



[Please note: We are changing the font to Arial for better accessibility and updating the page numbers for consistency throughout.]

# **Faculty Handbook**

## **2026-27**

## **Purpose of the Faculty Handbook**

The APSU Faculty Handbook is a compilation of the policies, procedures, working conditions, and behavioral expectations to guide faculty at Austin Peay State University. The purpose of the APSU Faculty Handbook is to make faculty, especially newly hired professors, aware of important policies and procedures of the University, and to highlight various sources of support available to enhance teaching, research, and service. The purpose of the APSU Faculty Handbook is to inform faculty, especially newly hired professors, about important University policies and procedures, and to highlight various sources of support available to enhance teaching, research, and service.

Austin Peay State University (APSU) does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex (including pregnancy), sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs, and activities sponsored by APSU. Inquiries or complaints regarding the non-discrimination policies, including Title IX complaints, should be directed to the Chief of Institutional Culture and Title IX Coordinator; Director of Equal Opportunity and Investigator; or Assistant Director of Equal Opportunity and Investigator.

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# MISSION, VISION, AND VALUES

## **Mission**

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

## **Vision**

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

## **Values**

We are a collaborative community that values personal growth and life-long engagement through the promotion of integrity and academic excellence.

**Academic Excellence** by providing meaningful and practical learning opportunities with highly qualified and dedicated faculty and staff.

**Community** by fostering learning in an environment where all are welcomed and valued.

**Personal Growth** by providing the knowledge, tools, and resources for all Governors to reach their full potential.

**Life-Long Engagement** by providing services, programs, and experiences that promote loyalty, pride, and mutual support.

**Collaboration** by enriching our local, regional, and global communities through value-added programs, strategic partnerships, and meaningful service.

## **[University Strategic Plan](#)**\*

Information about APSU's current Strategic Plan is available online.

**[Please Note: We are removing the URL footnotes throughout.]**

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\* <https://www.apsu.edu/strategic-plan/>

# 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 APSU Board of Trustees.

The President is the official means of communication between the faculty and the APSU Board of Trustees and between students and the APSU Board of Trustees. The President recommends annually to the APSU Board of Trustees 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 APSU Board of Trustees and subject to such prior approval or confirmation of the Board.

The following officers are directly responsible to the President:

- Provost and Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President for Student Affairs
- Vice President for Legal Affairs and Organizational Strategy
- Chief of Institutional Culture and Title IX Coordinator
- Vice President and Athletic Director
- Vice President for Military and Veterans Affairs
- Vice President for Alumni, Engagement, and Philanthropy and Executive Director of APSU Foundation
- Chief of Staff and Secretary to the Board

### Current Organizational Chart:

Please visit the [APSU Governance](https://www.apsu.edu/governance/organizational-chart.php)\* section of the APSU website for the current APSU Organizational Chart depicting the organizational structure for the University as a whole and for the academic division of the University.

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\* <https://www.apsu.edu/governance/organizational-chart.php>

## 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 and Vice President for Academic Affairs, 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 African American Studies, Art + Design, Communication, History and Philosophy, Languages and Literature, Music, Theatre and Dance, Women's and Gender Studies, and the Center of Excellence for the Creative Arts (CECA).

### 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 and Vice President for Academic Affairs, supervises and participates in the design, planning, organization, operation, and evaluation of the college's instructional, public service, research, and staff functions. The departments and schools in the College of Behavioral and Health Sciences include the School of Nursing and the departments of Criminal Justice, Health and Human Performance, Leadership, Military Science and Leadership, Political Science and Public Management, Psychological Science and Counseling, Social Work, and Sociology and Community Development.

### Dean of the College of Business

The dean of the College of Business (CoB) 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 and Vice President for Academic Affairs, 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 Business are the department of Accounting, Finance, and Economics and the department of Management and Marketing.

### Dean of the Eriksson College of Education

The dean of the Eriksson College of Education (ECoE) 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 and Vice President for Academic Affairs, supervises and participates in the design, planning, organization, operation, and evaluation of the College's instructional, public service, research, and staff functions. The departments, centers, and programs in the Eriksson College of Education include the departments of Educational Specialties department of and Teaching and Learning, and the Tennessee Early Childhood Training Alliance (TECTA) APSU Center for Literacy, the Jack Hunt STEM Center, the Center for Rural Education, and Full Spectrum Learning (FSL). The Eriksson College of Education also houses the Office of Teacher Education and Partnerships and the Office of CoE Assessment.

### Dean of the College of Science, Technology, Engineering, and Mathematics

The dean of the College of Science, Technology, Engineering, and Mathematics (CoSTEM) 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 and Vice President for Academic Affairs, supervises and participates in the design, planning, organization, operation, and evaluation of the instructional, public service, research, and staff functions in all departments, centers, and programs within the College of STEM. The departments, centers, and programs in the College of Science, Technology, Engineering, and Mathematics include the departments of Agriculture, Allied Health Sciences, Biology, Chemistry, Computer Science and Information Technology, Earth and Environmental Sciences, Engineering Technology, Mathematics and Statistics, and Physics, Engineering and Astronomy, and the Center of Excellence for Field Biology, the Farm and Environmental Education Center, the GIS Center, and the Southeastern Grasslands Initiative.

### Dean of the College of Graduate Studies

The dean of the College of Graduate Studies (CoGS) is responsible for policy development and administration of policies affecting the College of Graduate Studies and graduate students. The dean works with the Graduate Academic Council 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

### Dean of the University College [Note: This could change with the proposed Honors College changes that are currently under review.]

The dean of the University College is responsible for policy development and administration of policies affecting University College academic programs and student success initiatives. The dean, under the general direction of the Provost and Vice President for Academic Affairs, supervises and participates in the design, planning, organization, operations, and evaluation of instructional, public service, and staff functions in all departments, centers, and programs within the University College. The departments, centers, and programs within the University College include the division of University Student Success; the division of University Honors Programs, the division of University Studies; the division of University Partnerships and Success Initiatives; Student Research and Innovation; Service Learning; Academic Advising Success for first and second year students; Learning Resource Center; Honors Scholars; President's Emerging Leaders; Washington Scholarships and Internships; National Scholarships and Fellowships; Title III Grant; Labor Market Data and Initiatives; First Generation Programs and Initiatives; UC Learning Communities; Degree Completion Programs, and the Office of Persistence.

### Executive Director of APSU Center at Fort Campbell [Note: This role now reports through the Military and Veterans Affairs Division.]

The executive director is responsible for the operation of Austin Peay Center at Fort Campbell. The executive director also serves as the academic liaison to the Clarksville campus. The executive director, under the general direction of the Provost and Vice President for Academic Affairs, participates in the design, planning, organization, and operation of the AP Center at Fort Campbell.

### Director of Library Services

The director of Library Services is responsible for leading and managing the provision of library services, resources, and facilities to support the educational, research, and public service mission of the University. The director oversees the coordination of the organizational units within the Library; communicates library needs to the University community; represents the University at Library meetings; and serves as the chair of the Department of Library Administration for faculty retention, tenure, and promotion processes. The units within the Library include Access Services, Digital Services, Research and Instruction, Resource Management, Technology Resources, and University Archives & Special Collections (UASC). The director reports to the Provost and Vice President for Academic Affairs.

## **APSU ADMINISTRATORS**

Please visit the [Administrative Structure](#)\* page of the online Faculty Handbook for an updated list of administrators and university contacts.

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\*<https://www.apsu.edu/academic-affairs/faculty/administrative-structure.php>

# UNIVERSITY GOVERNANCE

## 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, but are not limited to, the Strategic Plan Steering Team, Provost's Council, Faculty Senate, University Curriculum Committee, Graduate Academic Council, Research Council, and Teacher Education Council.\*

### [Provost's Council](#)<sup>†</sup>

The Provost's Council meets as necessary to assist in the approval of policies and regulations related to academic matters. The Council is composed of the Provost, the Provost's direct reports, and a Faculty Senate representative.

### [Faculty Senate](#)<sup>‡</sup>

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 on the Faculty Senate website](#). The Faculty Senate serves in an advisory role to the President. Representative bodies of the faculty elect faculty senators.

### [Strategic Plan Steering Team](#)<sup>§</sup>

The Strategic Plan Steering Team is responsible for overseeing the University's progress toward achieving its strategic plan. The Strategic Plan Steering Team is representative of all segments of the University and, as such, advises the President concerning institutional mission statements, goals, and objectives. The President appoints the Strategic Plan Steering Team members after consultation with representative bodies of the University.

### [University Curriculum Committee](#)<sup>\*\*</sup>

The University Curriculum Committee receives and studies proposed changes in curriculum and makes final recommendations to the President of the University. The Committee may initiate studies of curricular concern and make resultant recommendations to the President of the University. It may deliberate and make recommendations relative to curricular proposals submitted to it through [the](#) usual academic offices or by faculty organizations. In addition, the Committee advises on curricular matters that the President may submit to the Committee for its consideration. The General Education Sub Committee of the University Curriculum Committee shall serve the Senior Vice President for Academic Affairs or the University Curriculum Committee. When either the Senior Vice President for Academic Affairs or the University Curriculum Committee desires review of general education core issues, this standing committee will be available for this purpose.

\* <https://www.apsu.edu/governance/>

† [https://www.apsu.edu/governance/Provosts\\_Council.php](https://www.apsu.edu/governance/Provosts_Council.php)

‡ <https://www.apsu.edu/faculty-senate/>

§ <https://www.apsu.edu/strategic-plan/index.php>

\*\* [https://www.apsu.edu/governance/committees/university\\_curriculum\\_committee/index.php](https://www.apsu.edu/governance/committees/university_curriculum_committee/index.php)

### Graduate Academic Council\*

The Graduate Academic Council is the principal body for the establishment of policies and procedures relating to the administration of graduate programs. The purpose of the Graduate Academic Council is to provide for effective participation and deliberation by those concerned with graduate programs. The Graduate Academic Council shall consist of members selected from the University administration and regular graduate faculty, as well as one graduate student appointed by the Council. 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 but offer graduate courses shall select one faculty member from their colleges for representation on the Council.

### Research Council†

The Research Council (RC) monitors the research environment of APSU and deliberates additions and amendments to policies/regulations/guidelines influencing research activities and/or APSU employees engaged in research. The RC may initiate studies that are concerned with the welfare of research and advises the University in matters concerning research. The RC may engage in additional responsibilities as determined by the RC chairperson. The RC is chaired by the Associate Provost for Research and is comprised of two representatives from each college, a representative from the Faculty Senate, a representative from the Office of the Research and Sponsored Programs, a representative from the Library, and a representative from the Office of Student Research & Innovation. One of the two representatives from each college should have strong affiliations with a graduate program within the college. Only faculty representatives will have voting privileges.

### Teacher Education Council‡

The Teacher Education Council (TEC) shall exercise general oversight of all aspects of teacher education and its programs in the context of the existing academic governance structure. Its responsibilities include the development of policies and procedures related to state program approval and CAEP (Council for the Accreditation of Educator Preparation) accreditation; teacher candidate recruitment, selection, admission, and retention; instruction (courses, programs, and delivery); field experience and clinical practice; candidate and program evaluation; and certification. It is the designated unit of the University for all initial licensure programs and shares the responsibility for advanced programs with the Graduate Academic Council. There is a maximum of 26 members, exclusive of ex officio members, and all members are appointed by the dean of the Eriksson College of Education.

### Standing Committees§

Appointments to standing committees are made each year by the Provost and Vice President for Academic Affairs. Faculty members have the opportunity to request an appointment to a committee. The Nominations Committee of the Faculty Senate makes recommendations to the Office of Academic Affairs.

\* <https://www.apsu.edu/grad-studies/faculty-staff-resources/graduate-academic-council.php>

† <https://www.apsu.edu/grants/ResearchCouncil.php>

‡ <https://www.apsu.edu/ready2teach/untitled.php>

§ <https://apsu.edu/governance/committees/>

### [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 student court at APSU. Its primary function is to hear traffic appeals, ratify student body elections, 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 on the Staff Senate website](#). The Staff Senate serves in an advisory role to the President. Staff senators are elected by representative bodies of the staff.

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\*\* <https://www.apsu.edu/sga/>

\* <https://www.apsu.edu/staff-senate/>

# CODE OF CONDUCT

## AUSTIN PEAY STATE UNIVERSITY EMPLOYEE CODE OF CONDUCT

### Policy

[Policy 5:043](#) is a statement of the APSU Employee 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, the President (**the President**, appointed administrators and professional/support staff), the faculty, **and** the students. (Note: Although administrators are not mentioned in this document, they serve at the pleasure of the President under **his/her their** administration. Likewise, professional/support personnel serve as part of **his/her their** 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: 1:017 (Grievance and Complaint Procedures for Employees), 5:029 (Discipline Procedures for **Non-Faculty Staff** Employees), and **6:004 Discrimination and Harassment Complaints based on Protected Categories other than Sex-Complaint and Investigation Procedures**. **6:001 Equal Opportunity, Harassment, and Nondiscrimination Policy for all Faculty, Students, Staff, Applicants and Third Parties**.

### Faculty

Relative to the ethical treatment and conduct of faculty, "Personnel Policies and Procedures for Faculty," policy numbers 1:025, 2:063, 2:051, and 2:052 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 2:052 Section I (General), 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 law or the policies of the Board of Regents of the State University and Community College System of Tennessee as a useful philosophic and practical guide to academic rights and responsibilities.**" **The University also regards the AAUP's POLICY DOCUMENTS & REPORTS (1984), as a useful philosophic and practical guide to academic rights and responsibilities.**

### 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 the individual follows the procedures outlined in the policies on outside employment in APSU Policy 5:014, Outside Employment and Extra Compensation. 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.

### **Students**

The Code of Student Conduct is contained in APSU Policy 1:013 Student Code of Conduct. Additionally, the Code of Student Conduct is found in the Student Handbook and Calendar furnished by the Division of Student Affairs and on the Student Affairs website. APSU students are citizens of the state, local and national governments, or are citizens of other countries, and of the academic community, and are, therefore, expected to conduct themselves as law-abiding members of each community at all times. 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 3:002, 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 Institutional Culture. See APSU Policy [6:004: Discrimination and Harassment Complaints based on Protected Categories other than Sex-Complaint and Investigation Procedures](#) [Policy 6:001: Equal Opportunity, Harassment, and Nondiscrimination Policy for all Faculty, Students, Staff, Applicants and Third Parties](#).

# FACULTY RESPONSIBILITIES

## NEW FACULTY

### First-Year Faculty Program

The First-Year Faculty Program supports the professional success of tenure-track first-year faculty at Austin Peay State University. Program participants will develop an in-depth understanding of retention, tenure, and promotion criteria through an exploration of teaching, creative or scholarly achievement, service, and advising in predominantly active-learning environments with extensive peer interactions for cohort cohesion and community building.

To acquire the necessary time to fully engage and benefit from this program, participating faculty will receive a 3-credit-hour course release during the fall semester and a 3-credit-hour course release during the spring semester. Obligations for successful completion of the program include attending weekly program workshops during the fall and spring semesters, and completing assignments.

More information about this program can be found on the [First-Year Faculty Program website](https://www.apsu.edu/academic-affairs/faculty/cafe/cafe_initiatives/first-year-faculty-program/index.php).[https://www.apsu.edu/academic-affairs/faculty/cafe/cafe\\_initiatives/first-year-faculty-program/index.php](https://www.apsu.edu/academic-affairs/faculty/cafe/cafe_initiatives/first-year-faculty-program/index.php)\*

### 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
- Student Learning Outcomes (SLOs) for the degree program
- 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

\* [https://www.apsu.edu/academic-affairs/faculty/cafe/cafe\\_initiatives/first-year-faculty-program/](https://www.apsu.edu/academic-affairs/faculty/cafe/cafe_initiatives/first-year-faculty-program/)

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
- Capstone course for degree program
- 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  
 Instructional designer

For **additional** help with course design, planning, and/or facilitation, contact the [Center for the Advancement of Faculty Excellence \(CAFE\)](#) and/or [Distance Education](#).

## 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 is many resources to meet students' special educational needs and aspirations.

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

The advisor 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 advisor.
- Understanding educational benefits such as VA and financial aid may not pay for non- required courses.

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

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

## Academic Advising Support

Academic advising is a collaborative educational process between a student and their assigned professional academic advisor. Students and their advisors partner to register for appropriate academic courses, ensure academic success, and outline steps for achievement of the students' personal, academic, and career goals.

Faculty should consult and utilize the "[Faculty Advising Syllabus](#)" for advising.

## 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:

- To discover the extent to which students understand the material
- To lead students through a series of inquiries for greater understanding of concepts and

principles

- To discover the details or points that need to be refreshed or expanded
- To provide feedback to the instructor on level of mastery of content or skills
- To help students respond to questions in front of peers
- To enhance verbal communication skills
- To facilitate closer working relationships among students in the class
- To help students verbalize their thoughts, attitudes, and opinions
- To encourage respect for the ideas of others
- 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. Do not 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 do not 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 do not know the answer to a question, and involve students in the search for the answer.

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

## 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.

- Fit the lecture to your audience in terms of relevancy and level of knowledge.
- Prepare an outline of five to nine major points.
- Organize your points in a logical manner.

- Select examples that illustrate the main points.
- Avoid distracting mannerisms, such as verbal tics or fumbling with notes.
- Present an outline.
- Emphasize principles and generalizations.
- Highlight important points.
- Use effective speech techniques in delivery.
- Do not read your lecture but know it well enough to talk to the audience.
- Be enthusiastic and relevant.
- Use technology to engage students.
- Ask and solicit questions to check on student understanding.
- Provide variation to keep student attention and interest.
- Encourage discussion.

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

## Teaching at APSU

The [“Teaching at APSU” guide](#) includes information to help you through the process of teaching and assisting students at APSU. You can find tips on teaching, using inclusive language, course planning, resources to optimize student interactions, distance-learning materials, and other faculty teaching development resources.

## The Relationship between Teaching and Research at APSU

- All faculty are expected to conduct research, especially research that 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.
- Service expectations 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. 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.
- Research is essential to the academic life, and undergraduate students should be involved in the process when possible.
- 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.
- 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 Advancement of Faculty Excellence (CAFE) are also available.
- 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, and 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 will not only benefit from the process of developing your thoughts for the panel but will also 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 advisor 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.

It is incumbent on faculty to include evidence of your participation in the governing and policy-making processes of the University (e.g., your appointment letter to a standing committee). Include relevant documentation pertinent to your participation on departmental committees and leadership or advisory roles in student organizations. Include evidence of your memberships and leadership positions in professional organizations at state, regional, or national levels.

Additionally, thank you notes from colleagues for your service(s) performed (e.g., as a guest lecturer in a class) would be acceptable in this section. Other relevant service may include (but is not limited to) session chair, discussant, peer reviewer, etc. Faculty shall retain back-ups of all files and materials entered by the faculty member into the e-dossier and used in the retention, tenure, and promotion review process. Specific questions related to the inclusion and documentation of professional contributions and activities should be directed to the faculty member's department chair.

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.

**[Move down to "All Faculty"] Annual Faculty Evaluation form: Service & Administration**  
The Annual Faculty Evaluation form (AFE) is an additional evaluation that is both self and chair evaluated for each calendar year. Relevant service can include (but is not limited to) collaboration with colleagues (including faculty, staff, and administrators) to achieve shared goals; service on committees at the departmental, college, &/or university level; engagement in collegiate &/or mentorship activities; and/or engagement in service to one's discipline &/or broader community.

## All Faculty

### Annual Faculty Evaluation (AFE) form: Service & Administration

The Annual Faculty Evaluation form (AFE) is an additional evaluation that is both self and chair evaluated for each calendar year. Relevant service can include (but is not limited to) collaboration with colleagues (including faculty, staff, and administrators) to achieve shared goals; service on committees at the departmental, college, &/or university level; engagement in collegiate &/or mentorship activities; and/or engagement in service to one's discipline &/or broader community. All full-time faculty will be subject to an Annual Faculty Evaluation (AFE) each calendar year, during which they may submit a self-evaluation and are subsequently evaluated by their department chair. The purpose of the review is to provide faculty with feedback about the extent to which they are meeting or exceeding minimum performance expectations and to discuss professional development goals. Under service, relevant activities can include (but is not limited to) collaboration with colleagues (including faculty, staff, and administrators) to achieve shared goals; service on committees at the departmental, college, and/or university level; engagement in collegiate and/or mentorship activities; and/or engagement in service to one's discipline and/or broader community. Please refer to Policy 2:053 Annual Faculty Evaluation Review.

### Course Syllabi

Individual faculty will maintain current course syllabi in their departmental chair's offices. All active course syllabi will be maintained in the common syllabus platform. In addition, copies should be included in individual faculty dossiers. It is imperative that, during the first-class meeting, Students will have access to the course receive a copy of the appropriate syllabus either as a hard copy or an electronic copy posted in through the Learning Management System. 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.

### Office Hours Mentorship Time [Proposed revision from the Faculty Senate *ad hoc* Committee, 03/19/2026; sent to Academic Affairs for review]

Mentorship time provides faculty members an opportunity to support and build community with students and colleagues. Faculty are expected to maintain office hours mentorship time on campus appropriate for teaching and advisement. APSU policy requires faculty to devote a minimum of 37.5 hours per week to the institution and maintain appropriate office hours mentorship time 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 mentorship time. It is recommended that department policies require a minimum of one hour of mentorship time for each class taught and that full-time faculty who teach undergraduate courses online dedicate a minimum of one hour per week on campus for face-to-face meetings. Faculty who teach face-to-face or hybrid classes must post their scheduled class times and office hours mentorship time each semester they are teaching. Online faculty will display a calendar on their office door listing upcoming mentorship dates and times. The location of mentorship time should be indicated. 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.

### Credit Hour, Tests, Examinations, and Grades

Faculty are responsible for meeting course credit-hour standards regardless of format or term

length. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. [APSU Policy 2:064 Credit Hours](#)<sup>\*</sup> provides definitions, criteria for determining credit for courses and programs, the University's process for determining credit, and responsibility for the credit hour policy. The policy also explains APSU's internal and external review processes to monitor the implementation of the credit hour policy.

Departments and Colleges are responsible for acquainting new members of their faculty with official policies and practices regarding tests, examinations, and grades. In addition, academic departments and colleges 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 the chair has approved prior arrangements. 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, examination papers, and 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 4:017 Retention of Records](#)<sup>†</sup>). 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. The final exam schedule is available at <https://www.apsu.edu/academic-calendar/examschedule.php><sup>\*</sup>

### **Class Rosters**

It is each professor's prerogative to determine whether 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 rosters for accuracy. If a student attending your class is not on the permanent class rosters, **he/she they** must check with the Registrar. If the student is not added to the permanent rosters shown on "AP **Self Service Navigate**" by the 14th day, faculty shall not permit students to continue to attend class nor shall faculty accept any completed assignments from the student.

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<sup>\*</sup> <https://apsu.policytech.com/docview/?docid=59&public=true>

<sup>†</sup> <https://apsu.policytech.com/docview/?docid=131&public=true>

<sup>\*</sup><https://www.apsu.edu/academic-calendar/examschedule.php>

## Attendance Report Rosters and Census Day Information

Faculty should access all class rosters via “AP OneStop.” 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, Stopped Attending (reported within the last 14 days of the last day of attendance). A Last Recorded Date of Attendance should be indicated with a reported “FN” or “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.

All faculty members must record and report attendance for every APSU student enrolled in **traditional, hybrid, or online courses**. Attendance must be documented twice per term (4<sup>th</sup> and 13<sup>th</sup> class day) to ensure compliance with census-day reporting and Title IV financial aid regulations.

Faculty should submit attendance records via “AP OneStop” according to the following guidelines:

### For students who have attended at least once:

- Enter the Last Date of Attendance (LDA) based on student engagement, such as participation in class activities, submissions of assignments, or logins with meaningful interaction.
- Active participation rather than course logins determines attendance in online and hybrid courses. The Last Date of Attendance (LDA) is typically the date of a student’s first assignment submission or discussion post.
- Faculty are encouraged to require an introductory assignment at the start of the course to establish attendance. If a student does not complete the first assignment, faculty must enter "0 hours attended" to trigger follow-up action.

### For students who have NEVER attended:

- Enter “0 hours attended” and leave the last attendance date blank.
- Students marked with “0 hours attended” may be administratively dropped from the course, and their Title IV financial aid may be adjusted accordingly.

## Updating Attendance Records

- Every student must have either a Last Date of Attendance or “0 hours attended,” but not both.
- If a student initially marked with “0 hours attended” begins attending, faculty must:
  - Remove the “0 hours attended” entry.
  - Update the record with the correct Last Date of Attendance (LDA).
- Students must confirm or cancel their intent to participate via the Student Confirmation and Cancellation Portal.
- Faculty should direct students to this portal if they reach out regarding attendance concerns.

Online and hybrid courses should abide by the same attendance reporting standards as in-person courses. Please refer to the following online and hybrid attendance definitions in order to assist with the reporting of attendance in online/hybrid courses.

## Definition of Instructor in Online and Hybrid Education

An instructor in an online or hybrid course is an individual responsible for delivering online course content and assessing or providing feedback on student coursework. The instructor

must meet the qualifications for instruction established by the [Faculty Qualifications Matrix](#)\*.

### **Online Attendance Definition & Expectations**

Online course content and interaction (instructor-to-student, student-to-student) is delivered 100% online via a learning management system. Student attendance in online courses is defined as active participation, which will be characterized by the student's timely submission of assignments. A student is expected to complete all such assignments by the appropriate due date. Faculty should employ mechanisms for tracking active participation.

### **Hybrid Attendance Definition & Expectations**

Hybrid courses have **required both** on-campus **meeting** and online attendance requirements. Student attendance in hybrid courses will be defined as active participation (see below), which will be characterized by attending class and the student's timely submission of assignments by the appropriate due date. Faculty should employ mechanisms for tracking active participation. Additionally, students enrolled in a hybrid course will meet with their instructor on the first day of the class. The syllabus should include the instructor's on-campus course meeting expectations for which students are required to be on campus.

### **Guidelines for Online or Hybrid Active Participation Requirements**

- Students simply logging into a learning management system and viewing an online or hybrid course will NOT qualify as active participation.
- Instructors in online and hybrid courses are responsible for providing students with clear instructions for how they are required to actively participate in the course (i.e., specify in the course syllabus, calendar, meeting dates/times, etc.).
- Online/hybrid instructors should incorporate periodic mechanisms for documenting a student's active participation in a course and a student's timely submission of graded assignments (weekly discussion, assessment, course activity, etc.).
- Students who fail to meet active participation requirements within the first 14 days of the course should be given an "FN" (Never Attended). If a student meets active participation requirements during the first week of class, and then subsequently fails to actively participate, the student should be given an "FA" (Failure to Attend).

Active participation by a student in an instructional activity related to the student's course of study includes, but is not limited to:

- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students.
- Submitting an academic assignment.
- Taking an assessment or an exam.
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction.
- Participating in a study group, group project, or an online discussion that is assigned by the instructor.
- Interacting with an instructor about academic matters.

Departments and programs governed by accreditation or certification standards may have different attendance policies. Instructors may further refine these requirements to fit a particular course. Such additional requirements should be clearly stated in the syllabus and should not contradict the active participation requirements outlined above.

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\*<https://www.apsu.edu/academic-affairs/faculty/faculty-qualifications.php>

## F, FA, and FN Grades

The Department of Education and Veterans Affairs federally require The federal Departments of Education and Veterans Affairs require the grades of “FA” and “FN” for the purpose of monitoring attendance and ensuring the accurate payment of federal funds by the Offices of Student Financial Aid & Scholarships and Veterans Affairs Education Benefits. In addition, state programs such as the Tennessee Lottery Scholarship also require attendance grade reporting. Failure to follow the procedure for “FA” and “FN” grades may result in a federal or state audit finding and financial penalties for the University for overpayment of funds. Faculty are encouraged to read the sections on Drop and Withdrawal Standards and Grading System in the current [University Bulletin](#)\* for more information.

### Overview of Grades of FN/FA

The grades of “FN” and “FA” are required for Financial Aid reporting purposes. If the instructor allows the student to attend the course after receiving the “FN” or “FA” grade, the grade should be updated in [Web Self-Service “AP Navigate.”](#) In some cases, the Office of Student Financial Aid & Scholarships may require the student to obtain written confirmation of active participation from the instructor.

Giving a student a grade of “FN” or “FA” must occur in the Final Grades area in [Web Self-Service “AP Navigate.”](#) Please be sure to list the last date of attendance when assigning these grades.

“FN” Example: A student registers but never attends the class. The student’s last recorded attendance needs to be input as the first day of class for the “FN” grade.

“FA” Example: Student attends the class until 9/15/2026 but has not attended since. The student’s last recorded attendance grade should be input as 9/15/2026 for the “FA” grade.

### Grade of FN

A grade of “FN” is defined as “Failure: Never Attended.” The grade of “FN” is given when the student has not attended the course within two weeks of the class start date. The student’s last recorded attendance needs to be input as the first day of class for the “FN” grade.

Example: A student registers for the class before the term begins but never attends the class. The student’s last recorded attendance needs to be input as the first day of class for the “FN” grade.

Additional example: A student registers for the class halfway through the second week of classes but never attends. In this case, a grade of “FN” should be entered by the end of the fourth week of class.

### Grade of FA

A grade of “FA” is defined as “Failure: Absent”. The grade of “FA” is given when the student has not attended the course for two consecutive weeks but has previously attended class.

Example: A student was attending the class but stops attending for two consecutive weeks. A grade of “FA” should be recorded.

Additional example: A student was attending the class but stops attending intermittently. The student misses enough work to drop their earned grade to an “F.” The student does not miss class for two consecutive weeks, but they are not earning a passing grade.

\* <https://www.apsu.edu/registrar/bulletins.php>

This student has ***not*** earned an “FA;” in this case the student should be assigned a grade of “F.” Their last date of attendance should be entered with the grade of “F.”

### **Awarding FA/FN in Online vs. On-ground Environments**

Attendance in the online environment is not earned simply by signing into the learning management system but requires students to complete assignments. Please review the above section “Guidelines for Online or Hybrid Active Participation Requirements” for detailed information on activities that count toward attendance in online courses. If a student has not completed any assignments in **D2L the LMS** for two consecutive weeks, that may warrant a grade of “FA.” If a student does not complete any assignments within the first two weeks, that may warrant a grade of “FN.” Attendance in the on-ground environment is earned by the student’s physical presence in class.

### **Grade of F**

All grades of “F” will require faculty to indicate the student’s last date of attendance.

### **Grades Awarded for Dropped Courses**

The grade awarded for a dropped course or for courses from which the student withdrew depends on the date the student withdrew from the course or from the University. The dates for awarding grades appear in the official [University calendar](#)\*.

A grade of “W” is awarded when the student drops or withdraws within the time period the University has established for awarding an automatic “W.” The grade has no impact on the student’s cumulative GPA.

Students will request to drop using the ‘Request to drop after W’ on **Self Service “AP Navigate.”** The request will be routed to the instructor of record who will make the final determination of awarding the student a W or F for the course(s). Students with an FN/FA will not be able to request to drop the course(s).

### **Incomplete Grades**

The “I” grade cannot be used to enable a student to do additional work to raise a deficient grade. The course will not be counted in the cumulative grade-point average until a final grade is assigned.

An “I” must be removed no later than one calendar year from the time the grade was initially assigned. After the specified time, the “I” not removed within the specified time will be converted to an “F,” **except** in courses involving thesis, dissertations, field study reports, research project papers, and research literacy papers as indicated with a grade of **“In Progress” (“IP.”)** Instructors must ensure all coursework is completed in order to remove the incomplete grade. A student cannot make up an “I” by registering and paying for the course again. No student may graduate with an “I” or “IP” on their academic record. **In progress (“IP”)** grades are restricted to a limited number of courses. You should consult with the Registrar regarding the appropriateness of this grade for each specific course you teach.

Students must demonstrate regular attendance and participation for any course at Austin Peay State University for a substantial length of time in the course before they can be eligible to receive a temporary “I” grade. Each instructor (whether face-to-face, hybrid, or online classes)

\*<https://www.apsu.edu/academic-calendar/index.php>

shall determine his/her their individual threshold for what constitutes substantive participation in his/her their class, but, at a minimum, the student should have participated in the class for at least 70% of the course requirements. For example, a student cannot receive an “I” grade if he/she requests it after only three weeks in a main campus fall semester course. if they request it after only three weeks in a fall or spring semester course. The student has to make a request to receive an incomplete grade, but assigning the grade shall be at the instructor’s discretion. Incomplete Grade guidance can be accessed through Faculty and Staff Resources using the Faculty and Staff Secure Forms tab. via the [Faculty & Staff Secure Forms section of the Registrar’s website](#)\*. One copy of the form must be filed with the chair of the department in which the faculty resides, while a second copy shall be filed with the administrative assistant to the chair and a copy given to the student. Faculty are required to complete the “Report of Incomplete Grade.” This form is to be completed by the instructor at the time of assigning a grade of “I”.

### **Awarding a “W” (Withdrawal) or “I” (Incomplete) Grade for Service Members Called to Active Duty**

Military reserve and National Guard personnel who are called to active duty shall be allowed to withdraw, even if the deadline to withdraw from courses has passed, or to receive a grade of incomplete in any course in which the service member is enrolled. The withdrawal or grade of incomplete shall be reflected on the service member’s transcript.

**Financial Aid Implications – Military students withdrawing from classes should be directed to the Financial Aid Office for information related to financial aid:**  
<https://www.apsu.edu/veterans-affairs/index.php>

### **Financial Aid Implications**

Any student withdrawing from a class should be directed to the Office of Student Financial Aid & Scholarships for information about how withdrawing may affect their financial aid awards.

### **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 OneStop.*

If it is necessary to report an “FA” grade, please do so using the Final Grade link and not the Midterm Grade link located in “AP OneStop.”

### **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 is 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 the 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, or scholarship losses. Grades not posted by the deadline will be reported as “NR” (not recorded). An official grade change will need to be completed by the instructor in “AP OneStop” to remove the “NR” grade. To avoid “NR” grades, faculty may view the Instructor Ungraded Courses link located

\*<https://www.apsu.edu/registrar/index.php>

under the Faculty tab in “[AP OneStop](#)\*.” A list of all courses, with the number of students missing a final grade, will be available there.

### **Class Records**

All grades are reported in “AP OneStop.” When a faculty member discovers an error in a recorded grade or needs to change an “I” to the grade earned, **he/she they** must access the Grade Change Request Official Form link in “AP OneStop.” Grade changes are submitted and approved electronically. Check with the Office of the Registrar if more information is needed about grade changes.

### **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 and 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.

### **Student Evaluation of Courses**

Near the end of the semester, students will have the opportunity to complete a course evaluation with limited exception for independent studies and other courses with one enrollee. Web-based evaluations are to be completed while the instructor is out of the classroom and may be completed in the classroom or at the students’ convenience. Any course for which evaluations are completed must be included within a faculty member’s e-dossier for retention, tenure, and promotion actions.

### **Faculty and University Meetings**

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 should also make every effort to change plans and attend these meetings.

### **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 based on extenuating circumstances. 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.**

### **Advising Students**

Academic advisement is a process that begins prior to admission and continues through graduation. Each undergraduate is assigned a faculty or professional advisor at the time of initial enrollment. The role of the faculty advisor is to help students clarify personal goals, career options, and courses of study, program requirements, and educational needs. The faculty advisor should maintain regular contact **with advisees**. Advisement is a process in which

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\* <https://onestop.apsu.edu>

Students gain meaningful insights into their academic, social, and personal experiences and needs. Faculty advisors serve as coordinators of the educational experience and monitor student progress at critical times during the year. While the faculty advisor 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.

### **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 5:014, Outside Employment and Extra Compensation](#).\*

### **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 in a manner consistent with this concept. All decisions of the APSU administrators are to be based on promoting the best interests 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 improper gain from, or unfair advantage of a third party.

5. Instructors who identify a conflict of interest involving a student enrolled in one of their courses should report the conflict to their department chair as soon as possible to expedite the evaluation and mitigation of the situation.

See [APSU Policy 1:001 Conflict of Interest](#)<sup>†</sup> and [APSU Policy 2:016 Adoption of Textbooks and Ancillary Course Materials](#).<sup>‡</sup>

### **Artificial Intelligence**

Generative Artificial Intelligence (GAI) is a useful tool for faculty and students when utilized properly to enhance our work. The purpose of policy [1:029 Generative Artificial Intelligence at APSU](#) is to guide the use of GAI tools, such as language models, deep learning algorithms, or other similar technologies, while maintaining academic integrity, promoting originality, and fostering responsible use of GAI technology. Faculty must follow and create guidelines that ensure the safe, effective, and proper use of Generative Artificial Intelligence tools in teaching, research, and creative activities, and other work products.

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\* <https://apsu.policytech.com/docview/?docid=178&public=true>

† <https://apsu.policytech.com/docview/?docid=48&public=true>

‡ <https://apsu.policytech.com/docview/?docid=75&public=true>

<https://apsu.navexone.com/content/dotNet/documents/?docid=376&app=pt&source=browse&public=true>

In academic teaching applications, faculty must establish clear guidelines for the application or restriction of GAI in their courses through their syllabi, including the need for citation and/or disclosure. Students must also be advised of the consequences of violations through unauthorized and inappropriate use of GAI technologies, including the potential penalties for this academic misconduct. Faculty are responsible for fair use of GAI technologies including the security of restricted and private data as indicated in policy 1:029.

# FACULTY PROCEDURES

## Faculty Absences and Leave

Types of leave—including sick leave, institutional absences, civil leave, and parental leave—are explained in [APSU Policy 5:020 Leave Policies](#).\*

Holidays, days of administrative closing, and the APSU policy on attendance during inclement weather are listed in [APSU Policy 5:031 Holidays and Days of Administrative Closing](#).†

## Structured Learning Assistance

Structured Learning Assistance (SLA) includes Enhanced (E) and Success (S) sections of college courses, which include structured support. Students who enter the university with one or more academic deficiency(ies) are required to enroll in (E) sections that correspond to the support they need. Students with a reading deficiency must enroll in ENGL 2330E RDG 1010. Students with a writing deficiency must enroll in ENGL 1010E during their first semester of enrollment or upon removing their reading deficiency. Alternatively, students with both reading and writing deficiencies can remove those holds by passing ENGL 1005. Students with a mathematics deficiency must enroll in either MATH 1010E, MATH 1710E or MATH 1530E, depending upon student's major, within 30 hours of enrollment. The prerequisites for the math courses differ. Students should contact their academic advisors for assistance with course selection.

Success (S) sections are offered for a variety of highly rigorous courses. Advisors guide students into the appropriate sections of these courses, based on course requirements and student academic preparation.

## Corequisite Course Support (previously Structured Learning Assistance)

Corequisite Course Support (previously SLA) includes the Enhanced (E) and Success (S) sections of college courses, which provide structured support. Students who do not establish proficiency at admission must enroll in designated courses or labs during initial terms of enrollment to support success in reading, writing, and mathematics-intensive coursework, as listed below:

Proficiency Area	Course Options (Students will choose one)
Reading	ENGL 2330E, HUM 2030, RDG 1010, ENGL 1005
Writing	ENGL 1010E, ENGL 1005
Mathematics	MATH 1010E, MATH 1530E, MATH 1710E, MATH 1000

Students should contact their academic advisors for assistance with course selection.

Success (S) sections are offered for a variety of highly rigorous courses. Advisors guide students to the appropriate sections of these courses based on course requirements and students' academic preparation.

## Freshman Seminar University Success

All students who enter APSU with fewer than 12 traditionally earned credit hours following high school graduation must enroll in [APSU UNIV 1000](#) and earn a grade of C or better.

\* <https://apsu.policytech.com/docview/?docid=184&public=true>

† <https://apsu.policytech.com/docview/?docid=193&public=true>

### **Academic Notify (formerly Academic Alert)**

APSU has implemented an online early warning system for faculty to use in referring students for Academic Support. The Academic Notify roster on AP Self Service provides a mechanism for sending the message electronically to the Academic Recovery coordinator. When faculty detect academic and/or attendance problems that interfere significantly with student progress, the faculty member should immediately submit an academic alert. The Academic Recovery coordinator will contact the student and arrange a meeting to discuss the problem and to make an appropriate recommendation, which may include tutoring or counseling.

### **GovSignal**

“[GovSignal](#)” is a collaborative, proactive system designed to promote student success through early outreach and coordinated support. Housed within our student success management platform, “AP Navigate,” it allows faculty and staff to share timely concerns or observations about student behavior, engagement, or performance. Once a signal is submitted, a case is created, and the appropriate campus partners follow up with the student via various communication methods to offer resources, address challenges, and encourage continued progress. All faculty and instructors are encouraged to participate in this coordinated effort. By using “GovSignal,” you help ensure that students receive prompt, targeted support and that our campus community works together to foster their academic and personal well-being. Please review the [“Faculty Guide to GovSignal”](#) for additional information.

### **Withdrawal from the University**

Official withdrawal requires all courses to be dropped by withdrawing online through “AP OneStop.” Active-duty soldiers using GoArmyEd require additional coordination prior to withdrawal. Active-duty soldiers who registered through the GoArmyEd portal must withdraw from classes through the GoArmyEd portal. Any fee adjustment of tuition and fees will be based on the published schedule for fee adjustments included in the Official University Calendar and the date the withdrawal was completed in the GoArmyEd portal. Withdrawal from the University may require repayment of financial aid, loss of lottery scholarship eligibility, and loss of VA benefits. Students receiving financial aid should meet with the financial aid counselor prior to withdrawal.

### **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 to the college curriculum committee by the chairperson. Upon approval, the curricular change is submitted to the University Curriculum Committee (UCC) by the dean of the college. If the curricular change involves courses in the **liberal arts general education** core, **the University Curriculum Committee to the Liberal Arts Core Sub-Committee may refer it prior to submission to the UCC, the General Education Standing Committee will review and vote on all changes and additions, and advise the UCC of their final decision.** See [APSU Policy 2:001](#)\* Curricular Development and Modification Approval.

Experimental courses may sometimes be approved by the Provost and Vice President for Academic Affairs on a one-time basis after the course has been submitted by the chairperson of a department and approved by the college curriculum committee.

\* <https://www.apsu.edu/student-success/govsignal.php>

† <https://www.apsu.edu/student-success/govsignal-guide.php>

<https://apsu.policytech.com/docview/?docid=220&public=true>

## Online Course Development

Distance Education offers training and support services related to course design, delivery and instructional technology (learning management system, anti-plagiarism software, online proctoring, video editing, captioning services, web conferencing, and Quality Matters Training). Please visit [Distance Education](#)\* for more information regarding faculty support services for the development and delivery of online courses.

## Academic Freedom

The University recognizes the principle of academic freedom and responsibility as detailed in [APSU Policy 2:052 Academic Freedom and Responsibility](#),<sup>†</sup> 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 their other academic responsibilities. 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).

Please read the complete policy, as well as the information related to the [Divisive Concept Legislation](#).

## Non-Discrimination Policy

APSU shall fully comply with the applicable provisions of federal and state civil rights law, including but not limited to: Executive Order 11246, as amended; the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act of 1990, as amended; the Vietnam Era Veterans Readjustment Act of 1974, as amended; the Equal Pay Act of 1963, as amended; Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972, as amended, the Age Discrimination Act of 1975; the Pregnancy Discrimination Act, the Genetic Information Nondiscrimination Act of 2008; and regulations promulgated pursuant hereto.

Austin Peay State University's [Office of Institutional Culture](#) coordinates and helps lead institutional efforts to create and maintain a welcoming campus environment that serves the needs of all students, faculty, and staff members by fostering a campus community that is supportive and free from discrimination and harassment. is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, status as a protected veteran, or age in its programs and activities. The Director of Equal Opportunity and Affirmative Action has been designated to handle inquiries regarding the non-discrimination policies. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972, as amended. The University's Title IX Coordinator is designated to monitor and oversee Title IX complaints. The University's Equal Opportunity Compliance Officer and Investigator is designated to investigate complaints of harassment and discrimination. See [APSU Policy 6:001 Equal Opportunity, Harassment, and Nondiscrimination Policy for all Faculty, Students, Staff, Applicants, and Third Parties](#), and [APSU Policy 5:035 Nepotism](#).

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\* <http://www.apsu.edu/online>

† <https://apsu.policytech.com/docview/?docid=114&public=true>  
[https://www.apsu.edu/academic-affairs/faculty/divisive\\_concepts.php](https://www.apsu.edu/academic-affairs/faculty/divisive_concepts.php)  
<https://www.apsu.edu/institutional-culture/>  
<https://apsu.policytech.com/docview/?docid=206&public=true>  
<https://apsu.navexone.com/content/dotNet/documents/?docid=357&app=pt&source=unspecified&public=true>

## **Campus Sex Crimes Prevention Act**

The 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 they** 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 state** 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.

## **Discrimination and/or 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. APSU affirms that it will not tolerate discrimination or harassment against any employee or applicant for employment **because of race, color, creed, religion, ethnic or national origin, sex, sexual orientation/gender identity/expression, disability, age as applicable, status as a covered veteran, or genetic information, nor will it tolerate discrimination or harassment on the basis of these protected categories or any other** category protected by federal or state civil rights law.

Similarly, APSU will not subject any student to discrimination or harassment under any educational program and no student shall be discriminatorily excluded from participation nor denied the benefits of any educational program **on the basis of race, color, religion, creed, ethnic or national origin, sex, sexual orientation/gender identity/expression, disability, age as applicable, disability, status as a protected veteran, genetic information, or any other category** protected by federal or state civil rights law. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972, as amended. **The University’s Title IX Coordinator is LaNeeça Williams, Chief Diversity Officer and Title IX Coordinator.**

## **Procedures in Response to Discrimination and/or Harassment**

It is the policy of Austin Peay State University to ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity. APSU has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. The purpose of this policy **is** to provide a workplace and educational

environment, as well as other benefits, programs, and activities that are free from discrimination, harassment, and retaliation. APSU values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

All employees of Austin Peay State University, with the exception of those who are designated as Confidential Resources, are Mandated Reporters and must promptly share with the Office of [Institutional Culture Equity, Access, & Inclusion](#) all known details of a report made to them in the course of their employment. Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third party. Complainants may want to carefully consider whether they share personally identifiable details with non-confidential Mandated Reporters, as those details must be shared with the Office of [Institutional Culture Equity, Access, & Inclusion](#). Failure of a Mandated Reporter, as described above in this section, to report an incident of harassment or discrimination of which they become aware is a violation of University policy and can be subject to disciplinary action for failure to comply.

All employees, including faculty members, are to be knowledgeable of policies and guidelines concerning discrimination and harassment. Using the procedures outlined in Section IV, supervisory employees must promptly report to the [Office of Institutional Culture Director of Equal Opportunity and Affirmative Action](#) any complaint or conduct that might constitute discrimination or harassment, whether the information concerning a complaint is received formally or informally. Failure to do so may result in disciplinary action up to and including termination. All faculty members, students, and staff are subject to this Policy. Any faculty member, student, or staff found to have violated this Policy by engaging in behavior constituting discrimination or harassment will be subject to disciplinary action that may include dismissal, expulsion or termination, or other appropriate sanction. Any current or former student, applicant for employment, or current or former employee who believes [he or she has they have](#) been subjected to discrimination or harassment at APSU or who believes that [he/she has they gave](#) observed discrimination or harassment taking place shall present the complaint to the [Chief of Institutional Culture and Title IX Coordinator Director of Equal Opportunity and Affirmative Action](#),\* or to the University's [Vice President for Student Affairs](#).† Please refer to [APSU Policy 6:001](#)‡ for complete filing procedures.

### **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 their](#) effective performance, [he/she they](#) 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 1:017 Grievance and Complaint Procedures for Employees](#).§

### **Instructional Workload**

APSU has established guidelines for computing instructional credit hours based on [the](#) type of instruction and [the](#) number of students taught. See [APSU Policy 2:046, Faculty Workload](#).\*\*

<https://www.apsu.edu/institutional-culture/>

<https://apsu.edu/student-affairs/>

<https://apsu.navexone.com/content/dotNet/documents/?docid=291&app=pt&source=unspecified&public=true>

<https://apsu.navexone.com/content/dotNet/documents/?docid=293&app=pt&source=unspecified&public=true>

## Records Retention and Disposal of Records

APSU adheres to “Open Records” legislation. The Tennessee Public Records Act (T.C.A. § 10-7-503 et seq.) (TPRA) grants Tennessee citizens the right to inspect public records. See APSU Policy 4:017 [Records Retention and Disposal of Records\\*](#), [Inspecting, Copying Public Records, and Related Charges for Producing Copies of Public Records.](#) [the Office of Legal Affairs Tennessee Public Records Requests website†](#), and the [APSU Records Management website‡](#) for more information.

## 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 2:048 Adjunct Compensation, and Extra Compensation for Services Rendered During Summer Sessions and Intersession Terms§](#) for more information.

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.

## Holidays

Holidays during the academic year are published yearly and are listed in [APSU Policy 5:031\\*\\*](#).

## 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. If departments can document cheaper pricing for an item, they will be permitted to use **someone a vendor** other than Staples. Departments must **either** keep this documentation with the credit card reconciliation, departmental purchase order, or purchase requisition. See [APSU Policy 4:014 Purchasing.‡](#)

## Sale of Instructional Materials

Faculty may not sell instructional materials or equipment to students. Arrangements should be made with the University Book Store to handle such needs.

\* <https://apsu.navexone.com/content/dotNet/documents/?docid=354&app=pt&source=unspecified&public=true>

† <https://www.apsu.edu/legal-affairs/tennessee-public-records-act-requests.php>

‡ <https://library.apsu.edu/services/recordsmanagement/>

§ <https://apsu.navexone.com/content/dotNet/documents/?docid=110&app=pt&source=unspecified&public=true>

\*\* <https://apsu.navexone.com/content/dotNet/documents/?docid=362&app=pt&source=unspecified&public=true>

‡ <https://apsu.policytech.com/docview/?docid=128&public=true>

# FACULTY-STUDENT EXPECTATIONS

## **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 [Academic Bulletins](#).\*

## **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 both verbally and in print 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 5:031 Holidays and Days of Administrative Closing](#)<sup>†</sup>)

## **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.

## **Reporting Grades for Courses Dropped**

When a student officially drops a course or withdraws from the University prior to the last day for withdrawing from a course with a mark of “W,” as stated in the University Undergraduate and Graduate Bulletins, the student will automatically be awarded a grade of “W.” 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 explanations of “FA” and “FN.”)

## **Academic and Classroom Misconduct**

The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The instructor 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. Faculty are only allowed to exclude a student for one class period and must contact the Office of [Student Affairs Community Care and Standards](#) for further action. 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, changing or falsifying any academic documents or

\* <https://www.apsu.edu/registrar/bulletins.php>

† <https://apsu.navexone.com/content/docview/?docid=362&public=true>

materials, cheating, and giving or receiving 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.

A student accused of academic misconduct will be advised of the substance of the conduct violation and **his/her their** right to a hearing; however, if a student’s grade is to be lowered as a result of academic misconduct, procedure outlined in [Policy 3:005\\*](#) must be followed. The student may accept the instructor’s finding, grade reduction, and/or other sanction and waive **his/her their** hearing right. If a student believes **he/she has they have** been erroneously accused of academic misconduct, **he/she they** may request a hearing. Hearings will be conducted pursuant to the procedures set forth in the [Student Code of Conduct Code of Student Conduct](#). Should the hearing source absolve the student of academic misconduct, no penalty may be imposed.

The names of all students referred for academic misconduct will be maintained in a database in the Office of [Student Affairs Community Care and Standards](#).

Institutional disciplinary policy permits faculty to lower a grade to any extent, including a grade of “F” on a paper, an assignment, or for the course, as a sanction for academic misconduct. While no one can force a faculty member to change a grade that **he or she has they have** assigned, this policy addresses situations and procedure to be followed by APSU faculty where a student has received a lower grade or other discipline as a sanction for academic misconduct. Faculty are not required to change the grade of students in academic misconduct cases; however, should a student appeal the faculty member’s grade and the hearing source subsequently absolve the student of the allegations of academic misconduct, the faculty member will reassess the student’s grade based upon the hearing source’s finding.

Students accused of academic misconduct have a right to due process. The due process procedure at Austin Peay State University is detailed in the [Student Code of Conduct Code of Student Conduct](#) and, at a minimum, requires:

1. Notice to the student in writing of the conduct violation;
2. Notice to the student of the time, date, and place of the hearing allowing a reasonable time for preparation;
3. The right of a student to present his or her case;
4. The right of a student to be accompanied by an advisor;
5. The right of a student to call witnesses and to confront witnesses against the student;
6. The right to be advised of the method and time limitations for appeal.

For specific instructions on filing an academic misconduct complaint, refer to APSU Policy 3:005.

Disruptive behavior in the classroom may be defined **as**, 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 tablets, cell phones, laptop computers, games, mP3 players, etc.**).

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\* <https://apsu.policytech.com/docview/?docid=120&public=true>

If the faculty member feels that temporary 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 complaint forms are available online through the [Office of Community Care and Standards](#) Student Affairs. Permanent exclusion can only be implemented through appropriate due process procedures and in consultation with the Office of Student Affairs Community Care and Standards. The Office of Student Affairs has also developed a [Faculty Resource Guide for Disruptive Students](#). Additionally, University personnel meet routinely as part of the Behavioral Intervention Team (BIT) to discuss students of concern. Should you have a student who exhibits behavior that you find disturbing or of concern, please contact the [Dean of Students Office of Community Care and Standards](#) to assist with intervention efforts.

Class attendance and punctuality requirements are contracted between the faculty and the students through specific expectations for attendance, 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 Community Care and Standards](#) 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. The [Dean of Students Office of Community Care and Standards](#) frequently makes contact with faculty in emergencies regarding student attendance.

### **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. [In some instances, University operations may continue via remote operations.](#)

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.

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\* <https://www.apsu.edu/student-affairs/campus-engagement/community-care-standards/index.php>

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

For comprehensive information about weather-related closings, please visit <https://www.apsu.edu/emergency-management/weather.php>

### Media Sources for "Closing Information"

A delay in opening or a closing after an overnight storm will be announced by an alert posting at <http://www.apsu.edu>, through APSU Alert text messaging system, email, and area radio and television stations. Multiple sources are used in the event of outages in extreme situations.

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 Provost and Vice President for Academic Affairs, 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.

Media sources 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 campus e-mail for detailed information. For immediate notification, sign up for APSU Alert at <https://www.apsu.edu/student-affairs/weather-related-closings-and-information> <https://www.apsu.edu/emergency-management/emergency-notifications/rave-guardian.php> APSU Alert, powered by RAVE Mobile Safety, provides text messaging, e-mail messages, social media and other messaging forms to subscribers. APSU Alert is the official messaging system used by the University for emergency communication.

\* <https://www.apsu.edu/student-affairs/campus-engagement/community-care-standards/index.php>



# FELIX G. WOODWARD LIBRARY

## Library Resources

Library information and services may be accessed 24 hours a day, seven days a week, through the [Library's website](#)<sup>\*</sup>. In addition to *PeaySearch*, the Library's online discovery tool, the Library provides access to more than 300 [databases](#)<sup>†</sup> and over 800,000 e-books and 70,000 electronic journals. The Library offers a variety of [collections](#)<sup>‡</sup> to support academic, research, and leisure, including the General Book Collection, Juvenile Collection, University Archives & Special Collections (UASC), Popular Reading and Video Collections, and a Lendable Objects Library. Additionally, the Library provides access to government publications, microforms, and audiovisual materials.

The main floor of the Library features a [Makerspace](#)<sup>§</sup>, equipped with advanced technology such as 3D printers, laser engravers, CNC machines, vinyl cutters, sewing and embroidery machines, and VR headsets. The Makerspace offers hands-on opportunities for learning and project development and serves as a collaborative environment where users can explore, design, and create.

## Subject Librarians

Each academic department assigns a faculty representative to the Library, and the Library designates a subject librarian to specific departments and areas of study. [Subject librarians](#)<sup>\*\*</sup> assist in library collection development, provide instruction, and serve as a crucial bridge between the Library's resources and the University community.

## Library Instruction

The Library offers a comprehensive [Research and Instruction](#)<sup>††</sup> program designed to equip students with the information literacy skills necessary to navigate the expanding and increasingly complex information landscape. Instruction begins in courses such as UNIV 1000 – *University Success*, establishing a foundation that is built upon throughout the students' college experience. Instruction sessions are developed to align objectives with the Association of College & Research Libraries' (ACRL) *Framework for Information Literacy for Higher Education* and customized based on specific course assignments, ensuring relevance and effectiveness. Topics may include: developing effective search strategies; utilizing appropriate tools for efficient information retrieval; understanding the process of information creation; and evaluating sources to determine their credibility and relevance. Each instructional experience builds upon previous lessons, guiding students toward becoming proficient users of information within their chosen disciplines. This approach supports the Library's mission of connecting individuals with high-quality information, fostering a culture of inquiry and innovation.

## To Schedule Instruction Sessions

We strive to make library instruction a collaborative process between the librarian and professor to best meet the research needs of APSU students. Instruction will be tailored to course assignments and objectives. We offer in-person, online synchronous, and online asynchronous instruction modalities. Contact your subject librarian at least two weeks in advance to schedule an instruction session for your course.

<sup>\*</sup><https://library.apsu.edu/>

<sup>†</sup><https://libguides.apsu.edu/az.php>

<sup>‡</sup><https://library.apsu.edu/collections/>

<sup>§</sup><https://library.apsu.edu/services/makerspace/>

<sup>\*\*</sup><https://library.apsu.edu/about/subjectlibrarians.html>

<sup>††</sup><https://library.apsu.edu/services/instruction/>

## Library Collection Development

Building a strong library collection is a collaborative process between departmental faculty and the faculty librarians. Working with librarians, faculty members establish criteria for purchasing books and other materials for the Library's collection. The Library honors as many requests as possible based on curricular and research needs, as well as the Library's budget. Reasons for the Library not purchasing a requested item include: the Library already owns the item; the item is no longer available; the item is not within the Library's [Materials Selection Guidelines](#)<sup>\*</sup>; or the Library does not have adequate funds for the purchase. Please note that the Library does not purchase textbooks or faculty publications that do not meet academic collection standards.

## To Request Library Materials for the Collection

You may request library books and media items by submitting the citation information to your faculty representative or your subject librarian. Note that the preferred audiovisual formats are DVD and streaming media, and the Library no longer acquires videocassettes. If you have questions about ordering materials, please contact your subject librarian.

## To Aid Processing Requests for Library Materials

The following will facilitate the ordering process:

1. verify the item is NOT already owned by the Library by searching [PeaySearch](#)<sup>\*</sup>;
2. confirm your citation information (title, author, ISBN, cost, etc.) by searching Amazon, Barnes & Noble, or a publisher's catalog or website. If you have a request that is urgent, please contact the Coordinator of Resource Management (x7611).

## Interlibrary Loan

[Interlibrary Loan \(ILL\)](#)<sup>†</sup> 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 APSU students, faculty, staff, and alumni may place interlibrary loan requests free of charge. The person making the request is responsible for materials borrowed in their name. Because lending libraries charge a fee for the late return of materials, a fine of \$1.00 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 of locating items, the location of the lending library, and the speed of delivery. You must set up an account in the Library's online ILL system to place a request, check the status of a request, or cancel a request.

## To Borrow Library Materials

You may [borrow](#)<sup>‡</sup> Library materials at the Circulation Desk on the main floor of the Library. Faculty members may check books out for 180 days; the loan period varies for other materials. You may authorize a registered borrower (e.g., a departmental student assistant) as a proxy to check out materials in your name. To designate a proxy, contact the Access Services Unit (x7346). Please note that all faculty members are required to return materials once a year in the spring for an annual inventory.

## Reserve Collection

The Reserve Collection, located at the Circulation Desk, is a temporary collection that supports the APSU teaching programs, and also contains items that have greater circulation restrictions than materials in the Library's other collections. A major focus of the Reserve Collection is course-related materials placed on reserve by individual members of the teaching faculty. You may request that books or videos from the Library's collections be

placed on reserve for a specific course, and may also request to place personal copies on course-related reserve. Please bring any items you want to place on reserve to the Circulation Desk. For each course, you will need to complete a [Reserve Request Form](#)<sup>\*</sup>. Please note that the Library does not place materials on electronic reserve, as faculty may use the University's course management system for this purpose.

### **Copyright Guidelines**

Before requesting an item be added to the Reserve Collection, please review the Copyright Guidelines in the [Reserve Policy](#)<sup>†</sup>. These guidelines ensure compliance with fair use and copyright laws.

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

Materials placed in the University's course management system or another website or server, must comply with copyright law. APSU faculty members are responsible for complying with copyright law and, if necessary, securing copyright permission for materials placed on electronic reserve forums.

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<sup>\*</sup><https://library.apsu.edu/about/policies/selection.html>

<sup>\*</sup>[https://apsu.primo.exlibrisgroup.com/discovery/search?vid=01APSU\\_INST:01APSU](https://apsu.primo.exlibrisgroup.com/discovery/search?vid=01APSU_INST:01APSU)

<sup>†</sup><https://library.apsu.edu/services/ill.html>

<sup>‡</sup><https://library.apsu.edu/services/for/faculty.html>

<sup>\*</sup><https://library.apsu.edu/services/forms/reserves.php>

<sup>†</sup><https://library.apsu.edu/about/policies/reserve.html>

# ACADEMIC SUPPORT AND SERVICES

## Learning Resources

The Learning Resource Center focuses on enhancing student success at Austin Peay State University. Initiatives include the Learning Resource Center, Academic Advising, Academic Alert, and other related activities.

### Learning Resource Center\* The Center for Academic Support & Enrichment (CASE)

The Center for Academic Support & Enrichment (CASE) Learning Resource Center supports student success by providing peer tutoring, student success workshops, and a Writing Center at no additional cost to the student. Peer tutoring is offered for most core classes, other lower-division courses, and selected upper-division courses. Peer tutoring is not offered for graduate courses. Students who wish to serve as peer tutors must have an earned cumulative 3.0 GPA, and be recommended by at least one faculty member in the discipline in order to qualify as a peer tutor. Faculty should encourage their most academically strong students to apply for tutoring positions. **Structured Learning Assistance is provided to address academic deficiencies and to support students enrolled in highly rigorous courses. SLA workshops are student led. The student leaders must have a 3.0 GPA and be recommended by faculty who teach the SLA supported courses. All students pay a small fee per credit hour to cover the cost of SLA supported courses. Faculty can expect to receive e-mailed reference requests for students applying to become tutors or SLA leaders.**

The Center's CASE's workshops are based on requests from faculty members and the students' perceived needs. The Writing Center offers in-person and on-line online support for APSU students for any paper they write for any class in which they are enrolled in. The students who work in the Writing Center are prepared to review papers in MLA, APA, or Chicago style. Students can use the Turnitin system through D2L the LMS by registering for the "Writing Center Paper Submission" course in D2L.

Faculty may request support from the Learning Resource Center, provide feedback on services provided, or request information about the support provided to their students by using the forms provided at <https://apsu.edu/lrc/form/>.

## Nottingham Bill

On July 1, 2004, APSU joined other state colleges and universities in implementing the "Robert 'Robbie' Nottingham Campus Crime Scene Investigation Act of 2004," which Gov. Phil Bredesen signed into law on in April 2004. The bill requires all APSU faculty and staff to report any medically unattended deaths or allegations of rape that occur on campus.

In addition, the campus police chief must immediately notify the Clarksville Police Department if a medically unattended death occurs on APSU property or if there is an allegation of any degree of rape (i.e., rape, aggravated rape, statutory rape) at the institution, unless prohibited by federal law. Both agencies are required to participate in a joint investigation of the reported incident. In the case of a medically unattended death, the CPD will lead the investigation. In the case of an alleged rape, campus police will lead the investigation.

The only persons exempted from the requirement to report allegations of rape are licensed counselors, licensed medical professionals and members of the clergy who have received reports of such allegations while performing as University employees.

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\* <https://apsu.edu/lrc/index.php>

## **UNIV1000**

UNIV1000 is an interdisciplinary course that provides students with a foundation for success. Emphasis is placed on student engagement, support services, library literacy, financial literacy, and academic planning. This course is required for all **of the** first-time freshmen and students who enter APSU with fewer than 12 hours earned in a college/university setting after high school graduation (dual-enrolled/Middle College, developmental course credits, AP tests, and military credits do not count), but recommended for all new students. Students must register and remain enrolled in **APSU UNIV 1000** until a grade of “C” is attained.

## **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.

## **Governors Orientation (GO)**

During the summer, students visit campus for a one-day or two-day event that includes a brief orientation to campus, academic advising, and registration.

## **Bookstore**

APSU holds an exclusive agreement with Barnes & Noble College Booksellers, LLC, designated as our University’s exclusive on-campus, off-campus, online/e-commerce, and distance education provider for all course materials and supplies. **All university employees, departments, and organizations may not market on behalf of or refer our students to outside vendors, including directing students to only purchase through the publisher.** **No University employees, departments, or organizations may market on behalf of or refer our students to outside vendors, including directing students to purchase only through the publisher.** The Bookstore contract, C-18-0031, is valid July 1, 2017 to June 30, 2027.

**Store Locations:** The Clarksville campus bookstore is located at 328 College Street, Clarksville, TN 37040. The Fort Campbell bookstore is located in the Fort Campbell Educational Center, room 1115.

**Store Hours:** Store hours are available on the bookstore website <https://apsu.edu/bookstore/>.

**Course Materials:** The bookstore textbook manager will start requesting adoptions by mid-October for the spring semester and mid-March for summer and fall semesters. Faculty may submit their course requirements to the bookstore, indicating author, title, ISBN, publisher, etc., electronically via the [requisition site](#).\*

The bookstore is required to provide information to faculty and departmental requisitions on the status of orders of materials for their respective courses, including items discovered to be unavailable, delayed in delivery, available in new editions, etc.

The bookstore also offers OER-based courseware.

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

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\* <https://aip.bncollege.com/app/>

### Other General Information:

The Higher Education Opportunity Act (HEOA) specifies the need for easy access to course material information, which the campus bookstore will provide through the bookstore website ([apsubookstore.com](http://apsubookstore.com)) and Registration Integration (student concise schedule).

Students can use their financial aid credit and VA benefits to get their course materials at the bookstore, (by the first week in August for the fall semester and the first week in December for the spring semester).

The bookstore will collect and compile all course material information and share this information on their bookstore website, textbook store shelves, or, upon request, on behalf of the University to include the ISBN and cost to the students for purchase or rentals (printed, custom, or digital format).

With proper identification, University faculty and staff receive a 20% discount on all authorized departmental purchases except adopted textbooks, special orders, sale books, class and alumni rings, computer software, periodicals, discounted merchandise, computer hardware, health and beauty aids, food snacks, and beverages.

### Bookstore Contact Information:

Contact Bookstore representatives at [apsubookstore@apsu.edu](mailto:apsubookstore@apsu.edu) or (931) 221-6705.

### Career Services Success Center

The Career Success Center Office of Career Services functions as a centralized unit providing career development, job search tools, and opportunities to help support student success, as well as offer support to all academic departments and colleges at Austin Peay State University. Our programs and services are designed to complement and enhance the operations of the Division of Student Affairs and APSU operations. More information can be found at <https://www.apsu.edu/careers/index.php>. The Center Career Services provides resume templates for all colleges that will pass applicant tracking and ranking software (<https://www.apsu.edu/careers/resources/resumes.php>) and specific tips to help prepare them students for the job or internship search process.

To collaborate with the Career Success Center Services teaching assistants, faculty, or staff instructors can call 931-221- 6544 or e-mail [careerservices@apsu.edu](mailto:careerservices@apsu.edu).

### Health and Counseling Center Counseling & Health Services

The Health and Counseling Center Counseling & Health Services\* is located in the Ard Building at 524 College Street, on the corner of College Street and University Avenue. The Center's core mission is to help Austin Peay State University students realize their fullest potential and achieve academic success and by expertly addressing their acute health and mental health needs. The staff is available to provide presentations on various topics, including stress management, physical and mental well-being, and bystander training to your classes. To request a presentation, please complete the Student Wellness and Prevention programming form† It consists of two departments: **Boyd Health Services and Student Counseling Services.**

\* <https://www.apsu.edu/health-and-counseling/>

† <https://www.apsu.edu/wellness/>

## **Boyd Health Services**

Boyd Health Services facilitates optimal health outcomes for students by delivering high-quality primary care services. Staff assist **to** currently enrolled students, staff, and faculty on a walk-in basis.

### **Services**

- Acute and chronic illness care, including mental health visits
- Injury and wound care
- **Health screenings and education**
- Allergy injections and immunizations (MMR, meningitis, Influenza clinics, etc.)
- Medication – Prescription and nonprescription
- Family planning (birth control, pap screenings, STD checks)
- Additional medical testing as needed (COVID-19, etc.)

### **Hours of operation**

Boyd Health Services is open on an appointment and walk-in basis, Monday through Friday from 7:00 a.m. - 12:00 noon and 1:00 p.m. - 4:30 p.m. (with the exception of Thursday afternoon from 12:00 noon - 4:30 p.m., which will be designated for administrative time). In the months of June and July, hours are Monday - Friday from 7:00 a.m. - 12:00 noon and 1:00 p.m. - 3:30 p.m. (with the exception of Thursday afternoons from 12:00 noon - 3:30 p.m. which will be designated for administrative time).

### **Costs**

Students are not charged to see a provider for routine illness visits. Faculty and staff pay a \$15 access fee per visit. The patients' APSU account will be billed for any pharmacy or lab tests. If patients desire to use an off-campus lab or pharmacy, our providers can write the order or prescription for the patient. We do not file insurance claims.

### **Confidentiality**

All visits are confidential.

### **Providers**

Certified nurse practitioners, certified medical assistants, consulting physicians, and a pharmacist provide healthcare.

Phone: 221-7107    Web: [www.apsu.edu/health-and-counseling](http://www.apsu.edu/health-and-counseling)

## **Student Counseling Services**

The office of Student Counseling Services (SCS) offers a range of services and opportunities dedicated to caring for our students' emotional and mental health needs. The department utilizes a brief therapy model and provides services to currently enrolled students on a short-term basis as needed. The most effective yet least resource-intensive intervention is offered first, **typically beginning with a service called Let's Talk, which is offered on a daily basis at various locations across campus.** Care is only stepped up to the next level with clinical evidence or prediction of student need. Some students needing services may receive consultations and/or referrals for more intensive and/or long-term assistance outside the center. To refer a student to counseling services:

- Call us at 931-221-6162;
- **Visit us during one of our virtual or on-site Let's Talk drop-in hours for a one-on-one consultation. You will find our Let's Talk schedule on our website.**
- Visit the [Faculty Resources](#) page on our website for more information on talking with and referring students in distress.

**Location**

Ard Building

524 College Street Clarksville, TN (On the corner of College St. and University Ave.)

**Office Hours**

Monday – Friday 8:00a.m. – 4:30p.m.

**Contact Information**

Phone: 931-221-6162 Website: [www.apsu.edu/health-and-counseling](http://www.apsu.edu/health-and-counseling)

**Individual Counseling**

Many students seek counseling for the following concerns:

- Adjustment to college;
- Depression;
- Anxiety;
- Relationship issues;
- Substance abuse;
- Sexuality and gender questions;
- Self-esteem;
- Military life;
- Deployment and/or re-entry stress;
- Trauma;
- Disordered eating;
- Social anxiety;
- Sport performance.

**Drop-in Counseling (Let's Talk)**

The Let's Talk program provides easy access to informal, brief, individual consultations with therapists from the APSU counseling center. SCS recognizes that students have busy schedules or may not be ready to commit to weekly counseling. There is no appointment necessary and services are free of charge.

*Let's Talk* sessions are held Monday through Friday at various sites around campus. Visits are first come, first served and the wait time to see the *Let's Talk* Counselor is typically only a matter of minutes.

A schedule of Let's Talk times and locations may be accessed by visiting our website, our social media accounts, or by calling the counseling center.

**Let's Connect**

SCS offers weekly sessions in a supportive space to learn about coping strategies, engage in meaningful discussions, and participate in mindfulness activities. Call to learn more.

**Group Counseling**

In-group counseling, students with common concerns can connect around a specific issue and hear from others who struggle with similar difficulties. With the guidance of trained counselors, students discuss their experiences and practice new ways of interacting and coping. Student Counseling Services offers a variety of groups as needed. We even offer some groups in the evenings! See our website or Facebook page for our group schedule.

## **Crisis and Emergencies**

During regular office hours, the SCS staff is available to assist students with immediate crisis concerns. Students experiencing crisis may walk into our center anytime between 8:00 a.m. - 4:30 p.m. For after-hours emergencies, students in crisis should call Campus Police at (931) 221-7786 or go to the nearest hospital emergency room.

## **Scheduling a Counseling Appointment**

Students seeking counseling may **take one of the following routes: Visit one of our Let's Talk Centers (Available by drop-in, Monday-Friday) C**all Student Counseling Services at (931) 221-6162.

## **Confidentiality**

Services are completely confidential within the limitations of the law. No personal information (including whether a student is a client) will be released without written permission from the student.

## **Alcohol and Other Drugs (AOD)**

The Counseling Center's Alcohol and Other Drugs (AOD) program offers assessment and feedback, individual and group education, and short-term counseling for those students seeking help for substance use issues. Students who violate Austin Peay's alcohol and drug-free policy are required to participate in AOD education sessions, while others come voluntarily.

## **Providers**

Licensed professional counselors, marriage and family therapists, social workers, and/or psychologists provide counseling. Master's and doctoral-level interns are also a part of our staff and may provide counseling under supervision by a licensed professional.

## **Dining Services**

APSU Dining Services provides various dining options for the campus community. Please visit the dining website at <https://govsdining.sodexomyway.com/en-us/> for a complete list of hours.

Various dining plans are offered to faculty and staff, which are added to the Govs ID Card. **Meal plans** can be purchased at the website above. The various meal plans include a 35- or a 10- meal plan. These plans carry over from semester to semester and year to year. You can purchase these plans online by clicking the "Buy Now!" buttons on the website, or stop by our office located in Room 216 in the Morgan University Center.

Sodexo serves small and large dinner parties, buffet dinners, cocktail parties, brunch, barbeques, and much more. For catering information, visit the AP Catering website at <https://www.dineoncampus.com/apsu/catering>

Feel free to call 931-221-7474 with any questions or comments you may have about APSU Dining.

## **Adult, Nontraditional & Transfer Student (ANTS) Center**

The Adult, Nontraditional and Transfer Student (ANTS) Center provides encouragement, engagement, and a convenient respite space for degree-seeking nontraditional and transfer students. This nontraditional population includes students who are unique from others because they assume multiple roles in addition to being a student. These include spouse, parent, caregiver, full-time worker, distance learner, veteran, and undergraduate student over the age of 24. The center also aims to help APSU's large and growing transfer population

transition into student life at APSU. Almost 30% of the university's undergraduate population are classified as transfer students. The ANTS Center creates programming that helps increase transfer student involvement while easing the stressors of changing institutions. The center is open Monday - Thursday, 8:00 a.m. to 6:00 p.m., and Fridays until 4:30 p.m. during the fall and spring semesters and 8:00 a.m. - 4:30 p.m. at all other times of the year. For more information, contact the ANTS Center via email [ANTSC@apsu.edu](mailto:ANTSC@apsu.edu) or visit the website at <http://www.apsu.edu/ants>.

### **Foy Fitness and Recreation Center/University Recreation**

The Foy Fitness and Recreation Center (the Foy) features a three-court multipurpose gymnasium, three racquetball courts, indoor walking track, climbing wall, a cycling studio, two multipurpose fitness studios, locker rooms and equipment desk, a functional fitness room and the Foy Center Pool which is open seasonally. Patrons can check out items such as basketballs, corn hole boards, racquetball racquets, rock climbing gear, and towels for free and bicycles for a small fee. The Drew Simmons Fitness area, which is housed within the Foy, is designed to provide a wide variety of physical fitness opportunities. It features a vast array of cardio machines, pin-selected cable and plate-loaded strength equipment, and a dedicated space for free weight exercises. The outdoor swimming pool provides lap lanes, water aerobics, swim lessons, and ample lounging space. Other outdoor venues managed by The Foy include the Intramural and Dunn playing fields and the new Outdoor Sand Volleyball Courts for beach volleyball play.

The Foy is open to students, faculty, staff, alumni, and community members and offers a variety of formal, informal, educational, competitive, and noncompetitive activities to meet and expand the interests of our diverse constituents. Our group fitness schedule includes dance, yoga, aerial, and general fitness classes for all abilities. For those looking for a more specialized fitness program, patrons can request sessions with a certified Personal Trainer and/or Private Swim Lesson Instructor. University Recreation is proud to offer adaptive resources at the Foy, and we strongly believe everyone should be able to participate in physical and recreational activities. Govs Outdoors (our Outdoor Adventure Recreation area) takes activities off-campus to state and regional locations, such as white-water rafting, kayaking, biking, hiking, rock climbing, skiing, and outdoor ethics training, and provides camping equipment rental to patrons who prefer independent ventures. The Jr. Govs Summer Camp offers a variety of activities during the summer. In the summer of 2018, the Foy began "G.O. Teens" (Govs Outdoor for Teens 12 to 16 years of age), offering outdoor adventures with activities such as indoor/outdoor climbing, a ROPES course, caving, canoeing, kayaking, and hiking. Additional information can be found on our website at [www.apsu.edu/recreation](http://www.apsu.edu/recreation) or by calling us at (931) 221-7564.

### **Newton Military Family Resource Student Center**

The **Newton Military Family Resource Student Center** assists veterans, active duty, reservists, National Guard members, retirees, ROTC students, and family members who attend the University with their transition from the military to college life. The center provides a computer lab, a lounge, and a dining area to allow students to either work on homework or to relax and unwind from the day surrounded by fellow like-minded students. The center offers programs throughout the academic year to address the unique challenges our student population faces. One such program is the Texts for Vets program; which relies on textbook donations to provide textbooks to students free of charge. The center also helps to resolve academic and personal issues for military-related students. The center works with a diverse population of students. In order to meet the needs of this diverse population, the center works closely with other campus offices – Disability Services, Financial Aid and Veterans Affairs, the Registrar's Office, Career Success Center, Student Counseling Services, VetSuccess On Campus, etc.

to ensure the students' needs are being met. The center is located at 426 College Street and is open Monday – Thursday from 8:00 a.m. – 5:00 p.m. and Friday from 8:00 a.m. – 4:30 p.m. Arrangements can also be made for other availability to meet students' needs.

### **Student Publications**

The Office of Student Publications is located in the Morgan University Center and can be contacted at 931-221-7376, or by email at [studentpublications@apsu.edu](mailto:studentpublications@apsu.edu). It produces Student Affairs publications, creates promotional and marketing material, provides web administrative support for the division, collaborates on other division department publications, and educates and advises the staff of the student-run newspaper, *The All State*. The coordinator is the division liaison with APSU Public Relations & Marketing and collaborates with departments across campus.

Through their experiences with Student Publications and *The All State*, students have opportunities to learn and employ various aspects of media, including journalism, print and web design, social media, writing, multimedia, photography, advertising, planning, budgeting, editing, teamwork, and leadership. *The All State* has received multiple national, regional, and state awards and has been the student newspaper at APSU since 1930.

### **Distance Education Support Desk**

The Distance Education Support Desk provides faculty, staff, and student support for resolving technical and instructional needs specifically related to the learning management system (LMS) platform and third-party instructional technology tools. More information about Distance Education support for faculty can be found at <https://www.apsu.edu/online/faculty/>.

### **Post Office**

The [University Post Office](#)\* is located in the Morgan University Center and can be contacted at 931-221-6161. Department hours are Monday - Friday, 7:30 a.m. to 4:00 p.m. Service window hours are Monday - Friday, 8:00 a.m. to 3:30 p.m. Mail pickup is Monday - Friday at 3:30 p.m. for all U.S. Postal Mail and next business morning for all pre-paid UPS, FedEx, and DHL. Faculty and staff can rent a campus PO Box for \$22.50 (six months) or \$40.00 (one year). Departments and campus organizations pay \$40.00 each fiscal year.

### **Self-Service Kiosk**

- USPS Click-n-Ship
- Prepaying for UPS, FedEx, and DHS shipping labels
- Printing return labels from Amazon, eBay, etc.
- Filling out custom forms for international mailings
- Submitting mail-forwarding requests

### **Printing Services**

Printing Services is a full-service print solution center for faculty, staff, and students located in the Woodward Library 124 (Lower level of Library or use entrance facing Archwood parking lot). Hours are Monday - Friday, 8:00 a.m. – 4:30 p.m. Information about services can be found at <https://www.apsu.edu/printing/products-and-services.php>. Quick copies or small digital print orders may be printed while you wait. For more information, call 931- 221-7187 or email [govs-print@apsu.edu](mailto:govs-print@apsu.edu).

\* [www.apsu.edu/auxiliaryservices/post-office/index.php](http://www.apsu.edu/auxiliaryservices/post-office/index.php)

### **GovsTech Technology Services**

Any questions regarding the University's computer hardware, software, telephones, mobile devices, network access, or multimedia equipment should be directed to the GovsTech Help Desk. The Help Desk is located in the Morgan University Center lobby and can be reached at 931-221-HELP (4357) or at [govstech@apsu.edu](mailto:govstech@apsu.edu) from 8:00 a.m. to 10:00 p.m. Monday - Thursday, 8:00 a.m. to 4:30 p.m. on Friday, and 2:00 p.m.-10:00 p.m. on Sunday.

Microsoft Office 365 is available to all employees via download on their home computers for work-related use as long as they are employed by the University.

The Technology Help Desk offers assistance with any University-purchased equipment, including computers, tablets, and other mobile devices, software installation, consulting, and training for classroom audio-visual equipment by appointment.

The Technology Help Desk can also assist all faculty and staff with account management issues as related to email, One Stop, Self Service, and wireless networking.

The Office of Information Technology's GovsTech portal provides a list of available services that can be requested from OIT by faculty and staff. You can submit a ticket if you have an issue with your University-issued or purchased technology. Faculty and staff can track their requests, make updates or inquiries, and interact with the assigned OIT staff member.

The Office of Information Technology How to Guides are a "self-help" tool that provides instructions on a variety of important topics. It includes step-by-step guides and articles available 24 hours a day, 7 days a week. The Knowledge Base will be updated continually. The Service Catalog and Knowledge Base can be accessed at <https://govstech.apsu.edu>.

All security breaches or incidents of malware, spyware, or spam should be reported to the Technology Help Desk immediately.

For additional information, please refer to the GovsTech portal page at <https://govstech.apsu.edu>

# BENEFITS

## **Benefits**

More information regarding benefits is available on the Human Resources website by clicking on the Benefits tab: <https://www.apsu.edu/human-resources/benefits/index.php>.

## **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 for insurance, to pay debts to the University, and to give to the University. Contact the Office of Human Resources for additional information. A 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 attempts to collect the debt have failed.

## **Insurance**

**Health:** Employees may participate in a plan authorized by the state of Tennessee. Refusal forms are required of any person who does not wish to 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 following 30 days of employment. Applications must be made during the first 30 days of employment. Faculty should be aware that after this 30-day period, enrollment must be based on a qualifying event or requested during the annual enrollment transfer period occurring in the fall of each year for an effective date of January 1 of the following calendar year. The health insurance plan also includes basic term life and basic special accident coverage. The amount of coverage and the premium increase as the employee's salary increases.

**Dental Insurance:** Dental insurance coverage is available through payroll deduction. Options are outlined here: <https://www.apsu.edu/human-resources/benefits/dental.php>.

**Vision Insurance:** Vision insurance is available through payroll deduction. Information on vision insurance is outlined here: <https://www.apsu.edu/human-resources/benefits/vision.php>.

**Flexible Benefits:** APSU offers three types of flexible spending accounts: a medical FSA, a limited purpose FSA, and a dependent care FSA. Information on these options is available here: <https://www.apsu.edu/human-resources/benefits/flexible.php>.

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\* <https://www.tn.gov/content/dam/tn/finance/fa-benefits/documents/spd2021.pdf>

## Term Life Insurance

*Optional Term Life Insurance* coverage is available for the employee, spouse, and eligible dependents. Information on this coverage is available here: <https://www.apsu.edu/human-resources/benefits/life.php>.

Long term disability coverage is available through Lincoln Financial. Short term disability coverage is available through MetLife.

## Disability Insurance

Long-term and short-term disability insurance is also available to full-time state higher education employees. Information is available here: <https://www.apsu.edu/human-resources/benefits/disability.php>

## Tuition Waivers

The Public Chapter 191, 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. Also, the Tuition Reimbursement Program is available after six months of employment and may be used for up to six credit hours per term at any accredited school, public or private. Guidelines for participation in these programs are available from the Office of Human Resources. The Spouse/Dependent Fee Waiver offers a student fee discount for undergraduate courses at any public higher education institution in the state Tennessee Board of Regents system, The University of Tennessee system or other State institutions of higher education to spouses or dependent children of employees of Austin Peay State University.

## 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 for employees hired prior to July 1, 2014.

Employees hired July 1, 2014, or later will be joining the Hybrid Retirement Plan. Both the employee and employer will contribute to the plan.

## 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 non-contributory service, and those who were employed on or after that date and have only non-contributory service. For the former, the state assumes contributions. Members leaving the employment of the state and having both contributory and non-contributory service may apply for a refund of the contributions in their account. Members whose total service is non-contributory are not eligible for refunds. Members joining TCRS on or after July 1, 1979, attain vested rights after five years of membership service. Members having both contributory and non-contributory service who have attained vested rights may leave their contributions in the system and retain membership. Non-contributory members who have not attained vested rights lose membership after seven years.

Employees hired July 1, 2014, or later and joining TCRS will be covered by the TCRS Hybrid

Pension Plan. This plan provides a combination of a defined benefit plan and a defined contribution plan with employee and employer contributions. The defined benefit portion is managed by TCRS, and the defined contribution portion will be deposited into the state's 401(K) plan. Employees will be required to contribute 5% of the salary to the defined benefit portion of the Hybrid Plan. The employer will contribute an amount equal to 4% of the salary to the defined benefit and 5% to the defined contribution. The employee may also contribute to the state's 401(k) plan, which offers a match.

### **Optional Retirement Program (ORP)**

The ORP became non-contributory 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. Participants may direct **direct** questions to the APSU HR Benefits Coordinator: <https://www.apsu.edu/human-resources/>. After five years of membership in the ORP, participants will receive a letter from TCRS offering a one-time opportunity to transfer to the TCRS by purchasing service credit.

Employees hired July 1, 2014, or later, and joining the Optional Retirement Program will be covered by the Hybrid Pension Plan. This plan provides a combination of employee contributions and employer contributions. Employees will be required to contribute 5% of the salary; the employer will contribute an amount equal to 9% of the salary. The fund is managed depending on which company or companies the employee chooses. The employee may also contribute to the state's 401(k) plan, which offers a match.

# TRAVEL AND REIMBURSEMENT

## Personal Automobile

If an employee uses a personally owned vehicle in the performance of official duties, reimbursement for business mileage will be at the rate provided in the Travel Reimbursement Schedule. **Point-to-point mileage is calculated using the website <https://randmcnally.com/>.** Please use Google Maps or an equivalent tool to calculate the mileage for your trip.

## Lodging

The maximum in-state lodging allowance is specified in the Addendum to [APSU Policy 4:015](#).<sup>\*</sup> 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 website](#)<sup>†</sup> [Web site](#).

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.

## Registration Fees

Registration fees for approved conferences, conventions, seminars, meetings, etc., will be allowed, including **the** 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 **can be prepaid with a payment authorization done through procurement or with a corporate credit card payment.** **may be prepaid if they are submitted to the Business Office with an approved [Authorization of Travel](#) form<sup>‡</sup> with the "Request for Advanced Registration Payment" (bottom portion) completed and the registration forms attached.** Travel forms and FAQs are available on the [Accounting Services website](#).<sup>§</sup>

## 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 expenses. Reimbursements for official travel will be direct deposited **only when the employee has updated their banking for Accounts Payable**. An email will be sent to you on the day the payment is sent. 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.

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\* <https://apsu.policytech.com/docview/?docid=129&public=true>

† [https://www.gsa.gov/travel/plan-book/per-diem-rates?utm\\_source=OCM&utm\\_medium=print-radio&utm\\_term=HP\\_01\\_Requested\\_perdiem&utm\\_campaign=shortcuts](https://www.gsa.gov/travel/plan-book/per-diem-rates?utm_source=OCM&utm_medium=print-radio&utm_term=HP_01_Requested_perdiem&utm_campaign=shortcuts)

§ <https://www.apsu.edu/accounting-services/accounts-payable/travel.php#Travel%20Forms>

# COURSE SYLLABUS

## Definition and Purpose

The course syllabus functions to communicate expectations to students. It serves to inform, guide, and remind the student about the course expectations. The syllabus documents instructor intentions about course goals and organization and sets the tone for the course.

In addition, the requirements for students and the mission and standards of the department, University, and accrediting agencies should be reflected in the syllabus. **Departments are required to store a copy of each ADA compliant course syllabus every semester for national accreditation and program course reviews.** Make sure to check with your mentor or Chair to ensure that college or program-specific information is appropriately included.

## Common Syllabus Template

All syllabi will be created through a web-based common syllabus platform. These syllabi are templated with certain required information and automatically meet accessibility requirements.

## Accessible Electronic Syllabus

Faculty should ensure that electronic or digital syllabi adhere to accessible document guidelines. Distance Education and the Office of Disability Services provide training related to developing accessible course syllabi.

## Contents of a Common Course Syllabus

### I. Required Minimum

- (1) Faculty contact information and office hours [mentoring time]
- (2) Course Designations
  - Numbers, Title, Credit Hours, Semester and Year, Instructor's Name, Office Hours, Office Number, Phone, and Email Address
  - These components will automatically import to the syllabus from the Student Information System.
- (3) Course Description and Prerequisites (as indicated in the Bulletin)
  - This is included automatically on all syllabi.
- (4) Course Objectives
- (5) Student Learning Outcomes (SLOs)
  - See the [Institutional Effectiveness website](https://www.apsu.edu/institutional-effectiveness/workshop_resources.php)\* for an SLO primer and other resources.
- (6) Content Outline
- (6) Required Learning Resources or Textbook Course Materials
  - To include minimum technology requirements
- (7) Course Requirements
  - Test(s), Reading Lists, Visual Aids, Computer Laboratories, Field Trips, etc.
- (8) Basis and Methods for Grading
  - 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.*
- (9) Course Policies and Expectations
  - Attendance Policy

\* [https://www.apsu.edu/institutional-effectiveness/workshop\\_resources.php](https://www.apsu.edu/institutional-effectiveness/workshop_resources.php)

- Setting attendance requirements is the prerogative of the individual faculty member. However, you must state your attendance policy and related consequences of violating the attendance policy (e.g., its effect on the student's grade) in the syllabus. See [Policy 2:041<sup>†</sup>](#) for [University Excused Absences](#).
  - Other policies and expectations as deemed necessary
- (10) Course Schedule
- (11) Institutional Policies
  - Various institutional policy statements are included automatically on each syllabus. These include, but are not limited to, a Students with Disabilities statement, links to the policies on minors on campus and service animals in the classroom, and a statement on academic misconduct.
- (12) Disability Policy
  - Disability Services provides [three example statements<sup>‡</sup>](#) for faculty to include on course syllabi. Choose one of these statements to include on your syllabi.
- (13) Policy on Minors
 

*Please include the following statement: Minors accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.*
- (14) Service Animals in the Classroom
  - Consult [Policy 3:007 Animals on Campus<sup>\\*</sup>](#) for appropriate situations allowing service animals in the classroom.
- (15) 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<sup>†</sup>](#) in the new [Student Handbook<sup>‡</sup>](#) for an understanding of what will be expected of them within the academic setting. [APSU Policy 3:005 Student Academic and Classroom Misconduct<sup>§</sup>](#) will be followed in reporting any suspected cases of academic misconduct.
- (16) 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.*
- (17) (12) **Caveat**
  - A statement **should is automatically be** included clarifying that the syllabus is not a contract and that circumstances may require that the stated requirements could change.
- (18) Minimum Technology Requirements
  - Syllabus documents for courses should provide minimum technology requirements related to required hardware, software, online proctoring or instructional technology. In addition, the syllabus should provide clear instructions for students on how they may obtain, install or use instructional technology.

<sup>†</sup> <https://apsu.policytech.com/docview/?docid=100&public=true>

## II. Optional

- (1) Educational Philosophy
- (2) Expanded 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, no smoking, guests, etc.)

# ACADEMIC ADVISEMENT

## Academic Advising Syllabus

- Advisor:** E-mailed to student by Registrar before priority registration. If no advisor is assigned, the student needs to contact the department of her or his major to have an advisor assigned.
- Office Location:** Determined by student after receiving assignment (UNIV 1000)
- Office Hours:** As an advising assignment, student will go to the office and copy the posted office hours (UNIV 1000) and/or communicate with their assigned Academic Advisor through AP Navigate

**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 advisors is to help students clarify goals, career options, courses of study, program requirements, and educational needs, and identify University resources *that support the academic goals*. While in the final analysis, academic choices rest with the student, faculty advisors 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 advisor, 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 advisors are partners in meeting the essential learning outcomes that support student success. The partnership requires the participation and involvement of both the advisor and the student and spans the student's entire educational experience at Austin Peay. In this partnership, both the advisor and the advisee have well-defined responsibilities.

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

You can expect me as your advisor 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 Advisor 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 advisor 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 advisor 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 an advising portfolio that enables you to access them when needed
- Complete all assignments or recommendations from your advisor
- Gather all relevant decision-making information

- Clarify personal values and goals and provide advisor 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 advisor to accurately measure and document that 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 advisor will develop together to demonstrate your achievement of these outcomes.

### **Legal Implications for Academic Advising**

Within the advising scenario, students expect that their advisors 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 advisors to refrain from injuring the student's character, name or reputation through the dissemination of false or malicious statements. 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.

Where advisors communicate defamatory statements orally or in writing to a third party, the injured party may seek redress through the courts. Advisors' 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 advisors 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 their consent except for legitimate internal use of the institution or other state or federal agencies that are authorized to use such record information. Institutional faculty and staff who have a legitimate interest in the record as a means of carrying out their assigned responsibilities may observe such records. Concern for the student's right to privacy is crucial in settings where other students function as peer advisors.

Excerpts from "Some Legal Implications in Academic Advising"

# AUSTIN PEAY CENTER at FORT CAMPBELL

## The Austin Peay Center at Fort Campbell

### **Classrooms**

Classrooms are mainly located in the SSG Glenn H. English Jr. Army Education Center (AEC) at Building 202 Bastogne Ave. and the Austin Peay Education Facility (APC@FC) at Building 203, Bastogne Ave., although some technical courses may be offered in other buildings on post. Faculty offices are located either in 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. 202 that are available for adjunct faculty on a daily basis. Classroom assignments are posted on the APSU bulletin boards and TVs 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. Full-time Fort Campbell Center faculty have mailboxes in AP Building 203 and the Army Education Center. Faculty should check mailboxes at least once per week for important announcements.

### **Class Rolls**

Classes are 7 ½ weeks in length and usually meet twice per week, either Monday/Wednesday or Tuesday/Thursday, for 2-1/2 hours per session for 15 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**

The Army Education Division requires a record of student attendance. 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 APC@FC or telephone 221-1400 to determine why they are not on the class roster.

### **Student Evaluations of Courses**

At the end of the semester, students will have the opportunity to complete a course evaluation with limited exception for independent studies and other courses with one enrollee. Web-based evaluations are to be completed while the instructor is out of the classroom and may be completed in the classroom or at the students' convenience. Any course for which evaluations are completed, must be included within a faculty member's e-dossier for retention, tenure and promotion actions.

### **Copying Capabilities**

A copier is available for instructors from 8 a.m. to 3:45 p.m. Monday through Friday in the Learning Resource Center (LRC), 2nd floor, of the Army Education Center. The LRC is closed on Saturday. The copier in the faculty workroom of Bldg. 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. For assistance with using the copier or other technical problems, go to the Austin Peay Office 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 or large screen display monitor, computer, SmartBoard, VCR/DVD and document camera.

### **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 Services**

Librarians from the Felix Woodward Library\* are at the Austin Peay Center at Fort Campbell two days per week to offer research assistance, including conducting research consultations and teaching information literacy instruction sessions. In addition, they can provide courier services for Library materials that faculty would like to be delivered to the Center. All of the Library's online resources are available 24/7 via the Library's website, regardless of the user's location.

### **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 8 a.m. to 3:45 p.m. Monday through Friday. It is closed on Saturday. Instructors will not take their classes into the LRC for instructional purposes.

### **Austin Peay Center at Fort Campbell (APCFC)**

The Austin Peay Center at Fort Campbell (APCFC)\* is under the direction of the University's Military and Veterans Affairs Unit. Teaching at the APCFC is both mission-driven and impact-focused. Your presence as a faculty member directly supports educational attainment, career mobility, and lifelong learning within the military-connected community, including active-duty service members and veterans, their spouses and children, and civilians who work at Fort Campbell. Faculty should be prepared for a compressed, highly structured academic environment where clear communication, consistent LMS organization, and flexibility within policy boundaries are essential to student success. Because many students are adult learners with significant

professional experience, instruction is most effective when it is structured, relevant, and respectful of prior knowledge.

The APCFC team, administrative staff, and the library exist to assist you in navigating logistical procedures, classroom technology, and military-specific considerations. The administrative support office is located in Room 140 of the SSG Glenn H. English Jr. Army Education Center (AEC), Building 202 on Bastogne Avenue.

### **Gate Access and Credentials**

Faculty teaching at the APCFC must obtain a visitor pass, and a security vetting process will be completed prior to issuance. Email the [APCFC](#) with your full name, driver's license number, state of issue, contact phone number, and the reason for your request. The process may take up to one week. Passes are valid for one year and must be renewed annually. Plan ahead to avoid expiration, as an expired ID requires a stop at the Welcome Center (Gate 4) to obtain a day-pass for each visit. In addition, faculty must maintain valid vehicle registration and license tags for the vehicle used to access Fort Campbell

### **Class Schedules**

The APCFC class schedule is designed to be flexible for faculty and students, offering in-person, hybrid, and online classes. Course terms are 7 ½ weeks in length. Traditional in-person classes usually meet twice per week (either Monday/Wednesday or Tuesday/Thursday), for 2-1/2 hours per session, for a total of 15 class meetings. Hybrid classes usually meet once per week, with the rest of the coursework online.

### **Classrooms**

Classes are held in two locations:

- SSG Glenn H. English Jr. Army Education Center (AEC), Building 202 on Bastogne Avenue, open from 7:30 am until 10:00 pm. [The building is locked manually by staff.]
  - Also houses the
    - Culinary Arts Program
    - Engineering Technology Program (ENGT)
    - Educational Opportunity Center (EOC)
- Austin Peay Center at Fort Campbell (APCFC), Building 203 on Bastogne Avenue, open from 8:00 am until 8:00 pm. [The building is locked remotely by the APSU campus police. However, building access can be granted via your APSU employee ID.]
  - Also houses the
    - Institute for National Security and Military Studies
    - Green to Gold Program

Occasionally, technical courses may meet in other buildings on post. The Aviation program holds classes at the APCFC and at Outlaw Field, located at 200 Airport Road, Clarksville, Tennessee, 37042.

### **Technology and Audio-Visual Classrooms**

Classrooms are equipped with integrated audio-visual technology to support interactive and active learning. These spaces allow for multimedia integration, presentations, and flexible instructional delivery. Faculty are encouraged to use these tools to enhance engagement and collaboration.

### **Computer Labs**

A computer lab is available for classroom instruction in the APCFC, Room 102. To reserve the space, email the [APCFC](#) with your full name, course name and number, and the requested date and time. APSU also offers computer labs in the Army Education Center (AEC) rooms

247 and 1109. Reservations may be made using the same process as above. The Army Education Center (AEC) also houses the Learning Resource Center (LRC). The LRC is open Monday through Friday, 8:00 a.m. to 3:45 p.m., but is closed on weekends. This space may not be used for classroom instruction.

### **Printing, Copying, and Scanning Services**

Copiers and scanning services for faculty are available in the Army Education Center's Support Office (Room 140) Monday through Friday, 8:00 a.m. to 3:45 p.m. In the APCFC, the faculty workroom copier is available Monday through Friday during building hours or via APSU employee ID access to the building.

### **Food and Drink Policies**

Food and drinks are generally allowed in classrooms unless otherwise stated by the instructor. However, food and drinks are **not allowed** in:

- Computer labs
- STEM labs
  - BIOL 2010/2011
  - BIOL 2020/2021
  - BIOL 2300/2301
- ENGT labs
- Culinary Arts labs

### **Library Services**

A librarian from the Felix G. Woodward Library is assigned to the Austin Peay Center at Fort Campbell to provide research support, including individual consultations and information literacy instruction upon request. Students, staff, and faculty also have access to the Makerspace and satellite library located in Building 203. In addition, all library online resources are available 24/7 through the [library's website](#)<sup>†</sup>, regardless of location.

### **Support**

The APCFC team includes:

- Executive Director
- Director of Operations
- Director of Military Academic Advising
- Coordinator of Military Academic Advising
- Academic Advisor (Military)
- Administrative Assistant II
- Custodial staff

The APCFC serves as a one-stop shop for:

- Admissions
- Student success services (advising, transfer evaluations, registration, major changes)
- Tuition Assistance
- Financial Aid
- VA benefits
- Graduation support

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\* <https://library.apsu.edu>

† <https://www.apsu.edu/mva/apfc/index.php>

# DISTANCE EDUCATION

## Distance Education

### **Our Mission**

The mission of Distance Education at Austin Peay State University is to empower faculty and students to effectively employ emerging technologies and research-based teaching practices to facilitate greater access to high-quality and flexible higher education pathways.

### **Our Vision**

Cultivate and inspire innovative teaching and learning in distance education through effective implementation of emerging technologies and research-based teaching practices.

### **Services**

Distance Education offers a variety of services including:

- Course development
- Closed captioning services
- Distance Education Support Desk
- Faculty development training
- Innovative approaches to content delivery
- Multimedia resources
- One-on-one LMS help sessions
- Online student assistance
- Online proctoring services
- Technology integration into online courses

### **Online Programs**

Active APSU online degree programs can be found on the [Distance Education website](#).\*

### **Distance Education Communication**

Distance Education communicates with faculty and staff through various social media websites such as Twitter (@APSUDistanceEd) and Facebook (APSU Distance Education). Additionally, Distance Education highlights online faculty and technology once a month in our faculty newsletter. An archive of our faculty newsletters is available on our website. Lastly, a list of resources for APSU online faculty is [on the Distance Education website](#).<sup>†</sup> Please email [online@apsu.edu](mailto:online@apsu.edu) concerning questions regarding faculty resources and online programs.

### **Online Course Committee**

The committee is responsible for promoting distance education initiatives that directly support the institution's mission, values, and strategic objectives. The committee will be responsible for developing research-centered best practices, policies, and procedures that promote quality online/hybrid teaching and learning. It will examine institutional support mechanisms to ensure online/hybrid students have adequate and equitable access to services. It will advise the distance education staff on how to continuously improve online/hybrid faculty support and training. The committee will evaluate and recommend emerging technologies and technological infrastructure that support student learning in online/hybrid courses, and will establish and monitor processes for the assessment of online learning

\* <https://www.apsu.edu/online/prospective-students/online-programs>

† <http://www.apsu.edu/online/faculty/>

effectiveness. To review current membership of the online course committee please visit the [committee website](#).\*

### **Learning Management System**

All APSU courses have corresponding online course shells. The current LMS is Desire2Learn (D2L). Distance Education provides LMS training and resources for faculty to update and add material to these course shells: <https://www.apsu.edu/online/technology/>.

Faculty must post ADA-compliant syllabi for all classes (face-to-face, hybrid, online) in their corresponding D2L course shells to comply with federal law (<https://www.section508.gov>)

Faculty are strongly encouraged to use the LMS gradebook or a gradebook approved at the Departmental level for all classes, regardless of modality. If the faculty member does not use the LMS gradebook, the faculty will insert a link to the publisher/provider's system into LMS so that students can view it to track their own progress. If a situation occurred that required another instructor or department chair to become the instructor of record in a particular course (s), the student's grades would be readily available.

Faculty are encouraged to consider using the LMS calendar where appropriate for face-to-face, hybrid, and online classes.

Additional course materials may also be placed within the LMS shell to provide students with easy access to these resources.

### **Distance Education Support Desk**

The Distance Education Support Desk provides faculty, staff, and student support for resolving technical and instructional needs specifically related to the learning management system platform and third-party instructional technology tools. These third-party instructional technology tools include: Turnitin plagiarism prevention software, Zoom web conferencing, e-textbook publisher content, online proctoring, MyMedia audio and video instructional content, and Respondus Campus assessment authoring software. You may contact the Distance Education Support Desk at 931-221-6625 or [online@apsu.edu](mailto:online@apsu.edu).

### **Faculty Professional Development**

Distance Education offers face-to-face, and online faculty development sessions in many areas including course/instructional design, multimedia development, accessibility & ADA compliance, and D2L (basic and advanced). The intention is to not only support faculty in meeting online course development guidelines, but also to aid them in creating unique and engaging courses that are efficient and effective.

### **Course Development Guidelines**

Distance Education provides instructional design and instructional technology consultation services related to online course design and development. Additionally, APSU is a Quality Matters (QM) institution. Quality Matters is a nationally recognized organization for defining research-based practices and standards for online course design. Online faculty are encouraged to adhere to QM standards when developing their online courses. Distance Education also encourages interested faculty to complete QM professional development training. Distance Education will cover the cost of online faculty interested in becoming a QM peer reviewer. Faculty can learn more about Quality Matters by visiting [their website](#).<sup>†</sup>

\* <https://www.apsu.edu/governance/committees/onlinecourse.php>

† <https://www.qualitymatters.org>

Faculty may also contact Distance Education regarding QM workshop registrations, and a copy of the QM rubric and workbook.

### **E-Syllabus**

All online faculty should place the syllabus online for each course taught online. It is recommended that the syllabus for each online course be posted following the APSU guidelines 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.

### **Regular and Substantive Interaction**

Regular and Substantive Interaction (RSI) is a requirement that all distance education courses must meet. Faculty should submit an “RSI Form” to the academic assistant of the chair of their department at the beginning of the semester for each online course they teach. More on RSI can be found here: <https://www.apsu.edu/online/faculty/regular-substantive-interaction.php>

### **Instructional Technology**

Distance Education manages and trains faculty, staff, and students on how to effectively use various emerging technologies. Instructional Technology includes SmarterMeasure, Examity, Respondus, D2L, Web Conferencing Software, Camtasia, and MyMedia. For a complete list of available instructional technology and software useful in developing online courses and available to APSU faculty please visit our website.

### **Faculty Travel Stipend**

To encourage the exploration of distance, online, blended, or hybrid education and instructional strategies at APSU, travel stipends are available through Distance Education (DE). Travel stipends up to \$1,000 can be requested by faculty who present research at national or international conferences related to innovative teaching practices and technologies for improving online/hybrid learning environments. Please visit our website for the faculty travel stipend requirements and application.

### **Student Identity Verification**

Federal regulation requires that an institution must have procedures in place to facilitate student verification. That is, we must verify that the student who enrolled in the course is the same student who is participating in the course and earning the credit. A type of student verification is through single sign-on, in which students are required to log in using a secure ID and password via OneStop to gain access to the learning management system. This type of student identity verification is supported campus-wide and is recommended for use by all faculty teaching distance education courses. While this is the easiest approach to comply with federal regulation, additional options such as online proctoring are available.

### **National Council for State Authorization Reciprocity Agreements (NC-SARA)**

The National Council for State Authorization Reciprocity Agreements (NC-SARA) provides the nation with a statewide process to expand the opportunities for educational achievement of people by aligning standards and practices across states and creating processes to effectively address quality in online and distance education programs while reducing costs to states, institutions and consumers.

Austin Peay State University became a NC SARA member in 2015. Membership in NC-SARA allows Austin Peay State University to offer distance education courses in other NC-SARA states

without having to obtain approval from each state. Please be advised this does not relate to professional licensing board approval for programs leading to state licensing such as in nursing, and teacher education. More information regarding NC-SARA can be found by visiting the following URL [\[http://nc-sara.org\]](http://nc-sara.org).

# FACULTY DEVELOPMENT AND RESEARCH SUPPORT

## **Center for Advancement of Faculty Excellence (CAFE)**

The CAFE exists to offer dynamic programs and professional learning opportunities that will help retain and cultivate an engaged, collaborative, and diverse faculty at APSU. The Center supports faculty at all career trajectories from new faculty to tenured, full professors, and with all aspects of being a faculty member, to include resources for teaching and research, facilitating collaborations, and engaging faculty in fostering a culture of excellence at APSU. More information on CAFE initiatives and resources is available on the [CAFE website](#).\*

## **Faculty Development and Research Support**

Austin Peay provides a number of different avenues to support scholarly and creative activity as well as professional development. All the categories listed below are subject to the availability of resources and may also require that arrangements be made to cover the courses a faculty member would normally teach. Austin Peay also provides resources that are targeted directly to supporting student scholarly or creative work when they are involved with or being mentored by Austin Peay Faculty.

## **Faculty Development Funds**

Each year, faculty members are provided with funds to be used for travel to professional conferences and activities. Each academic department is allocated ~~\$1,100~~ \$1,500 per individual; parts of these funds can be used to purchase materials or cover travel related to scholarly or creative activity or professional development. Interested faculty should speak to their department chair.

## **Faculty Professional Development Sabbatical**

Faculty Professional Development Sabbaticals are designed to contribute to the professional growth of the faculty member, and to 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. Faculty members who have administrative appointments are not eligible for sabbaticals. These faculty members must demonstrate scholarly or creative achievement in their discipline. The Faculty Professional Development Assignments are outlined in [APSU Policy 2:006](#)<sup>†</sup> and are authorized by the Provost and Vice President for Academic Affairs each year as funds become available.

## **Faculty Research & Scholarly Activities Support Grant**

The Faculty Research & Scholarly Activities Support Grant provides support (typically \$5,000 per award) for faculty to engage in activities that are intended to improve, enhance, or strengthen the quality of faculty members' contributions within their scholarly and creative fields. Awards are made based on a competitive review of proposals and should be commensurate with the University's mission and goals. The request for proposals is typically announced in the fall semester. Information can be found on the [Office of Research and Sponsored Programs Website](#).<sup>‡</sup>

## **Research Integrity and Security**

State law (T.C.A. § 49-7-188) requires each public institution of higher education to safeguard its academic research from foreign adversaries. Austin Peay State University's policy [2:068 Research Integrity and Security](#) promotes a culture of security, supports national security interests, and protects the integrity of research conducted at the University.

\* <https://www.apsu.edu/academic-affairs/faculty/cafe/index.php>

† <https://apsu.policytech.com/docview/?docid=65&public=true>  
‡ <https://www.apsu.edu/grants/>

### **Faculty Reassigned Time**

The Instructional Work Load Policy 2:046 states that “For tenure track and tenured faculty, upon the approval of the department chair and the dean, the standard three (3) work load credits typically assigned for creative and scholarly activity, academic advisement, and committee and service responsibilities can be adjusted in the range 3-6 in order to provide a full 15 WLC assignment”. Faculty interested in exploring the possibility of more than the usual 3 WLC assigned to scholarly and creative activity, or in focusing their non-teaching assigned WLC purely on scholarly or creative activity, are encouraged to speak with their chair.

### **Pursuing External Grants**

The University encourages faculty members to seek grant support for research, training, and community service. The Executive Director of the Office of Research and Sponsored Programs is ready to assist faculty members seeking grants from private or governmental agencies. See APSU policies 2:055-2:061 and visit <http://www.apsu.edu/grants>.

### **Student Travel Support**

The Office of Student Research and Innovation provides support to students (undergraduate and graduate) to travel to conferences, participate in creative performances, scholarly workshops, and specialized training programs not available at APSU. This travel is often relates to scholarly or creative activities being carried out in conjunction with or under the mentorship of faculty. More information can be found <https://www.apsu.edu/osri/>.

### **Undergraduate Research Enrichment Funds**

The Office of Student Research and Innovation runs a program that provides up to \$3,000 for student-faculty teams in support of research, scholarly and creative activities, and/or artistic performances. Funded proposals should have a scope of work, which spans no more than one year. Funds may be used for project-related expenses, including supplies, materials, student travel, and even student stipends. Up to \$500 can be allocated to Faculty professional development funds and can be used by the faculty member for qualified expenses. More information can be found <https://www.apsu.edu/osri/>.

### **Graduate Student Research and Support Grant**

The Office of Student Research and Innovation also provides funds to support research and scholarship related to a Master’s thesis or Ed.S. field of study, as well as additional training or supportive learning experiences that are relevant to research or scholarship. While these funds are not intended to support the research initiatives of faculty members, in many fields it is impossible to decouple a graduate student’s work from their faculty advisor. More information can be found <https://www.apsu.edu/osri/>.

### **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 and Vice President for Academic Affairs. Once approved by that office, an annual report of the activity must be filed with the Provost and Vice President for Academic Affairs 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 2:019 Misconduct in Research and Other Creative Activities](#).\*

### **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. See [APSU Policy 4:029](#) Acceptable Use of Information Technology Resources.

### **Research Involving Human Subjects**

Any research involving humans or human tissues conducted under the auspices of APSU 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, requires some procedural APSU IRB review. Investigators are required to submit to the College of Graduate Studies/APSU IRB a completed [Application for Project Approval](#).<sup>†</sup> Instructions and an example of an Informed Consent Document are provided with the application form.

Please submit an electronic copy of your application at least two weeks before an approval is needed.

Following APSU/IRB deliberations of research protocols, investigators will be notified in writing of the IRB action. See [APSU Policy 2:002](#)<sup>‡</sup> and visit <http://www.apsu.edu/grants/institutional-review-board/>.

### **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](#)<sup>§</sup> and visit <http://www.apsu.edu/iacuc/>.

### **Research and Sponsored Programs**

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 2:055-2:061 place responsibility for pre- and post-award management of all grant awards to Austin Peay State University in the [Office of Research and Sponsored Programs](#).\*\* Inconsistent application of these policies reduces the Grants Office's ability to safeguard the interests of the University and of our colleagues.

\* <https://apsu.policytech.com/docview/?docid=78&public=true>

† <https://www.apsu.edu/grants/institutional-review-board/IRB-Application.pdf>

‡ <https://apsu.policytech.com/docview/?docid=62&public=true>

§ <https://apsu.policytech.com/docview/?docid=66&public=true>

\*\* <http://www.apsu.edu/grants>

- 1) All proposals for funding (grants or contracts) submitted to external agencies must be submitted through the Office of Research and Sponsored Programs. Proposals will undergo 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 process. 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 guidelines. 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 Sponsored Programs is required to review proposals in the following categories. If the Office of Sponsored Programs 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 that 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 proposal 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 or resources.
- 5) The [Office of Sponsored Programs](https://www.apsu.edu/grants/)\* has oversight responsibility for all grants and awards made to the researcher. The Office of Grants and Sponsored Research will develop oversight procedures for each award 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.

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\* <https://www.apsu.edu/grants/>

## SPECIAL UNIVERSITY PROGRAMS

### **Adult, Nontraditional, and Transfer Student Center (ANTS) [Note: There is a section on ANTS above]**

The Adult, Nontraditional and Transfer Student (ANTS) Center provides encouragement, engagement, and a convenient respite space for transfer students and nontraditional students. The non-traditional student population includes students who are unique from others because they have multiple roles they assume in addition to being a student. These include spouse, parent, caregiver, full-time worker, distance learner, veteran, and undergraduate student over the age of 24. The center's mission is to provide an encouraging environment that supports student success through engagement and by connecting students to campus and community resources. For more information, contact the ANTS Center at 931-221-6854 or email [ANTSC@apsu.edu](mailto:ANTSC@apsu.edu) or visit the website at <http://www.apsu.edu/ants>

### **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 or ethnicity, 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, visit <http://www.apsu.edu/aacc>.

### **African American Studies**

Designed as a minor consisting of 18 credit hours, the African American Studies Program is interdisciplinary, as 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, call (931) 221-7891 or visit the [African American Studies website](#).\*

### **The Center of Excellence for the Creative Arts (CECA)**

The Center of Excellence for the Creative Arts (CECA) 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. CECA 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

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\* <https://www.apsu.edu/coal/african-american-studies>

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. CECA 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, visit <https://www.apsu.edu/ceca/>.

### **Little Gobs Child Learning Center**

**Hours: 7:15 AM - 5:00 PM, Monday-Friday**

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

**931-221-6232 or -6234**

**Sexton Building, 637 N. 8th St.**

APSU's Little Gobs Child Learning Center is licensed by the Tennessee Department of Human Services with a Three-Star-Quality Rating and a Gold Sneaker Facility. The Center's primary objective is to promote the continuous well-being of the children in order to meet their social, emotional, and cognitive needs. The APSU Little Gobs Child Learning Center believes that children learn through play. Play is the avenue through which children learn to reason, develop language, gain social skills, and naturally learn to deal with the world around them.

The APSU Little Gobs Child Learning Center is located in the Sexton Building and serves children from ages two to five years old. Full-time and part-time care is available. Services are provided to children of APSU students, staff, faculty, and the community. Feel free to stop by the Center for a tour at any time! Please visit our website for more information about the Little Gobs Child Learning Center.

### **Foy Fitness and Recreation Center [Note: There is a section on the Foy above]**

The Foy Fitness and Recreation Center (The Foy) features a three-court multipurpose gymnasium, four racquetball courts, indoor walking track, climbing wall, a cycling studio, two multipurpose fitness studios, locker rooms and equipment desk and the Foy Center Pool which is open seasonally. Patrons are able to check out items such as basketballs, corn hole boards, racquetball racquets, rock climbing gear, and towels for free and bicycles for a small fee. The Drew Simmons Fitness area, which is housed within The Foy is designed to provide a wide variety of physical fitness opportunities. It features a vast array of cardio machines, pin-selected cable, and plate loaded strength equipment and dedicated space for free weight exercises. The outdoor swimming pool provides lap lanes, water aerobics, swim lessons and ample lounging space. Other outdoor venues managed by The Foy include the Intramural and Dunn playing fields and the new Sand Volleyball Courts for beach volleyball play.

The Foy is open to students, faculty, staff, alumni and community members and offers a variety of formal, informal, educational, and competitive and noncompetitive activities to meet and expand the interests of our constituents. Our group fitness schedule is exceptionally diverse, including dance, yoga, aerial and general fitness classes for all abilities. For those looking for a more specialized fitness program, patrons can request sessions with a certified Personal Trainers and/or Private Swim Lesson Instructor. University Recreation is proud to offer adaptive resources at the Foy, and we strongly believe everyone should be able to

participate in physical and recreation activities. Adventure recreation (Govs Outdoors) takes activities off-campus to state and regional locations such as white-water rafting, kayaking, biking, hiking, rock climbing, skiing and outdoor ethics training to name a few as well as provides camping equipment rental to patrons who prefer independent ventures. Jr. Govs Summer Camp offers a variety of activities during the summer. Additional information can be found on our website at [www.apsu.edu/recreation](http://www.apsu.edu/recreation), or call us at (931) 221-7564 for more information.

### **Latino Community Resource Center (LCRC)**

The Latino Community Resource Center's (LCRC) family-like environment is a place ***"Where Strangers Become Amigos, and Amigos Become Family."*** All students are welcome to gather, learn, share, and celebrate Latino cultures at the LCRC through our many cultural activities, scholarly lectures, and celebrations. Additionally, the Center hosts programming and provides resources centered on empowering, retaining, and aiding Latino students at APSU. The goal is to provide a support network for the Latino community to succeed at APSU. The LCRC is centrally located on the first floor of the Morgan University Center in room 115. The space is equipped with a variety of amenities open to all students. For more information, call (931) 221-6645, e-mail [lrc@apsu.edu](mailto:lrc@apsu.edu) or visit the website at <https://www.apsu.edu/student-life/lcrc/>.

### **Honors Program [Note: Could change depending on outcome of Honors College proposal that is currently under review]**

The Honors Program at Austin Peay is designed to challenge the students and provide opportunities for creative exploration and intellectual development. The program requires motivated students to fulfill 30 honors credit hours, both in the general education core and in upper-division courses in their majors. The principal benefits are derived from a more challenging and rigorous curriculum. Students in honors- approved courses have close interaction with their instructors and fellow students. Most departments at Austin Peay have identified specific courses and activities required of Honors Program students in their last two years of study.

Honors Program students are provided with information and support to pursue high-impact opportunities in undergraduate research, study abroad, internships, and service learning.

Honors Program students have access to the Honors Commons. This welcoming space includes computers, a printer, study areas, a classroom, and areas for students to meet and socialize.

Students admitted into the Honors Program must maintain a cumulative grade point average of 3.25. They are also required to complete at least one three-credit-hour Honors experience each semester. These experiences are available in the following areas: Honors sections of individual courses, study-abroad courses, service-learning courses, research-intensive courses, and credit-bearing internships.

For more information about the Austin Peay Honors Program, visit <http://apsu.edu/honors/index.php>.

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

The President's Emerging Leaders Program (PELP) is designed to prepare high-achieving students for leadership roles related to their academic interests and career aspirations. PELP students receive a yearly scholarship of \$3,000. They must keep a 3.5 (or higher) cumulative grade point average and maintain a record of leadership and service during their four years at Austin Peay. PELP students learn leadership tools and styles and, most importantly, are able

to put them into practice. They work closely with students, professors, and other leaders on and off campus on projects that have both a service focus and direct ties to what they study and learn in class. PELP students are provided with information and support to pursue high-impact opportunities in undergraduate research, study abroad, internships, and service learning.

PELP is a cohort-based program, and students are required to take a leadership course each semester with their peers. PELP students have access to the Honors Commons. This welcoming space includes computers, a printer, study areas, a classroom, and areas for students to meet and socialize.

For more information about the President's Emerging Leaders Program at Austin Peay State University, please visit <http://apsu.edu/pelp/index.php>.

### **International Studies Minor**

The International Studies minor 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) 221-7891.

### **The Office of Study Abroad and International Exchange**

The Office of Study Abroad and International Exchange prepares APSU students to be knowledgeable about the world, experienced with intercultural communication, and equipped with an international skill set necessary to support our future community needs in an increasingly global society. The Office of Study Abroad and International Exchange also serves incoming international students and scholars. The mission of Austin Peay State University's Office of Study Abroad and International Exchange is to support and engage all students with diverse global opportunities. The office offers study abroad programs in more than 130 countries.

The Cooperative Center for Study Abroad (CCSA) offers short-term programs to England, Ireland, Belize, and other English-speaking countries. Through ISEP and the Magellan Exchange, we have access to many colleges in different countries to send APSU students on exchange programs as well as host international students here at APSU. TnCIS offers study abroad and international educational opportunities for students throughout the state of Tennessee.

APSU faculty can submit new proposals for study abroad programs twice a year. The deadlines to submit proposals are March 1 and October 1.

Find out more about APSU Study Abroad & Exchange Programs, how to submit a proposal, Global Learning Scholarships, and the experiences of participants by visiting the [Study Abroad and International Exchange website](https://apsu.edu/study-abroad-exchange/).<sup>\*</sup> The Office of Study Abroad and International Exchange is located in the International White House, 325 Drane Street, phone (931) 221-6851.

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<sup>\*</sup> <https://apsu.edu/study-abroad-exchange/>

### **APSU Faculty Ombuds Office**

The Office of the Ombuds is available to APSU faculty and staff who are seeking a confidential, sympathetic ear. In most cases involving a disagreement or dispute, it's helpful to talk things over with someone who is willing to listen, someone who doesn't have a stake in the argument. The faculty/staff Ombuds can play a helpful role, remaining independent, confidential, impartial, and informal. As a visitor to the office, a faculty or staff member will not be judged on the issue or concern **he or she brings they bring** to the Ombuds. If at all possible, the Ombuds will provide the visitor with information on existing University services. Often, listening to a visitor's concerns is the first and most important step towards sorting through appropriate options for conflict resolution.

### **Leadership Science Minor**

Leadership Science 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) 221-1465 or visit <https://apsu.edu/leadership/undergraduate/leadershipscience.php>.

### **Newton Military Family Resource Center [Note: There is a section on the Center above]**

The center is open Mon. – Thur. from 7:00 a.m. – 5:00 p.m. and Fri. from 7:00 a.m. – 4:30 p.m. More information is available online at <https://www.apsu.edu/nmfr/>.

### **VetSuccess on Campus**

In August of 2013, the Department of Veterans Affairs and Austin Peay State University signed a Memorandum of Understanding that acknowledged that the successful readjustment of veterans into college and the civilian workforce is a critical, mutual responsibility. This partnership allowed the VA to place an experienced Vocational Rehabilitation Counselor on campus full-time. The VetSuccess on Campus (VSOC) Counselor coordinates a comprehensive program offering adjustment counseling, support services, career counseling, peer to peer mentoring and tutoring, employment assistance, and guidance on the full range of VA benefits and health services. In a collaborative and cooperative effort, APSU and VA work together to develop highly innovative and targeted transitional programs, services, and activities for veterans, military, and family members to assist these students with transition to college life and to maximize opportunities for success, both educationally and occupationally. More information is available online at <https://www.apsu.edu/military/vet-success/index.php>.

### **Undergraduate Research Enrichment Funds Program**

The UREF Program provides up to \$3000 to student-faculty teams in support of scholarly and creative activity. Funds can be used to support project-related expenses (equipment, supplies, etc.), student stipend and/or travel, and up to \$500 in professional development funds for the faculty mentor. All full-time undergraduate students with the support of a faculty mentor are eligible to apply. The application deadline is January 31 of each year. More information is available at the [UREF Program website](#).\*

### **Community Engagement and Sustainability**

Community Engagement and Sustainability exists to support and encourage the collaboration between APSU and the needs of the community through co-curricular programming. Our vision is to provide the space and opportunity for students to become active citizens from the

classroom into their community by making their mark on the world. The center is located at 322 Home Avenue on Austin Peay State University's campus. Building hours: 8:00 a.m. - 4:30 p.m., Monday-Friday.

### **Save Our Students (SOS) Food Pantry**

The S.O.S. Food Pantry supports Austin Peay State University's students through troubling times by helping fight hunger. The campus community supports and supplies the food pantry through donations. Students who find themselves in need can visit the food pantry weekly and should visit <https://www.apsu.edu/ces/sos-food-pantry/> for more information. Students will need their APSU student identification card to receive food. Faculty should contact Alexandra Wills about concerns regarding a student facing food insecurity.

The center has two garden locations (322 Home Ave & 530 York Street) and has spring, summer, and fall seasonal garden beds to benefit the campus food pantry. Gardens are overseen by our AmeriCorps VISTA and is maintained by student volunteers. A student initiative to promote a fresh source of protein has resulted in the Victory Coop chickens! Currently 13 chickens provide fresh eggs for pantry users.

### **Student Publications [Note: There is a section on student publications above]**

The Office of Student Publications produces Student Affairs publications, promotions and marketing, provides web administrative support, collaborates on other division publications, and educates and advises the student-run newspaper, The All State. The coordinator is the division liaison with APSU Public Relations & Marketing and collaborates with departments across campus.

Through their experiences with Student Publications, students have opportunities to learn and employ various aspects of media including journalism, print and web design, social media, writing, multimedia, photography, advertising, planning, budgeting, editing, and leadership. The department provides training, equipment, facilities, software and experiences student staff members need to identify and produce content and develop co-curricular and practical skills. The All State has received multiple national, regional and state awards and has been the student newspaper since 1930.

Student Publications is located in MUC 111 and can be contacted at 931-221-7376, or by email at [studentpublications@apsu.edu](mailto:studentpublications@apsu.edu). More information is available online at <https://www.apsu.edu/student-pubs/>.

### **Student Disability Resource Center Disability Student Success Center**

The **Student Disability Resource Center's (SDRC) Disability Student Success Center's (DSSC)** primary mission is to ensure access for students with disabilities to all curricular and co-curricular opportunities offered by Austin Peay State University. The **SDRC DSSC** provides services for students with physical, mental, or learning disabilities. Staff is available to answer questions regarding the services offered to APSU students with disabilities. **SDRC DSSC** offers several workshops to both students and instructors to help develop an awareness and promote a better understanding of the needs of students with disabilities. Located in MUC Room 114, the Center can be contacted at 931-221-6230 or [sdrc@apsu.edu](mailto:sdrc@apsu.edu). Specific resources for faculty are available online here: <https://www.apsu.edu/disability/facultyreference.php>.

### **Office of Student Research and Innovation**

The goal of the Office of Student Research & Innovation is to connect APSU graduate and undergraduate students with opportunities to conduct research and creative activity. From the application process to pursuing funding and presenting findings, they are there to assist every step of the way. Some examples of the projects supported by the Office of Student Research & Innovation are the study of alcohol addiction in rats, the choreography and direction of a full-length ballet, the production of a documentary film about Dorothy Dix, and field research on amphibian viruses. For more information, call (931) 221-7625 or visit <https://www.apsu.edu/osri/>.

### **Women's and Gender Studies Program**

The goals of the Women's and Gender 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 and Gender 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 or visit <https://www.apsu.edu/womensgenderstudies/wgsminor.php>.

## AWARDS TO FACULTY

### Awards to Faculty

The following awards are coordinated by the [Faculty](#) Honors and Awards [Standing](#) 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 will 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](#) [their](#) college or school and submit these ranked names along with the supporting materials to the selection committee via the Provost and Vice President for Academic Affairs 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 Vice President for Academic Affairs, chair of the Faculty Research Committee, and the three immediate past Hawkins Award winners. The award is presented at the Fall Faculty Meeting. The award shall consist of a \$1,000 check to the recipient or \$1,000 in faculty development funds (choice made by recipient). Each use of development funds must be approved in advance by the Provost. Award recipients will also receive an engraved plaque with the recipient's name inscribed. The plaque will also be displayed in the foyer of the Browning Administration Building.

#### [Chamber of Commerce Distinguished Faculty Award for Community Service](#)†

The Chamber of Commerce Distinguished Faculty Award for Community Service 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 faculty 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 in February. 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 a 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.

\* [https://www.apsu.edu/academic-affairs/faculty/faculty\\_awards/richard-m-hawkins-award/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_awards/richard-m-hawkins-award/index.php)

† [https://www.apsu.edu/academic-affairs/faculty/faculty\\_awards/chamber-of-commerce-distinguished-faculty-award-for-community-service/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_awards/chamber-of-commerce-distinguished-faculty-award-for-community-service/index.php)

The Honors and Awards Selection Committee shall consist of: the vice President of Student Affairs, who shall serve as chair; the Provost and Vice President for Academic Affairs; the executive director of University Advancement; and the director of Alumni Affairs. The award is presented at the Fall Faculty Meeting. The award shall consist of \$500 in cash, provided by the Zinifex Zinc Plant, and an engraved plaque serving as a personal memento, provided by the Clarksville Area Chamber of Commerce.

### Distinguished Professor Award\*

The award shall be based on professional performance with a major emphasis on teaching. The recipient shall be a **full-time tenured** faculty member or a department chair **and** shall have completed a minimum of **ten years** of continuous full-time teaching at Austin Peay State University. Faculty who are on leaves of absence for authorized reasons during the minimum ten-year continuous full-time teaching period (for example, professional development leave, maternity leave, etc.) shall still be considered eligible for the award. All ranks shall be eligible. Academic credentials requisite to the position held in the University shall be sufficient for eligibility and selection.

There shall be a single recipient of the Distinguished Professor Award each year. Any faculty member who wins this award shall not be eligible again to win the award until twenty years of full-time teaching at APSU have elapsed, starting with the semester following the one in which the award was presented.

Each February, 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 Library Director, 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). Selected nominees must submit a one- to two-page narrative biography that includes information about their scholarship and teaching relevant to this award. 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.

### The Socrates Award for Excellence in Teaching†

The Socrates Award for Excellence in Teaching is given for outstanding teaching for tenure-track faculty members who have not yet received tenure and is presented at the annual fall faculty meeting. There are a maximum of five recipients each year. The recipients must have at least one year of APSU's student-teacher evaluations. Non-tenured department chairs are also eligible. In addition to being outstanding teachers, the candidates' academic advising, research, and creative activities that 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. Each of the following units will field a Socrates Award winner, provided there is a suitable awardee:

1. College of Arts and Letters;
2. College of Science, Technology, Engineering, and Mathematics;
3. College of Behavioral and Health Sciences;
4. College of Business;

5. College of Education, [the Woodward Library](#), and faculty who are not assigned to specific academic units.

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 **a \$1,000 check to the recipient or \$1,000 in faculty development funds to be used to enhance a faculty member's research and/or teaching (choice made by recipient)**. The use of development funds must be approved in advance by the provost. In addition, each recipient shall receive an engraved plaque.

### **Tenured Faculty Award for Excellence in Teaching**

The Tenured Faculty Award for Excellence in Teaching is given for outstanding teaching to a tenured faculty member and is presented at the annual Fall Faculty Meeting. There will be no more than one recipient each year. Candidates will provide a digital portfolio in a single PDF document with a current CV, at least two letters of recommendation from other faculty members, at least one year of APSU student-teacher evaluations, at least two peer reviews of teaching, and any relevant course materials (i.e. syllabi, PowerPoint presentations, or original assignments). In addition to being outstanding teachers, the candidates' academic advising, research, and creative activities that clearly support excellence in teaching will also be considered. Recipients will not be eligible to win during the next two calendar years.

A call for nominations will be extended by the chair of the Honors and Awards Committee in February.

Nominations are made within departments and are forwarded to the established college selection committees for the Socrates Award for the department:

1. College of Arts and Letters;
2. College of Science, Technology, Engineering, and Mathematics;
3. College of Behavioral and Health Sciences;
4. College of Business;
5. College of Education, [the Woodward Library](#), and faculty who are not assigned to specific academic units.

The chair of each college selection committee is responsible for sending one nominee receiving the majority of votes to the Chair of the Faculty Honors and Awards Committee. The Faculty Honors and Awards Committee will select one recipient for the award and forward to the Provost.

This award consists of **a \$1,000 check to the recipient or \$1,000 in faculty development funds to be used to enhance a faculty member's research and/or teaching (choice made by recipient)**. The use of development funds must be approved in advance by the provost. In addition, each recipient shall receive an engraved plaque.

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\*[https://www.apsu.edu/academic-affairs/faculty/faculty\\_awards/apsu-national-alumni-association-distinguished-professor-award/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_awards/apsu-national-alumni-association-distinguished-professor-award/index.php)

† [https://www.apsu.edu/academic-affairs/faculty/faculty\\_awards/socrates-award/index.php](https://www.apsu.edu/academic-affairs/faculty/faculty_awards/socrates-award/index.php)

## FACULTY HANDBOOK COMMITTEE

The list of Faculty Handbook Committee members and a description of their charge can be found online at <https://apsu.edu/governance/committees/fachandbk.php>.

The committee is responsible for reviewing and providing substantive revisions to the *Faculty Handbook*. The committee will be responsible for reviewing the handbook on an annual basis and providing revisions to the Office of Academic Affairs so that it is available to faculty for electronic distribution at the beginning of each academic year.

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If you have questions, concerns, or would like more information about the *Faculty Handbook*, please contact the committee chair.