be posted on AP Self Service.*
- (13) Caveat (*"The above schedule and procedures are subject to change in the event of extenuating circumstances."*)

## II. Optional

- (1) Educational Philosophy
- (2) Course Calendar
- (3) Methods of Instruction
- (4) Instructor's Biographical Data
- (5) Estimated or specific costs of learning materials, field trips, etc.
- (6) Guidelines for class etiquette (eating/drinking, smoking, bringing guests, etc.)

### **FA/FN Statement for Web-Based Courses**

Students should receive a grade of FN for a web-based course if they fail to log in to the course D2L site during the first two weeks of a regular semester or the equivalent percentage for classes which meet less than a full semester. A grade of FA is awarded when the student stops attending the class *as evidenced by consecutive failure to participate in the course via the D2L course site*. The instructor's policy for awarding the FA grade should be a part of the course attendance policy and clearly stated in the course syllabus. The level of participation constituting “attendance” will be different for each course depending on the instructor, but it must be more than the student simply logging in the course D2L site.

# ACADEMIC ADVISEMENT

## Austin Peay State University

### Academic Advising Syllabus

**Adviser:** (e-mailed to student by Registrar before priority registration)  
**Office Location:** determined by student after receiving assignment (APSU 1000)\*  
**Office Hours:** as an advising assignment, student will go to office and copy the posted office hours--(APSU 1000)  
**Phone:**  
**E-Mail:**  
**Materials Needed for Advising Session:** University Bulletin, University Web Resources, Advising Portfolio (4-year academic plan, 2-year plan for Undeclared; documentation from previous advising sessions; referrals and documentation of action)

### Academic Advising at Austin Peay State University

#### *Vision*

Academic advising at Austin Peay State University will be recognized for its focus on student learning which is enhanced by a balanced use of technological resources and personal interaction and its commitment to student success.

#### *Mission*

Deliberate and intentional academic advising at Austin Peay State University guides students in making responsible academic and career choices, setting goals, and developing education plans to realize those goals. Effective advising fosters critical thinking and informed decision making which supports meaningful living in a global society.

#### *Values*

Academic Advisement is a process that begins when a student enrolls at Austin Peay and continues through graduation. The role of faculty advisers is to help students clarify goals, career options, courses of study, program requirements, educational needs and identify University resources *that support the academic goals*. While in the final analysis, academic choices rest with the student, faculty advisers assist students by helping them identify and assess the alternatives and the consequences of academic decisions.

### **Expected Student Learning Outcomes for the Advising Experience** (Council for the Advancement of Standards in Higher Education)

Students will:

- Value the role of the academic advising process in the university experience
- Demonstrate the characteristics of a prepared advisee
- With the guidance of an academic adviser, make effective decisions concerning their degree and career goals
- Develop an educational plan for successfully achieving their goals; select courses each semester to progress toward fulfilling that educational plan

- Know the general education requirements and appreciate the liberal arts values reflected in the University core
- Use campus resources and services to assist them in achieving their academic, personal, and career goals.
- Follow through when referred to appropriate campus resources
- Be able to read accurately and effectively use a degree evaluation in their educational planning
- Graduate in a timely manner based on the individual educational plan

Academic advising is a collaborative educational process; students and their advisers are partners in meeting the essential learning outcomes that support student success. The partnership requires participation and involvement of both the adviser and the student and spans the student's whole education experience at Austin Peay. In this partnership both the adviser and advisee have well-defined responsibilities.

### **Academic Adviser Responsibilities—What You Can Expect**

You can expect me as your adviser to:

- Effectively communicate the curriculum and graduation requirements for your major and university and college academic policies and procedures
- Encourage and guide you as you define and develop realistic goals
- Encourage and support you as you make academic progress according to your educational plans
- Provide you with information about strategies for using the available resources and services on campus
- Assist you in understanding the purposes and goals of higher education and its effects on your life and personal goals
- Monitor and accurately document your progress toward meeting your goals
- Be accessible for advising you in meetings during posted office hours, telephone, e-mail or Web access
- Assist you in gaining decision-making skills and skills in assuming responsibility for your educational plans and achievements
- Maintain confidentiality
- Assist you in working closely with your professors and refer you to appropriate University sources as assistance is needed

### **Advisee Responsibilities—What Your Adviser Can Expect**

As an advisee, you have clear responsibilities in the advising partnership in order to be successful:

- Schedule regular appointments or make regular contacts with adviser during each semester.
- Come prepared to each appointment with questions or materials for discussion.
- Take your advising portfolio to advising sessions in which your progress will be assessed and a course of study for the following semester will be planned.
- Be an active learner by participating fully in the advising experience.
- Ask questions if you do not understand an issue or have a specific concern.
- Enroll in the courses for which you and your adviser have determined that from educational objectives you are ready to pursue.

- Keep a personal record of your progress toward meeting your goals.
- Organize official documents in a advising portfolio that enables you to access them when needed
- Complete all assignments or recommendations from your adviser
- Gather all relevant decision-making information
- Clarify personal values and goals and provide adviser with accurate information regarding your interests and abilities
- Become knowledgeable about college programs, policies and procedures
- Accept responsibility for decisions

### **Demonstrating Your Achievement of Learning Outcomes**

In order for you and your adviser to accurately measure and document you have achieved the learning outcomes for academic advising, you will begin developing a portfolio of your advising work. This portfolio will consist of a variety of documents including your educational plan, your semester schedules, collaborative work done due to various referrals on campus and a variety of documents you and your adviser will develop together to demonstrate your achievement of these outcomes.

### **Assistance with Issues Involving Disabilities**

It is the responsibility of the student to contact the Office of Disability Services in order to receive assistance; (931) 221-6230 voice; (931) 221-7288 tty; or (931) 221-7102 fax, Morgan University Center 114.

## LEGAL IMPLICATIONS IN ACADEMIC ADVISING

The professor or administrator is constantly engaging in activities which if conducted recklessly may cause permanent damage to a student's future. One of the legal areas of potential harm is that of defamation of character. Within the advising scenario, students expect that their advisers would not carry on in such a manner so as knowingly to harm or damage the student's good name. That is to say, students expect their advisers to refrain from injuring the student's character, name or reputation through the dissemination of false or malicious statements.

Where advisers communicate defamatory statements orally or in writing to a third party, the injured party may seek redress through the courts. Needless to say, advisers' observations, opinions and comments about their advisees may best be handled as the sensitive personal material that in fact they are, and accorded the professionalism and sensible care that such data deserves.

Where advisers make decisions and take actions according to the normative standard of what a reasonable and prudent person would do in similar circumstances, these actions taken in good faith may be expected to wear well as a measure of prevention against liability and as an indicator of good and proper service to the advisee.

The federal law stipulates that a student's records may not be released without his/her consent except for legitimate internal use of the institution or other state or federal agencies that are authorized to use such record information. Such records may be observed by institutional faculty and staff who have a legitimate interest in the record as a means of carrying out their assigned responsibilities. Concern for the student's right to privacy is crucial in settings where other students function as peer advisers.

Excerpts from "Some Legal Implications in Academic Advising" by Howard C. Kramer of Cornell University.

**AUSTIN PEAY CENTER @ FORT  
CAMPBELL**

**Classrooms**

Classrooms are mainly located in the SSG Glenn H. English Jr. Army Education Center at Building 202 Bastogne Ave. and the Austin Peay Education Facility at Building 203, Bastogne Ave., although some technical courses may be offered in other buildings on post. Faculty offices are located in either the Army Education Center or in the Austin Peay Education Facility. Faculty from main campus and adjuncts do not have offices on the Fort Campbell site, but there are several offices in Bldg. 203 that are available for adjunct faculty on a daily basis. Classroom assignments are posted on the APSU bulletin boards in Bldgs. 202 and 203 on the first day of classes.

**Faculty Mailboxes**

Adjunct and main campus instructors are assigned mailboxes next to the Austin Peay offices in the Army Education Center. Faculty should check mail boxes at least once per week for important announcements.

**Class Rolls**

Classes are eight weeks in length and usually meet twice per week, either Monday/Wednesday or Tuesday/Thursday, for 2-1/2 hours per session for 16 class meetings. Class times are 8:30 a.m. to 11 a.m., 11:15 a.m. to 1:45 p.m., 2 p.m. to 4:30 p.m., 4:45 p.m. to 7:15 p.m., and 7:30 p.m. to 10 p.m. A class roll must be retrieved from BANNER Self Service and is to be used to record attendance during the term. It is the instructor's responsibility to contact the APC@FC office if there are any discrepancies such as students not listed. The telephone number is 221-1400 and office hours are 8 a.m. to 4:30 p.m., Monday through Friday.

**Attendance Records**

A record of student attendance is required by the Army Education Division; instructors shall keep attendance records for all students. There are drop boxes available for courses and student forms. Attendance reporting is mandatory.

**Section Numbers**

Every course offered has a section number, such as AT 2000/W1. Class rolls will have this information listed, and all students enrolled will be listed on the rolls. Students not listed on the roll or who have been dropped from the course should report to the Student Information Window in the Army Education Center or telephone 221-1400 to determine why they are not on the class roll.

**Withdrawal**

For a student to withdraw from a course, he/she must submit required paperwork to the Austin Peay Center @ Fort Campbell or complete the necessary forms online. It is the student's responsibility to ensure proper procedures are followed. Instructors must approve the student's withdrawal after the third week of the term.

**Student Evaluations**

The Austin Peay Center @ Fort Campbell conducts student evaluations for all terms except Summer III. Instructors are notified by memo via their mailboxes of the dates and procedures to complete the evaluations. According to APSU policy, faculty are not

allowed to conduct their own evaluations; instructors will be paired with another instructor to complete the evaluation process.

### **Copying Capabilities**

A copier is available for instructors from 9 a.m. to 9 p.m. Monday through Thursday, and 9 a.m. to 6 p.m. on Fridays in the Learning Resource Center (LRC), 2<sup>nd</sup> floor, of the Army Education Center. The LRC is closed on Saturday. The copier in the faculty work room of Bld. 203 is available 8 a.m. – 10 p.m. Monday through Thursday, and 8 a.m. – 4:30 p.m. on Fridays. For Saturday classes, the Bldg. 203 copier will also be available. Each instructor will have access to a four digit departmental copier code. Other clerical support can be obtained at the Austin Peay Offices in Room 140 of the Army Education Center.

### **Visual Aids**

The majority of the classrooms in Bldgs. 202 and 203 are equipped with self-contained multimedia systems that include a podium, video projector, computer, SmartBoard, VCR/DVD and document camera. Rooms that are not yet equipped with built-in projectors will require the instructor to check out a media kit that includes a laptop and projector as needed. Instructors may check out these media kits from the APC@FC administrative office.

### **Payroll/Personnel**

Instructors' departments are responsible for personnel paperwork, such as payroll information, etc. The administrative staff is available to assist with questions and/or problems related to payroll. Payment for teaching services will occur no later than 30 days after the final day of classes.

### **Library Materials**

The Felix Woodward Library on the main campus and the R. F. Sink Library on Fort Campbell are available to faculty, staff and students. Books may be borrowed and returned at either library. Instructors may borrow a book at one library and return it to the other; a courier makes deliveries daily between the two libraries. Both locations will make photocopies of articles and will hold reserve books for the students. Books not available at either of these locations may be obtained through the inter-library reservation system within four days.

### **Food and Drink Policies**

The food and drink policy of the Army Education Center states that no food or drink is allowed in any classroom equipped with computers. For standard classrooms, drinks may be taken into the classroom only if they are in a spill-proof container, such as a bottle with a screw-on top. Food – including chips, cookies and other snacks – is not allowed in the AEC classrooms. Those instructors teaching classes in the Austin Peay facility, Bldg. 203, may allow food and drink in the classroom at their discretion, but must ensure students properly dispose of all trash.

### **Learning Resource Center (LRC)**

The Learning Resource Center (open computer lab) in the Army Education Center is available to all students from 9 a.m. to 9 p.m. Monday through Thursday and 9 a.m.

to 6 p.m. on Friday. It is closed on Saturday. Instructors will not take their classes into the LRC for instructional purposes.

**CENTER FOR EXTENDED AND  
DISTANCE EDUCATION**

## Online Courses

Online courses offered by APSU provide the same quality and value as any courses offered by the University. The credit courses delivered online are designed to make the pursuit of a college degree available to learners of traditional and nontraditional ages and interests at any time and from any place. Austin Peay offers numerous online courses to satisfy both liberal arts core and degree requirements.

The following link displays active degree programs online through APSU as well as APSU Regents Online Degree Program: <http://www.apsu.edu/online>. The following information is provided for Austin Peay State University faculty and staff or review and consideration in the development of online courses. The following link provides a list of resources for APSU Online Faculty:

[www.apsu.edu/online](http://www.apsu.edu/online)

### Online course development system software

Desire2Learn (D2L) is the only learning management system software used by all TBR institutions. All courses developed for APSU or RODP will utilize Desire2Learn. The Desire2Learn server is located in Canada and is available to all current developers and instructors through a secure internet connection. For APSU courses the URL is <https://elearn.apsu.edu>; for RODP courses the URL is <https://elearn.rodpa.org>. APSU and/or faculty and staff retain ownership of the online course if the course developed is placed on the APSU D2L server. It is recommended that all course materials be developed as either HTML or PDF format. For a list of software available to APSU Faculty please visit: [www.apsu.edu/online](http://www.apsu.edu/online)

### Training and Support

Developers may receive necessary training and assistance in the course management system and developmental software (e.g., Desire2Learn, Adobe Creative Suite, HTML) during the developmental process through the Center for Extended and Distance Education (CEDE) or TBR/RODP by contacting 931-221-1014 or 931-221-6625 or APSU's RODP faculty mentor at (931) 221-1437.

### Hardware

The Office of Information Technology, through TAF funding, is in the process of providing APSU faculty with a laptop. CEDE will no longer provide laptops but will purchase peripherals if necessary for course creation. The hardware is intended for use while an online course is being developed and taught. Some hardware used for online course development may be housed in the CEDE faculty resource center in McReynolds room 102.

### E-syllabus

All online faculty should place the syllabus online for each course he/she teaches online. It is recommended that the syllabus for each online course be posted following the APSU guidelines for syllabus included in the Faculty Handbook. It is also recommended that the e-syllabus be posted in advance of the course so that prospective students may see the content of the course prior to registration. This may be done through the Banner system Faculty Services tab, Syllabus Information.

### **Course Development Guidelines**

The CEDE is working with the Online Committee to implement Quality Matters and ADA guidelines into all online courses. Please check the website at [www.apsu.edu/online](http://www.apsu.edu/online) for any updates or talk with the Instructional Technologist at 221-7933.

The following information may assist those who are thinking about developing an online course regardless of whether it is an APSU or RODP online course:

<http://www.tn.regentsdegrees.org/faculty/steps.htm>.

Once a faculty member has decided to develop an online course he or she should discuss the matter with the Department Chair, complete the following forms and forward to the Dean of Extended Education and Distance Education. These forms should accompany a completed copyright agreement of choice. Please note that the following are required when developing online courses at APSU:

- The first four items listed in the Forms Checklist below must be in the Extended and Distance Education office before course development begins.
- ALL three evaluations listed below must be completed and submitted to the Dean of Extended and Distance Education prior to the course being taught.
- Failure to follow these guidelines can result in non-payment of the stipend for the course development.

### **Forms Checklist**

[www.apsu.edu/online](http://www.apsu.edu/online)

1. Contract Form (select 1)
  - Employee made for hire contract (most common)
  - Copyright license agreement form
  - Partial assignment of copyright ownership agreement form
  - Independent contractor work for hire form
  - Joint ownership of copyright agreement form
2. Distance Education Course Proposal Sheet
3. Distance Education Course Adaptation Form
4. Syllabus (can be rough draft)
5. Evaluation of Course by Developer (self-evaluation)
6. Evaluation of Course by Peer (peer evaluation)
7. Evaluation of Course by Chair (Chair evaluation)

### **Online Course Development Compensation**

Compensation is dependent on the choice of the faculty member in regard to the above agreements and if a course cartridge is used or not. If the faculty member chooses to allow ownership to be passed to APSU after the course is developed they will receive compensation in one of two ways.

- Faculty may choose remuneration up to \$2,500 for the development of each online course.
- Faculty may, with department chair's approval, choose one course release time.

### **RODP Course Development**

When developing an online course for RODP, you also need to complete the TBR/RODP Electronic Course Development Proposal which can be found at [http://www.tn.regentsdegrees.org/faculty/forms\\_available.htm](http://www.tn.regentsdegrees.org/faculty/forms_available.htm), and click on “Online Course Development Proposal (Word Document).”

### **TBR Policy Guideline**

TBR Policy Guideline A-075 lays out the general principles under which ownership of copyright associated with digital distance education materials shall be evaluated. The following link will take you to the Guideline: Guideline A-075  
<http://www.tbr.state.tn.us/policies/default.aspx?id=1674>

### **Examples of how the Guideline is applied**

The following flowchart and accompanying synopsis of ownership scenarios provide specific examples of how Guideline A-075 is to be applied to determine ownership interests of copyright in distance education materials:

Copyright ownership flowchart

[www.apsu.edu/online](http://www.apsu.edu/online)

Copyright ownership scenarios

[www.apsu.edu/online](http://www.apsu.edu/online)

### **Intellectual Property**

Intellectual property issues are dependent on the approach each faculty member takes in developing a course for online presentation. The options vary and are explained in the following TBR documents or by the contracts located at the site listed in Template Contracts.

### **About the RODP**

Tennessee Board of Regents’ colleges, universities and technology centers joined to offer the Regents Online Degree Programs (RODP). All the institutions are fully accredited. All TBR two-year colleges deliver and award the noted associate degrees, while all six TBR universities deliver and award the noted bachelor’s degrees and master’s degrees. Courses completed in the Regents Online Degree Programs are entirely online and transferable among all the participating institutions. Students are able to choose the college or university (home school) for their admission, registration and the award of their degree with the exception of M.S.N. majors.

RODP Administration and Organization

<http://www.tn.regentsdegrees.org/administration.htm>

RODP Three Year Strategic Planning Committee Members

[http://www.rodg.org/sp\\_cmte.htm](http://www.rodg.org/sp_cmte.htm)

RODP Strategic Planning

<http://www.rodg.org/planning.htm>

**RODP Goals**

The RODP Goals can be found in detail at the following website:

<http://www.rodg.org/planning.htm>

- To increase access to higher education for adult Tennesseans.
- To maximize the effective use of technology for delivery of college-level instruction.
- To provide student access to Web-based courses and degree programs.
- To encourage and support collaboration among TBR institutions

**Regents Online Degree Program Approvals:**

Tennessee Board of Regents (TBR) 9/27/00

The Tennessee Higher Education Commission (THEC) 4/19/01

**SACS Accreditation of TBR Institutions**

All participating TBR campuses are currently accredited by The Commission on Colleges of the Southern Association of Colleges and Schools [SACS-COC] (1866 Southern Lane, Decatur, Georgia 30033-4097 / Telephone number 404-679-4501)

**FACULTY DEVELOPMENT  
AND RESEARCH SUPPORT**

## **FACULTY DEVELOPMENT AND RESEARCH SUPPORT**

All four categories listed below only can be instituted when resources are available and are permissible only when substitutions can be made for a faculty member's regular duties.

### **Faculty Development Funds**

Each year, faculty members are provided with funds to be used for travel to professional conferences and activities. These funds are distributed to each academic department and are currently set at \$1,000 per individual and up to 25% of these funds may be used for the purchase of materials intended to enhance professional development (i.e., continuing education) and/or scholarly and creative work as a faculty member.

### **Faculty Professional Development Assignment**

Faculty Professional Development Assignments are designed to contribute to the professional growth of the faculty member and enhance scholarship and the academic excellence of the University, while strengthening the curriculum and improving teaching at the University. Tenured full-time faculty who have completed seven years at Austin Peay and who are in the ranks of associate professor or full professor are eligible. These faculty members must demonstrate scholarly or creative achievement in their discipline. The Faculty Professional Development Assignments are outlined in APSU Policy 2:006 and are authorized by the provost each year as funds become available.

### **Faculty Development Fund**

The Faculty Development Fund provides opportunities for faculty to engage in activities that are intended to improve, enhance, or strengthen the quality of faculty members' contributions within their academic disciplines or assignments. Because faculty members are employed to make contributions to teaching, research and service, development should be commensurate with the University's mission and goals in each of these areas. The Faculty Development Fund application can be downloaded from the website of the College of Graduate Studies, <http://www.apsu.edu/cogs/>.

### **Faculty Reassigned Time**

Faculty reassigned time is discussed in the Instructional Work Load Policy 5:015. Faculty members may also be awarded a research and writing intensive semester in which they are released from all assignments other than the ordinary teaching load and office hours.

## **RESEARCH SUPPORT**

### **Confidential Sponsored Research and Service**

State law (T.C.A. § 49-7-120) permits certain research and service agreements to be confidential. The law also requires that each institution file an annual report with the Attorney General concerning sponsored research or service closed to public inspection. All faculty members who wish to engage in confidential research or service agreements must file a request for approval in the Office of the Provost. Once approved by that office, an annual report of the activity must be filed with the provost by June 30 of each year in which they are engaged in the research or service.

### **Research Ethics**

Austin Peay State University maintains high ethical standards in research and other scholarly work and assumes that integrity in the quest for knowledge and in the creation of scholarly and artistic works is inherent in the academic purpose. The University will investigate fully any formal allegation of research or other scholarly misconduct and resolve questions regarding the integrity of research, employing the principles and procedures outlined in APSU policy on "Misconduct in Research and Other Creative Activities" (see APSU policy 99:013).

### **Computer Access**

University regulations concerning the use of computer resources must be followed. Personal computers are available in most faculty offices, some department work areas, and laboratories around campus. Access to the Internet is available via direct connection to the campus network from some of these locations and via dialup from others. See policy 4:032: Acceptable Use of Information Technology Resources.

### **Manuscript Preparation and Mailing**

Guidelines are provided for expenses to be borne by departments related to the production of professional and scholarly works of a non-profit nature. At department discretion and in appropriate priority, specified expenses may be born by the University. Expenses involving the preparation of theses and dissertations ordinarily will be the responsibility of the individual. See APSU policy 2:005.

### **Grants**

The University encourages faculty members to seek grant support for research, training and community service. The Director of Grants and Sponsored Research is ready to assist faculty members seeking grants from private or governmental agencies. See APSU policies 7:001 through 7:008 and visit <http://www.apsu.edu/grants/>.

### **Research Involving Human Subjects**

Any research involving humans or human tissues conducted under the auspices of Austin Peay State University must be reviewed by the Austin Peay State University Institutional Review Board (APSU IRB). Research with minimal involvement of human participants, such as surveys or questionnaires, require some procedural APSU IRB review. Investigators are required to submit to the College of Graduate Studies/APSU IRB a completed "Application for Project Approval" Instructions and an example of an Informed Consent Document are provided with the application form.

Completed application forms are due in the College of Graduate Studies/APSU IRB Office by noon 7 days preceding the APSU IRB meeting (see below for dates). Following APSU/IRB deliberations of research protocols, investigators will be notified in writing of the APSU/IRB action. See APSU policy 2:002 and visit <http://www.apsu.edu/grants/>.

### **Research and Teaching Involving Animals**

Compliance with the Federal Animal Welfare Act (7 U.S.C. 2131 et seq.) related to research and teaching involving animals is required. The Institutional Animal Care and Use Committee (IACUC) is responsible for monitoring the compliance of the Animal Welfare Act and reviewing research related to animals. Forms for submission of research proposals to the IACUC and information about meeting dates are available from the Office Grants and Sponsored Research. See APSU policy 2:007 and visit <http://www.apsu.edu/iacuc/>.

## **GRANTS AND SPONSORED RESEARCH**

Every member of the University community has an interest in ensuring that institutional commitments for grant-funded projects are made wisely and that the management of grants awarded to the University conforms to granting agency guidelines. Because non-compliance can jeopardize the University's future eligibility to receive grant monies, it is in everyone's best interest that we ensure that all required safeguards are applied consistently.

APSU policies on grants (7:001 – 7:008) place responsibility for pre- and post-award management of all grant awards to Austin Peay State University in the Office of Grants and Sponsored Research. Inconsistent application of these policies reduces the Grants Office's ability to safeguard the interests of the University and of our colleagues.

- 1) All proposals for funding (grants or contracts) submitted to external agencies must be submitted through the Office of Grants and Sponsored Research. The Office of Grants and Sponsored Research will route proposals for administrative review and approval before they are released for submission.
- 2) These policies pertain to all proposals and applications regardless of whether the sponsoring agency requires an official institutional signature as part of its application. These policies are interpreted to apply to preliminary proposals as well as to final proposals or applications.
- 3) Austin Peay State University has no obligation to accept any award or contract made as the result of a proposal submitted in violation of these policies. Standard practice will be to reject awards or contracts made in response to internally generated proposals submitted without prior internal review and approval.
- 4) University employees often participate in grant-funded projects not directly subsumed under these policies but which may incur institutional risk, liability, or commitment of resources. To better assess such risks and plan for such commitments, the Office of Grants and Sponsored Research is required to review proposals in the following categories. If the Office of Grants and Sponsored Research determines that submission of the proposal entails significant institutional risk, liability, or commitment of resources, the proposal will be routed through the same administrative review and approval process as institutional proposals. Otherwise, the proposal will be released for submission. Proposals subject to this requirement are:
  - a) Proposals which will result in awards to individuals, such as fellowships (e.g., the faculty fellowships offered by the National Endowment for the Humanities).
  - b) Proposals which will result in awards to third party organizations in which APSU faculty or staff have had an active role in proposals preparation and/or will play an active role in project operation when funded (e.g., Goals 2000 awards made to area school systems).
  - c) Proposals submitted by entities in which APSU personnel are incorporated in the capacity of consultants, co-investigators or collaborators which will

either 1) result in the need for a subcontracting agreement between APSU and the grantee organization or 2) will require involvement of APSU facilities, resources or staff.

- 5) The Office of Grants and Sponsored Research has oversight responsibility for all grants and awards made to the University. Oversight procedures for each award will be developed by the Office of Grants and Sponsored Research in consultation with the project director. At minimum, this oversight will include responsibility for review of monthly financial reports; authorization of travel; travel claims; personnel actions; authorization of budget revisions and modifications to the award agreement; and monitoring/enforcement of reporting requirements.

# **SPECIAL PROGRAMS**

### **African American Cultural Center**

Named in honor of the first African American student to graduate from Austin Peay, the Wilbur N. Daniel African American Cultural Center was founded in 1991 as an integral part of the University, dedicated to providing theoretical and practical knowledge about the historical and contemporary contributions, achievements and social perspectives of African Americans and other people of African descent. The center's mission is intertwined with several of the University's goals related to educating and motivating students to be aware and appreciative of the diverse cultures of which Austin Peay – and the world – are composed. The center provides a nurturing environment where all students and faculty, regardless of race, can gain an appreciation for the African heritage and experience. The center brings to campus an array of outstanding scholars, artisans, and professionals whose knowledge and accomplishments enrich the University experience of students, faculty, staff and the larger community. For more information, telephone (931) 221-7120.

### **African American Studies**

Designed as a minor consisting of 18 credit-hours, the African American Studies Program is interdisciplinary in that students choose from a wide variety of stimulating courses that cross departmental lines. The program offers an in-depth examination and provides a standard body of literature on African American experiences in order to promote a well-rounded education and a greater appreciation of cultural diversity and heritage. For more information, telephone (931) 221-7106.

### **Center of Excellence for the Creative Arts**

The Center of Excellence for the Creative Arts was established by the Tennessee state legislature in 1985 as part of a statewide program to improve all levels of education. It strives to promote the creative arts in Tennessee and reflects the lively interest in the arts in the community, state and region. The Center builds upon the University's distinctive music, creative writing, art, and theater traditions by promoting a variety of more than 100 musical productions, recitals, concerts, theater performances, poetry readings and art exhibitions annually.

The Center has a twofold mission: (1) To support the creative arts in the University, local community and southeast by sponsoring the creation, presentation, study and research of significant and distinctive works of art and (2) To provide an enriched environment conducive to the development of individual understanding and basic literacy in the creative arts disciplines through curricular and co-curricular arts education designed to meet the needs of the general University student, the arts major, the general public and the professional artist.

To meet these goals, the Center builds up the existing creative arts faculty and a history of creative projects and performances of distinctive quality in art, creative writing, music, and theater. The Center commissions artists of regional, national, and international fame to create works of art to be presented by participants in the Center. Recognized authors, musicians, artists, actors and teachers are also brought to the Center as artists-in-residence. An outreach program to take the Center's activities to the local community and state has been developed through touring projects and artists-in-the-schools programs. The Center funds undergraduate and graduate scholarships for students in the four areas of the creative arts. For more information, telephone (931) 221-7876.

### **Center of Excellence for Field Biology**

The Center's goal at its inception in 1986 was to establish a common database of information about the plants and animals of TVA's Land Between the Lakes (LBL). However, after being designated as an "Accomplished Center of Excellence," the focus expanded to include problems in experimental ecology that identify the impacts of various disturbances upon the composition of communities within LBL that contribute to the development of general ecological theory and applied biology. The Center brings together scholars and students from various biological disciplines to conduct research on biotic inventories; community structure; rare, threatened, and endangered species; and the environment.

The Center provides research assistantships for undergraduate and graduate students to provide hands-on experience in field biology under the mentorship of practicing professionals. Five faculty from the biology department hold research appointments in the Center. These appointments provide 50 percent released time from teaching responsibilities to pursue research projects during the academic year and fulltime commitment to research in the summer.

Because of the Center's growing national reputation for outstanding research, several external agencies have contracted with the faculty to undertake field investigations in a variety of areas. More than 250 publications in regional, national and international refereed journals have resulted from the contributions of Center-sponsored researchers. For more information, telephone (931) 221-7019.

### **Honors Program**

The Honors Program, designed equally for student and faculty development, is always evolving as it responds to the needs and interests of those in the Program. The Honors Program offers a sequence of "great ideas" courses, providing an alternative to fifteen hours of the core curriculum. These classes are team taught, dialogue-centered and interdisciplinary. Faculty members are encouraged to propose offerings in Honors. Efforts are made to pair teachers from different disciplines, and frequently a junior professor team-teaches with a senior professor. Honors classes are generally small and composed of some of the most highly motivated students on campus.

The core of the Honors Program consists of five courses: (1) Language and the Problems of Modern Culture, (2) The Roots of Western Culture, (3) Medieval Ideas, (4) Renaissance Ideas and (5) Modern Age. Each year, several topical seminars also are added to the Honors offerings; seminars frequently stress non-Western cultures, with emphasis on Africa, Asia and the Islamic World.

In addition to the two-year program, a four-year program is provided advanced students, when faculty resources permit. The advanced program allows options of foreign travel, research, creative performance and exhibition, and a variety of other enrichment activities tied to each student's major. Certificates and transcript notation apply to both programs. For more information contact the Honors Program, telephone (931) 221-7714.

### **International Studies Minor**

It is designed to enable students to be better prepared for positions with government, business, or industry that have international connections. The minor is interdisciplinary and is intended to develop foreign language skills, provide opportunities for students to study abroad and promote international understanding. For more information, telephone (931) 221-6246.

## **Leadership Studies**

Leadership Studies currently offers three, three-credit-hour courses. The courses are open to any junior or senior level student and are offered both on the main campus and online.

The courses are designed to expose students to the basic concepts in leadership theory and group dynamics; to assist students in developing and improving skills in communication, group dynamics, goal setting, decision-making/problem solving, conflict resolution, and leading effective meetings; to enhance the student's understanding of the characteristics of past and present successful leaders and to apply this understanding to their own leadership development. For more information, telephone (931) 221-6470.

## **President's Emerging Leaders Program (PELP)**

This program provides students who have demonstrated leadership potential with the unique opportunity to develop their leadership skills. Twelve to twenty outstanding students are selected each year for this competitive program. Students selected are awarded a four-year, \$3,000/year scholarship. Members of this program must minor in Leadership Studies. The program, under the supervision of the Director of Leadership Studies, utilizes the expertise of outstanding faculty and administrators from a variety of disciplines, as well as members of the Clarksville community. Graduates of the four-year curriculum in leadership develop a commitment to community service and knowledge of leadership theory combined with opportunities to lead others in achieving significant group goals.

The PELP students pursue 10 hours of leadership coursework during their four years. For more information, telephone (931) 221-7571 or visit <http://www.apsu.edu/pelp/index.htm>.

## **Presidential Research Scholars Program**

This program is designed to promote independent research with scholarly merit and encourage collaboration between faculty and student researchers. Teams composed of an undergraduate student and faculty research mentor have the opportunity to develop research projects with the potential to increase scholarly output and leverage additional funding from external sources. This program supports the incorporation of research training into the undergraduate experience and provides students with experience in the competitive proposal process.

Annual awards are made to research teams to support independent student research via a student stipend, faculty stipend, and supplemental budgeted expenses. The student applicant must have full-time undergraduate status during the duration of the award. Faculty-student teams from all departments are eligible. For more information, call the Grants and Sponsored Research Office at (931) 221-7881.

## **Women's Studies Program**

The goals of the Women's Studies Program begin with helping students achieve a greater knowledge of women's history and contribution to society, as well as the challenges facing women today. The program seeks to affirm the value of women's experience, promotes an attitude of respect toward women and fosters greater harmony between men and women on campus and in the larger community. These goals are pursued through public lectures, discussion groups, film series, conferences and other special events offered throughout the year.

**Women's Studies Minor**

The 18-hour minor is interdisciplinary; credit can be earned from classes in fields ranging from communication and literature to history, psychology, political science and sociology.

Students find their traditional education enriched by exploring such subjects as female roles on television (Mass Media and Women), the women's suffrage movement (Women in American History) and women's literary and artistic achievements (Women in the Arts). For more information, telephone (931) 221-6314.

# AWARDS TO FACULTY

## **AWARDS TO FACULTY**

**The following awards are coordinated by the Honors and Awards Committee:**

### **Richard M. Hawkins Award**

The recipient of the award shall be an individual judged to have made noteworthy contributions to scholarship or creative activity. The recipient shall be a full-time faculty member. All academic ranks are eligible. While there will normally be a recipient each year, the award will not be presented in a year when candidates fail to meet the necessary criteria as judged by the Selection Committee. A call for nominations shall be extended by the chair of the Honors and Awards Committee in mid-February. Each department may nominate one individual for the award. The name of the nominee and supporting material shall be submitted to the appropriate dean. Supporting material includes a current vita, letters of support, and copies of any scholarly or creative work including, but not limited to, texts, recordings, portfolios, etc. as evidence of a candidate's contributions. Each dean shall rank the nominees from his/her college or school and submit these ranked names along with the supporting materials to the selection committee via the Provost's office. The individual receiving the majority vote of the selection committee shall be recommended to the President as the recipient of the Richard M. Hawkins Award. The selection committee will be composed of the chair of the Honors and Awards Committee, provost, and chair of the Faculty Research Committee. The awards shall consist of \$1,000 cash and an engraved plaque with the recipient's name inscribed. The plaque will be displayed in the foyer of the Browning Administration Building.

### **Distinguished Community Service Award**

The award shall be based on service to the community with emphasis placed on contributions that have enhanced or will enhance the quality of life in the Clarksville/Montgomery County area. Contributions may have been made over a period of years. Each department, dean, faculty member, staff member or member of the Clarksville/Montgomery County community may nominate one individual for the award each year. The recipient shall be a full-time teaching member or departmental chair. All academic ranks are eligible. There shall be a single recipient each year. The call for nominations shall be made by the chair of the Honors and Awards Committee. The name of the nominee and supporting materials shall be submitted to the Chair of the Honors and Awards Selection Committee. Supporting materials should include a current vita or resume and letter of support. This committee shall rank the nominees and submit the top three, along with supporting materials, to the President of the University each year by April 1. The Honors and Awards Selection Committee shall consist of the vice president of Student Affairs, who shall serve as chair; the provost; the executive director, University Advancement; and the director of Alumni Affairs. The award shall consist of \$500 cash provided by the Zinifex Zinc Plant and an engraved plaque serving as a personal memento shall be provided by the Clarksville Area Chamber of Commerce.

### **Distinguished Professor Award**

The award shall be based on professional performance with major emphasis on teaching. The recipient shall be a full-time faculty or a department chair. The recipient shall be completing a minimum of four years of full-time teaching at Austin Peay. All ranks shall be eligible. Academic credentials requisite to the position held in the University shall be

sufficient for eligibility and selection. There should be a single recipient each year. Any person winning the award shall not be eligible again until twenty years of full-time teaching at APSU have elapsed. The chair of the Honors and Awards Committee will issue a call for nominations from the faculty, the student Government Association and Alumni as follows: each college dean, the SGA president and the director of Alumni Relations will conduct a nomination process to determine nominees from her/his area, and each will conduct balloting to determine the nominee(s). The nominee receiving the most votes after two balloting processes shall receive the award. The award shall consist of \$1,000 cash, an engraved plaque serving as a personal memento and the recipient's name cumulatively inscribed on a plaque to be permanently displayed in the Browning Administration Building.

### **Socrates Award for Excellence in Teaching**

The Socrates Award is given for outstanding teaching for tenure-track faculty members who have not yet received tenure and is presented at the Academic Honor and Awards Day ceremony. There are a maximum of three recipients each year. The recipients must have at least one year of APSU's student-teacher evaluations. Nontenured department chairs are also eligible. In addition to being outstanding teachers, the candidates' academic advising, research, and creative activities which clearly support excellence in teaching will also be considered. Recipients will not be eligible to win during the next two calendar years. Nominations are made within departments and are forwarded to one of three established selection committees. The 1) College of Arts and Letters; 2) College of Science and Mathematics, Library and School of Technology and Public Management; and 3) College of Behavioral and Health Sciences; College of Business, and College of Education will constitute the three units, each of which will field a Socrates Award winner, provided there is a suitable awardee. The individuals receiving the majority of the vote of the selection committee shall be recommended to the provost and vice president of Academic Affairs. This award consists of \$1,000 in faculty development funds to be used to enhance a faculty member's research and/or teaching. Each use of development funds must be approved in advance by the provost. In addition each recipient shall receive an engraved plaque.