Austin Peay State University

Faculty Handbook
2018-2019
APSU Website Link to Handbook:
http://apsu.edu/academic-affairs/faculty/faculty_handbook/index.php

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 Director of Equal Opportunity and Affirmative Action and Title IX Coordinator, Sheila Bryant, 601 College Street, Browning Building/Clarksville, TN 37044, bryantsm@apsu.edu, 931-221-7178 or EEO Compliance Officer and Investigator, Steven Grudzinski, 601 College Street, Browning Building, Clarksville, TN 37044, grudzinskis@apsu.edu, 931-221-7160. Title IX complaints may also be directed to the Deputy Title IX Coordinator, Greg Singleton Associate Vice President and Dean of Students, 601 College Street, Morgan University Center/Rm 206D, Clarksville, TN 37044, singletong@apsu.edu 931-221-7005.
Prefix

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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 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 External Affairs
- Director, Office of Equal Opportunity and Affirmative Action, Title VII/IX Coordinator, ADA Coordinator
- Executive Assistant to the President for Community and Government Relations
- Director of Athletics
- Director of Internal Audit
- General Counsel

Current Organizational Chart:
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; department of Art and Design; Center of Excellence for Creative Arts; Communication; History and Philosophy; Languages and Literature; Music; Theatre and Dance; and Women’s Studies.

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 College of Behavioral and Health Sciences include the school of nursing and the departments of criminal justice; health and human performance; leadership and organizational administration; military science and leadership; political science and public management; psychological science and counseling; social work; and sociology.

Dean of the College of Business
The dean of the College of Business provides for the necessary articulation, communication, and cooperation among the departments of the College and any special programs reporting through the dean's office and with the University as a whole. The dean, under the general direction of the Provost 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, marketing, and general business.

Dean of the Eriksson College of Education
The dean of the Eriksson College of Education provides for the necessary articulation, communication, and cooperation among the departments of the College and any special programs reporting through the dean's office and with the University as a whole. The dean, under the general direction of the Provost 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/programs in the Eriksson College of Education include the department of educational specialties, department of teaching and learning, the general studies program, and Tennessee Early Childhood Training Alliance (TECTA).

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 Sciences and Mathematics instructional, public service, research, and staff functions. The departments/programs in the College of Science, Technology, Engineering, and Mathematics include department of agriculture; allied health sciences; biology; chemistry; Center of Excellence for Field Biology; computer science and information technology; engineering technology; geosciences; mathematics and statistics; and physics, engineering and astronomy.

**Dean of the College of Graduate Studies**
The dean of the College of Graduate Studies is responsible for policy development and administration of policies affecting the 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.

**Executive Director of APSU Center at Fort Campbell**
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 the Library**
The director of the F.G. Woodward Library is responsible for providing library and media services to support the educational, research and public service mission of the University. The director manages and coordinates the units within the Library; communicates library needs to the University; and represents the University at library meetings. The units within the Library include Access Services, Research & Instruction, Resources Management, Archives & Special Collections, and Technology Resources. The director reports directly to the Provost and Vice President for Academic Affairs.
APSU ADMINISTRATORS

President

Alisa White  President  President
Carol Clark  Exec. Asst. to the President for Community and Government Relations
Gerald Harrison  Director, Athletics
Blayne Clements  Director, Internal Audit
Dannelle Whiteside  General Counsel
Sheila Bryant  Director, Office of Equal Opportunity and Affirmative Action, Title VII/IX Coordinator, ADA Coordinator

Academic Affairs

Rex Gandy  Provost and Vice President for Academic Affairs
Lynne Crosby  Vice Provost and Associate Vice President for Academic Affairs
Beverly Boggs  Associate Provost for Enrollment Management & Interim Associate Provost for Student Success
Chad Brooks  Associate Provost for Research & Dean, College of Graduate Studies
Barry Jones  Interim Dean, College of Arts and Letters
Rebecca Corvey  Interim Dean, College of Behavioral and Health Sciences
Mickey Hertner  Dean, College of Business
Prentice Chandler  Dean, Eriksson College of Education
Karen Mersch  Interim Dean, College of Science, Technology, Engineering, and Mathematics
Kristine Nakutis  Executive Director of Austin Peay Center at Fort Campbell
Joe Weber  Director, Library Services
Timothy Winters  Director, Honors and President’s Emerging Leaders Program
Marissa Chandler  Director, Study Abroad and International Exchange
Andrew Luna  Executive Director, Decision Support & Institutional Research
Ashlee Spearman  Director, Quality Enhancement Plan
Tim Hudson  Interim Executive Director, Extended and International Education
Denise Robledo  Director, Distance Education

External Affairs

Lt. General Ronald Bailey  Vice President, External Affairs
Katherine Bailey  Research Analyst
Loretta Griffy  Associate Provost for Student Success Strategic Initiatives
Nicole Peterson  Director, Alumni Relations
Tonya Leszcak  Asst. Director & Special Events, Alumni Relations
Vacant  Director, Annual Giving, University Advancement
Kristopher Phillips  Assistant Vice President, University Advancement
Vonda St. Amant  Assistant Executive Director, University Advancement
Kimberly Scott  Director, Donor Relations & Scholarships, University Advancement
Jordan Harmon  Director of Development for Athletics and University Advancement
Monica Wirts  Director, Advancement Services, University Advancement
Larry Wheeler  Functional Support Specialist, University Advancement
Bill Persinger  Executive Director, Public Relations and Marketing
Charles Booth  Assistant Director of Communications, Public Relations and Marketing
Michele Tyndall  Manager, Printing Services and Projects, Public Relations and Marketing
Kristin Miller  Graphic Designer, Public Relations and Marketing
Brian Dunn  University Editor/Writer, Public Relations and Marketing
Rollow Welch  Assistant Director of Publication, Public Relations and Marketing
Beth Lowary  Marketing Manager, Public Relations and Marketing
Hannah Eden  Campus Webmaster, Public Relations and Marketing
David Johnson  Graphic Designer, Printing Services
Jana Gilbert  Print Shop Supervisor
Taylor Sliiko  Photography and Social Media Coordinator, Public Relations and Marketing

**Student Affairs**

Gregory R. Singleton  Interim Vice President for Student Affairs
Dr. Eric Norman  Associate Vice President of Student Affairs and Dean of Students
Tammy Bryant  Director, Student Affairs Programs and Assessment
Joe Mills  Assistant Vice President for Student Affairs/Director of Housing, Residence Life and Dining Services
Jamie McCray  Director, Disability Services
Alexandra Wills  Director, Service Learning and Community Engagement
Victor Felts  Director, Student Life and Engagement
Jeff Rutter  Director, Student Counseling and Health Services
Patrick Armstrong  Coordinator, Student Affairs Publications and Marketing
Claudia Rodriguez  Director, Child Learning Center
Marcelius Braxton  Director, African American Cultural Center
David Davenport  Director, University Recreation
Louise Mitchell  Coordinator, Hispanic Cultural Center
Jasmin Linares  Coordinator, Military Student Center
Ashley Nelson  Coordinator, Adult, Nontraditional & Transfer Student Center
Stephen Dominy  Coordinator, Fraternity/Sorority Affairs

**Finance & Administration**

Mitch Robinson  Vice President of Finance and Administration
Benjamin Harmon  Associate Vice President of Finance
Sheraine Gilliam-Holmes  Executive Director of Human Resources
Sonja Stewart  Director, University Budgets and Financial Planning
Marc Brunner  Director, University Design and Construction
Michael Kasitz  Director, Public Safety and Chief of Police
Andy Kean  Director, Facilities and Services
Tom Hutchins  Director, Physical Plant
Judy Molnar  Associate Vice President of Information Technology, CIO
Jackie Struckmeyer  Controller
Academic Deans, Associate Deans, Directors, Chairs and Coordinators

ACADEMIC AFFAIRS
APSU Box 4505
Rex Gandy, Provost and VPAA
Lyne Crosby, Vice Provost and Associate Vice President
Browning, 109
221-7676
221-7902

EXTENDED AND INTERNATIONAL EDUCATION
APSU Box 4395
Tim Hudson, Executive Director
McReynolds 212A
221-7779

DISTANCE EDUCATION
APSU Box 4395
Denise Robledo, Director
McReynolds, 210A
221-7256

COLLEGE OF ARTS AND LETTERS
APSU Box 4534
Barry Jones, Interim Dean
Harned, 128
Mercy Cannon, Associate Dean
221-6346
221-7893

COLLEGE OF BEHAVIORAL AND HEALTH SCIENCES
APSU Box 4474
Rebecca Corvey, Interim Dean
McCord, 214
Melissa Gomez, Associate Dean
221-7423
221-7188

COLLEGE OF BUSINESS
APSU Box 4458
Mickey Hepner, Dean
Kimbrough, 104
Susan Cockrell, Associate Dean
221-7675
221-1280

ERIKSSON COLLEGE OF EDUCATION
APSU Box 4458
Prentice Chandler, Dean
Claxton, 210
Catherine Gatewood-Keim, Associate Dean
221-7697
221-7757

COLLEGE OF GRADUATE STUDIES
APSU Box 4458
Chad Brooks, Dean
McReynolds 119C
Tim Leszczak, Associate Dean
221-7415
221-6112

COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS
APSU Box 4538
Karen Meisch, Interim Dean
HSC, 129
Vacant, Associate Dean
221-7964

ENROLLMENT MANAGEMENT
APSU Box 4447
Beverly Boggs, Associate Provost
Ellington, 209
221-6541

FACULTY SENATE PRESIDENT
APSU Box 4677
Mickey Wadia
Harned 227
221-7748

F.G. WOODWARD LIBRARY
APSU Box 4595
Joe Weber, Director
Woodward Library, 228
221-7613

APSU CENTER at FORT CAMPBELL
APSU Box 4455
Kristine Nakutis, Executive Director
221-1412

<table>
<thead>
<tr>
<th>Accounting, Finance, and Economics</th>
<th>Dong Nyonna</th>
<th>Chair</th>
<th>Kimbrough 130</th>
<th>221-1280</th>
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<tr>
<td>African American Studies</td>
<td>Dwonna Goldstone</td>
<td>Coordinator</td>
<td>Harned 220</td>
<td>221-7886</td>
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<tr>
<td>Agriculture</td>
<td>Don Sudbrink</td>
<td>Chair</td>
<td>Sundquist D232</td>
<td>221-7272</td>
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<tr>
<td>Allied Health Sciences</td>
<td>Amy Lebkuecher</td>
<td>Chair</td>
<td>Sundquist D236</td>
<td>221-6455</td>
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<tr>
<td>Art</td>
<td>Tony Morris</td>
<td>Interim Chair</td>
<td>Trahern 422</td>
<td>221-7330</td>
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<tr>
<td>Biology</td>
<td>Don Dailey</td>
<td>Chair</td>
<td>Sundquist D217</td>
<td>221-7223</td>
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<tr>
<td>Center for Creative Arts</td>
<td>Janice Crews</td>
<td>Director</td>
<td>Clement</td>
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<tr>
<td>Center for Field Biology</td>
<td>Steven Hamilton</td>
<td>Chair</td>
<td>Sundquist D305</td>
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<td>Chemistry</td>
<td>Lisa Sullivan</td>
<td>Chair</td>
<td>Sundquist D320</td>
<td>221-6148</td>
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<tr>
<td>Communication</td>
<td>Kathy Lee Houston</td>
<td>Interim Chair</td>
<td>Music Mass Comm 171</td>
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<tr>
<td>Criminal Justice</td>
<td>Scott Culhane</td>
<td>Chair</td>
<td>Ft. Campbell Rm. 211</td>
<td>221-1479</td>
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<tr>
<td>Comp. Sci. &amp; Info. Tech.</td>
<td>Leong Lee</td>
<td>Chair</td>
<td>Maynard 207</td>
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<td>Educational Specialties</td>
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<td>Engineering Technology</td>
<td>John Byrd</td>
<td>Fort Campbell Ctr.</td>
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<td>Geosciences</td>
<td>Jack Deibert</td>
<td>McCord 133</td>
<td>221-6318</td>
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<tr>
<td>History/Philosophy</td>
<td>Marcy Mauner</td>
<td>Dunn Center 267</td>
<td>221-6105</td>
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<tr>
<td>Global Studies, Institute of</td>
<td>Cameron Sutt</td>
<td>Harrod 339</td>
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<tr>
<td>Health &amp; Human Performance</td>
<td>Thomas O'Conner</td>
<td>Fort Campbell Ctr</td>
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<tr>
<td>Languages &amp; Literature</td>
<td>Timothy Winters</td>
<td>Honors Commons</td>
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<tr>
<td>Leadership &amp; Organizational</td>
<td>David Guest</td>
<td>Honors Commons</td>
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<td>Administration</td>
<td>William Rayburn</td>
<td>McCord 204</td>
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<tr>
<td>Management, Marketing, and</td>
<td>Victoria McCarthy</td>
<td>Kimbrough 130</td>
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<td>General Business</td>
<td>Samuel Jator</td>
<td>Maynard 203</td>
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<tr>
<td>Military Science &amp; Leadership</td>
<td>LTC Dustin Mitchell</td>
<td>Memorial Health</td>
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<td>(ROTC)</td>
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<td>Music</td>
<td>Eric Brasscome</td>
<td>Music Mass Comm 138</td>
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<tr>
<td>Nursing</td>
<td>Rebecca Corey</td>
<td>McCord 2108</td>
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<tr>
<td>Physics, Engineering &amp; Astronomy</td>
<td>Alex King</td>
<td>Sandquist B321</td>
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<tr>
<td>Political Science &amp; Public</td>
<td>Matt Kenney</td>
<td>Clement 151</td>
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<td>Management</td>
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<td>Psychological Science &amp;</td>
<td>Nicole Knackmeyer</td>
<td>Clement 217B</td>
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<td>Counseling</td>
<td>Tucker Brown</td>
<td>McCord 205A</td>
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<td>Sociology</td>
<td>Tatsuhiko Hirona</td>
<td>Clement 107</td>
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<td>Study Abroad &amp; International</td>
<td>Marisa Chandler</td>
<td>Miller 216</td>
<td>221-6851</td>
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<td>Exchange</td>
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<td>Teaching and Learning</td>
<td>Benita Bruster</td>
<td>Claxton 232</td>
<td>221-7513</td>
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<td>Theater and Dance</td>
<td>Margaret Rennederdt</td>
<td>Trabern 229</td>
<td>221-6768</td>
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<td>Women’s Studies</td>
<td>Jill Eichhorn</td>
<td>Coordinator</td>
<td>221-6314</td>
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<td>Academic Support</td>
<td>Martin Golson</td>
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<td>Admissions Standards, Campus Recruiting Events</td>
<td>Amy Deaton Corlew</td>
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<td>Athletic Events, Tickets, Govs Club</td>
<td>Athletic Operations-Brandi Bryant</td>
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<td>Govs Club – Janet Wilson</td>
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<td>Bookstore</td>
<td>Shonte Cadwallader, Manager</td>
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<td>Tammy Silva, University Liaison</td>
<td>6164</td>
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<tr>
<td>Campus Safety Concerns, Dangerous/Illegal Behavior</td>
<td>Michael Kasitz</td>
<td>7786</td>
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<td></td>
<td>Campus Police Chief</td>
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<tr>
<td>Classroom Misconduct, Student Discipline Issues, Academic Dishonesty</td>
<td>Gregory Singleton, Dean of Students</td>
<td>7341</td>
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<tr>
<td>D2L, Turnitin, Online proctoring, online video/captions, online course design</td>
<td>Distance Education Support Desk</td>
<td>6625</td>
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<td>Financial Aid, Veterans Affairs</td>
<td>Donna Price</td>
<td>7907</td>
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<td></td>
<td>Director</td>
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<td>Grade Reporting, Academic Inventory, OneStop, Academic Records</td>
<td>Telaina Wrigley, Registrar</td>
<td>7121</td>
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<td>Sponsored Programs</td>
<td>Vacant</td>
<td>7841</td>
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<td></td>
<td>Director</td>
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<td>Harassment or Discrimination</td>
<td>Sheila Bryant, Equal Opportunity &amp; Affirmative Action</td>
<td>7178</td>
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<td>Health Services/Counseling</td>
<td>Jeff Rutter</td>
<td>6162</td>
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<td>Counseling Services</td>
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<td>Housing and Residence Life</td>
<td>Joe Mills</td>
<td>7444</td>
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<td>Assistant Vice President</td>
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<tr>
<td>Information Technology – User account management, applications, computer, mobile, audio visual and network tech support, information security breaches</td>
<td>GovsTech Help Desk</td>
<td>4357</td>
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<td>Library Resources</td>
<td>Access Services Desk</td>
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<td>Research Assistance Desk</td>
<td>6186</td>
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<td>Media Inquiries, Publications</td>
<td>Bill Persinger</td>
<td>7459</td>
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<td>Public Relations and Marketing</td>
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<tr>
<td>Online Course Development, APSU Online, TN eCampus</td>
<td>Denise Robledo</td>
<td>7256</td>
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<td>Distance Education</td>
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<td>Pay Check, Contract, Salary</td>
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<td>Jamie McCrery</td>
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<td>Jennifer Malotte</td>
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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, Deans Council, Provost’s Council, Faculty Senate, University Curriculum Committee, Graduate Academic Council, Graduate Research Council, and Teacher Education Council.

Deans Council
https://www.apsu.edu/governance/Provosts_Council.php
The Deans Council meets regularly and assists in the consideration of policies, procedures, or processes related to academic matters. The council is composed of the Provost and Vice President for Academic Affairs, Vice Provost and Associate Vice President for Academic Affairs, all deans, the Director of the Library, the Vice President of Student Affairs and a representative from the Faculty Senate.

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

Provost’s Council
The Provost’s Council meets regularly and assists in the approval of policies, procedures, or processes related to academic matters. The Council is composed of the Provost and the Provost’s direct reports.

Strategic Plan Steering Team
The Strategic Plan Steering Team is responsible for overseeing the University’s progress toward achieving its strategic plan (http://www.apsu.edu/strategic-initiatives). 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 Strategic Plan Steering Team members are appointed by the President after consultation with representative bodies of the University. For more information concerning the Strategic Plan Steering Team, please visit https://www.apsu.edu/acsi/strategic_initiatives/StrategicPlanSteeringTeam.php.

University Curriculum Committee
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 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 Vice President for Academic Affairs or the University Curriculum Committee. When either the 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.

**Graduate Academic Council**
https://www.apsu.edu/grad-studies/faculty-staff-resources/graduate-academic-council.php

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, 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 impacting 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.

RC is chaired by the Associate Provost for Research and is comprised of two representatives from each college, a representative from Faculty Senate, a representative from the Office of the Research and Sponsored Programs, a representative from the Library, and a representative from 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.

**Council for Teacher Education**

The Council for Teacher Education formulates and recommends policy governing all aspects of teacher education programs; audits the execution of these policies; and approves, before submission to the Academic Council and/or Graduate and Research Council, all courses and programs which lead to licensure in teacher education. Members are appointed by the president upon recommendation from the dean of the Martha Dickerson Eriksson College of Education. The council has a maximum of 21 members with several designated members and at least one from each of the following areas: psychology/political science, health/HP, languages and literature, art/music/speech communication, natural sciences, mathematics, social sciences, K-6, special education, ELS/EdS, an undergraduate teacher candidate, a graduate education student and two public school representatives. The council includes five subcommittees: a student appeals committee, a secondary/K-12 education advisory committee, a unit assessment committee, an admission/retention committee and a program evaluation committee.
Standing Committees
Appointments to standing committees are made each year by the president of the University. Faculty members have the opportunity to request appointment to a committee. The Nominations and Elections Committee of the Faculty Senate makes recommendations to the president. One may review the list of standing committees by consulting the following Web site: http://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 highest student court at APSU. Its primary function is to hear traffic appeals and adjudicate the legislative body's work.

Staff Senate
The Staff Senate is the representative organization of the University staff, and it speaks for and reports to the staff on matters that concern the staff. When appropriate, it also reports to other elements of the University on its deliberations and actions. The constitution and bylaws of the Staff Senate are available at the Staff Senate Web page. The Staff Senate serves in an advisory role to the president. Staff senators are elected by representative bodies of the staff.
CODE OF CONDUCT
AUSTIN PEAY STATE UNIVERSITY CODE OF ETHICAL CONDUCT

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

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

AAUP’s “Joint Statement on Government of Colleges and Universities” is the centerpiece of the suggested "Code of Conduct." This statement, recognizing the necessary interdependence of all components of a university/college in decision-making, is a blueprint for constructive joint thought and action. The involved components are the governing board, the president (the president, appointed administrators and professional/support staff); the faculty; the students. (Note: Although administrators are not mentioned in this document, they serve at the pleasure of the president under his/her administration. Likewise, professional/support personnel serve as part of his/her administration.) Several statements presently in the “Austin Peay State University Policies and Procedures Manual” are recommended for inclusion in the “Code of Conduct” because they ensure ethical behavior relative to all University personnel. They are sections: 1:017 (Grievance and Complaint Procedures for Employees), 5:029 (Discipline Procedures for Non-Faculty Employees), and 6:004 Discrimination and Harassment Complaints based on Protected Categories other than Sex-Complaint and Investigation Procedures.

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.” The University also regards the AAUP’s POLICY DOCUMENTS & REPORTS (1984), as a useful philosophic and practical guide to academic rights and responsibilities.

Students

The Code of Student Conduct is contained in APSU Policy 1:013, Student Code of Conduct. Additionally, the Code of Student Conduct can be 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 Equal Opportunity and Affirmative Action. See APSU Policy 6:004: Discrimination and Harassment Complaints based on Protected Categories other than Sex-Complaint and Investigation Procedures.
ADVICE TO NEW FACULTY
The I AM A GOV: 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, completing assignments, and working individually or in teams to develop a mock grant proposal. Workshop topics include:

- First Year Survival Skills for Faculty
- Preparing a Syllabus
- Retention, Tenure, and Promotion (RTP)
- Faculty Senate Information
- Complying with Title VI, Title IX, and ADA
- Using the Quality Matters Rubric for Online Classes
- Grading Information
- Developing a Grading Rubric
- Managing a Classroom
- Accessing Library Resources
- Planning a Research Agenda
- Writing Grants
- Organizing an E-Dossier
- Setting Professional Goals
- Building Community in the Classroom
- Teaching Adult Learners
- Engaging Students with Technology
- Working with iGen Students
- Tutoring Services
- Using Reference Tools
- Understanding the University Structure of APSU
- Advising with DegreeWorks and Course Substitutions
- Using the Early Alert System
- Setting Professional Goals

More information about this program can be found at I AM A GOV: First-Year Faculty Program
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

   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 Teaching and Learning (CTL) and/or the Distance Education Department.
REMINDERS FOR MORE EFFECTIVE ADVISING

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

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

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

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

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

Some of the benefits students derive from effective advising include:

- Remaining in school.
- Attaining their educational/career objectives.
- Achieving GPAs consistent with their abilities.
- Developing a positive attitude toward the institution and the educational process.
- Developing a meaningful relationship with the adviser.
- 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 adviser. All good advising programs have an information base for use by both advisee and adviser during the advising process.

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. Don’t answer your own question – students will wait you out.
5. State your question in advance, allowing students time to think.

Strategies for dealing with students’ answers:

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

Strategies for answering student questions:

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

RECOMMENDATIONS FOR IMPROVING LECTURES

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

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

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

- 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.

The Relationship between Teaching and Research at APSU

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

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

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

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

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

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

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

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

ADVICE TO NEW FACULTY
SEVEN PRINCIPLES FOR GOOD PRACTICE

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

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

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

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

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

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

High Expectations
Expect more and you get more. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

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

Adapted from a special insert to The Wingspread Journal, Vol. 9, No. 2, published by The Johnson Foundation.
COURSE PLANNING CHECKLIST

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

1. Define Education Purposes
   What are your beliefs about the purpose of education?
   - To enable social change
   - To teach effective thinking
   - To facilitate systematic instruction
   - To provide personally enriching experiences
   - To teach the great ideas and discoveries of humankind
   - To teach life skills
   - To teach value clarification

2. Set Course Goals
   Are your course goals affected by any of the following?
   - Those of a senior lecturer for whom you teach
   - Your program
   - Your college mission
   - The expectations of faculty teaching more advanced courses in which your students will enroll later
   - College achievement tests

   On which is a greater emphasis placed?
   - Teaching practical knowledge or teaching theory
   - Teaching facts or teaching problem-solving skills
   - Direct career entry after college or enrollment in graduate/professional school
   - The discipline or student development

   Where is your course located on the “curricular map?”
   - General education course for anyone
   - General education course for majors and others
   - Introductory course for majors
   - Introductory course in a technical career program
   - Advanced course for majors
   - Division-wide core course
   - College-wide core course

3. Select Course Content
   What are the reasons for selecting content?
   - Students find it enjoyable
   - It is easy to learn
   - It is a fundamental discipline concept
   - It teaches important skills
   - It illustrates the discipline’s mode of research
   - It stimulates students to search for meaning
   - It encourages students to pursue the quest for knowledge
It interrelates 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 Teaching and Learning (CTL) and/or the Distance Education Department.
REMINDERS FOR MORE EFFECTIVE ADVISING

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

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

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

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

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

Some of the benefits students derive from effective advising include:

- Remaining in school.
- Attaining their educational/career objectives.
- Achieving GPAs consistent with their abilities.
- Developing a positive attitude toward the institution and the educational process.
- Developing a meaningful relationship with the adviser.
- 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 adviser. All good advising programs have an information base for use by both advisee and adviser during the advising process.

USING THE DISCUSSION FORMAT

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

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

Strategies for directing questions to students:

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

Strategies for dealing with students’ answers:

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

Strategies for answering student questions:

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

RECOMMENDATIONS FOR IMPROVING LECTURES

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

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

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

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

The Relationship between Teaching and Research at APSU

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

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

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

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

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

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

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

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

Faculty Absences and Leaves
Approved faculty absences are of three kinds: sick leave, institutional absences, and civil leave, as explained in APSU Leave policy 5:020. All absences from classes, for whatever reason, must be reported promptly to the chair and academic dean on the approved form. This regulation also applies to absences during which classes are held by a substitute instructor. It is a policy of the University that all classes meet as scheduled. Any anticipated absence from class or change of schedule in connection with an absence should be reported to the chair and to the appropriate academic dean on a form provided for this purpose. Absences that are not anticipated should be reported as soon as possible. Arrangements should be made with the chair for classes to be held by another member of the department.

Further information on leave can be found in the APSU Leave Policy 5:020. The University policy on attendance during inclement weather (APSU Policy 5:004, Attendance Policy for Inclement Weather/Natural Disasters) indicates that faculty will be expected to meet their classes except when the University is closed. The holidays during the academic year are published yearly and are listed in APSU Policy 5:030 and the Paid Parental Leave 5:034.


https://www.apsu.edu/policy/5s_personnel_policies/5020-leave-policies.php

Office Hours
Faculty are expected to maintain office hours 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 as determined by the president or the president’s designee. Each college or department will have specific policies related to the scheduling of office hours. Faculty must post their scheduled class times and office hours each semester they are teaching. The scheduled hours must be carefully followed to provide an opportunity for students and others to confer with faculty when necessary. Adjunct faculty are expected to be available to students at appropriate times before and after the class period.

Course Syllabi
Individual faculty will maintain current course syllabi in their departmental chair’s offices. In addition, copies should be included in individual faculty folders. It is imperative that, during the first class meeting, students receive a copy of the appropriate syllabus either as a hard copy or an electronic copy posted on D2L. For basic information, see the section “The Course Syllabus.” Beyond the required minimum, each professor should design a syllabus unique to each course she/he is assigned to teach. The syllabus should be consistent with other sections of the same course. Consult with the department chair about course expectations and the required statements (available in this Faculty Handbook) for the course syllabus.

Tests, Examinations and Grades
Chairs are responsible for acquainting new members of their faculty with official policies and practices regarding tests, examinations and grades. In addition, chairs are responsible for periodic review of the various devices the department uses to evaluate learning. It is expected that students will be subject to frequent evaluations of their knowledge of subject matter. Makeup tests may be administered at the discretion of the instructors. Late examinations should be administered at the earliest possible convenient date. During tests and examinations, instructors should personally supervise the conduct of students unless prior arrangements have been approved by the chair. Instructors are responsible for taking every precaution to safeguard their
test and examination questions and papers. Every precaution should be taken against cheating during any examination. Instructors should promptly grade tests and examination papers, as well as essays. Because students have the right to see their papers, instructors who maintain a policy of retaining test papers should make these papers available to students for a reasonable length of time. Chairs and deans may require instructors to file their examinations for study and evaluation.

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

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

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

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

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 one of the courses provided by the College of Arts and Letters to address reading during their first semester of enrollment. Students should consult their academic advisor to determine the best course for their educational needs. Students with a writing deficiency must enroll in ENGL 1010E during their first semester of enrollment or upon completing addressing their reading deficiency. Students with a mathematics deficiency must enroll in either MATH 1010E or MATH 1530E, dependent 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.

Freshman Seminar
All students who enter APSU with fewer than 12 traditionally-earned credit-hours following high school graduation must enroll in APSU 1000 and earn a grade of C or better.
**Academic Alert**

APSU has implemented an online early warning system for faculty to use in referring students for Academic Support. The Academic Alert 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 who will contact the student and arrange a meeting to discuss the problem and to make an appropriate recommendation which may include tutoring or counseling.

**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.

**Class Rolls**

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

**Attendance Report Rosters**

The Office of the Registrar no longer provides printed Attendance Report rosters. Faculty should access all class rolls 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. 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.

Online and hybrid courses must abide by all institutional attendance reporting responsibilities. Please refer to the following online and hybrid attendance definitions in order to assist with the reporting of attendance in online/hybrid courses.

**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 on-campus meeting and online attendance requirements. Student attendance in hybrid courses will be defined as active participation, 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 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 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, students should be given an FA (Failure to Attend).

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 active participation requirements outlined above.

F. FA and FN Grades
The grades of FA and FN are federally required by the Department of Education and Veterans Affairs for the purpose of monitoring attendance and ensuring the accurate payment of federal funds by the Office of Student Financial Aid and Veterans Affairs. 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 section on Dropping Courses, Grades Awarded, Withdrawals in the current APSU Undergraduate Bulletin for more information.

After a student has officially registered for a class, the student is considered to be a member of the class unless the student officially drops the class, officially withdraws from the University, is canceled by administrative authority, or is permanently excluded by the Student Academic Grievance Committee. All financial obligations are retained when the student discontinues class attendance without officially dropping or withdrawing from the University.
• The FA grade is defined as "the grade to be assigned as of the date at which the faculty member has determined that the student has stopped attending class and is no longer receiving instruction." A grade of FA (to include the last date of attendance) must be reported within 14 days of the last day of attendance. If the faculty later agrees to allow the student back into class, the grade of FA may be removed and the student should notify the Office of Student Financial Aid/Veterans Affairs of the grade change.

• Faculty should use the regular F grade, not the FA, when a student is failing due to absences that breach the faculty member’s class attendance policy but do not meet the FA policy as described above. (For example, if the class attendance policy states that a student will fail after five absences, and a student has accrued that many, the student should be given an F as either a midterm or a final grade.)

• Unlike the FA, the F grade may be given by a faculty member even when the student has continued to attend class.

• The FN grade is to be given only when a student has never attended class. A grade of FN and an entry of the first date of class in the last date of attendance column must be reported within the first 14 days of class. The FN grade is considered to be an official withdrawal from the class and may impact the enrollment status of a student (full-time to part-time).

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.

• A grade of “F”, “FA” or “W” will be awarded if the student drops or withdraws between the automatic “W” date and the automatic “F” date. A grade of “W” will only be awarded if the instructor determines the student is passing at the time of withdrawal.

• A grade of “F” or “FA” is awarded during the mandatory “F” period. Very limited exceptions are made and require the student present to the Dean of the College of the student’s major documented acceptable reasons establishing the existence of extenuating circumstances. Academic Focus Pathways (undeclared) students must be approved by the Associate Provost for Student Success. The dean’s decision is communicated to the instructor.

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 a “F,” except in courses involving thesis, dissertation, field study reports, research project
papers, and research literacy papers as indicated with a grade of “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.

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) shall determine his/her own individual threshold for what constitutes substantive participation in his/her 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.

The student has to make a request to receive an incomplete grade, but assigning the grade shall be at the instructor’s discretion. When an instructor chooses to assign an “Incomplete,” the instructor must complete the “Report of Incomplete Grade” form located on the Secure Faculty Forms site detailing what assignments the student must complete, the percent values of these assignments toward the final course grade, and a schedule for submitting these assignments. 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 assistants 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”.

Withdrawal from the University
Official withdrawal requires all courses to be dropped by withdrawing online through AP OneStop at onestop.apsu.edu. 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.

Awarding a W (withdrawal) or I (incomplete) Grade for Service Members Called to Active Duty
1. 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
1. Students receiving a tuition credit or refund will be responsible for repayment of financial aid where applicable.
2. A service member that is called to active duty and must withdraw from a course or receive a grade of incomplete, then the withdrawal or grade of incomplete that is related to the service absence shall not affect eligibility or continuing eligibility for state or institutional financial aid, including scholarships or grants, upon reenrollment at the institution.

3. The semester hours attempted for courses from which the military service member withdrew or received a grade of incomplete shall not count against any limitation or receipt of state or institutional financial aid, including scholarships or grants.

4. Future consideration for state or institutional financial aid, scholarship or grants shall not be affected by the withdrawal from a course or the receipt of a grade of incomplete due to mandatory service obligations.

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 a 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 are critical, as the Office of the Registrar is then required to run a series of programs to report the students’ academic and financial aid standing; further, degrees must be posted and reports sent to the National Student Clearinghouse by given deadline outside of the University’s control. Failure by faculty to submit grades in a timely manner may impact notifications to students which would allow them the opportunity to appeal suspensions, financial aid and scholarship losses. Grades not posted by the deadline will be reported as “NR” (not recorded). 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 Upgraded Courses link located under the Faculty tab in AP OneStop. A list of all courses, with the number of students missing a final grade is provided.

Class Records
At the conclusion of each class, a complete class roster, which includes a record of grades, class attendance and any other pertinent information regarding student grades should be returned to your chairperson. At no time should you submit an incomplete (I) or in progress (IP) grade without presenting your chair/director a completed “Report of Incomplete” form.

When a faculty member discovers an error in a recorded grade or needs to change an 'I' to the grade earned, he/she must access the Grade Change Request Official Form link in AP OneStop. Grade changes are submitted and approved electronically. Check the Bulletin for more detailed explanation of the processes and time limitations. In progress (IP) grades are restricted to a limited number of courses. You should consult your chair regarding the appropriateness of this grade for each specific course you teach.
Grade and Syllabi Reviews
It is the responsibility of the chair of each department to review the syllabi and final grade rosters of faculty members, including adjunct faculty. New faculty members especially should seek guidance regarding course construction, grading and should anticipate a discussion of these subjects with their chairperson. The academic department is charged with storing the faculty member’s final grade roster for all courses.

New Course Development
Faculty members desiring to initiate proposals for curricular change should submit such proposals through the chairperson to the departmental curriculum committee. The approved curricular change is submitted to the college curriculum committee by the chairperson. Upon approval, the curricular change is submitted to the University Curriculum Committee by the dean of the college. If the curricular change involves courses in the liberal arts core, it may be referred by the University Curriculum Committee to the Liberal Arts Core Sub- Committee. 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.

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, and web conferencing). Please visit http://www.apsu.edu/online 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, pursuant to which:

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

The faculty member is a citizen, a member of a learned profession, and an officer of an educational university. When the faculty member speaks or writes as a citizen, he/she should be free from university censorship or discipline, but his/her special position in the community imposes special obligations. As a man or woman of learning and an educational officer, he/she should remember that the public may judge the profession and the university by the faculty member’s utterances. Hence, a faculty member should at all times be accurate, should exercise appropriate restraint, and should make every effort to indicate that he/she does not speak for the university. Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty's views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided that no faculty will face adverse employment action for
classroom speech, unless it is not reasonably germane to the subject matter of the class as broadly construed, and comprises a substantial portion of classroom instruction.

Academic freedom is essential to fulfill the ultimate objectives of an educational university - the free search for and expression of truth - and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. No faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject matter of the class as broadly construed, and comprises a substantial portion of classroom instruction. Incompetence, indolence, intellectual dishonesty, failure to carry out assigned duties, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct - these and other grounds as set forth in APSU Policy, "Policy on Tenure" may constitute adequate cause for dismissal or other disciplinary sanctions against faculty members.

The right to academic freedom imposes upon the faculty an equal obligation to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities. The faculty member has an obligation to participate in tenure and promotion review of colleagues as specified in university policy. Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter. While academic tenure is essential for the protection of academic freedom, all faculty members, tenured or non-tenured, have an equal right to academic freedom and bear the same academic responsibilities implicit in that freedom.

https://www.apsu.edu/policy/2s_academic_policies/2052-academic-freedom-and-responsibility.php

- The faculty member is a citizen, a member of a learned profession and an officer of an educational university/college. When the faculty member speaks or writes as a citizen, he/she should be free from university/college censorship or discipline, but his/her special position in the community imposes special obligations. As a man or woman of learning and an educational officer, he/she should remember that the public may judge the profession and the university/college by the faculty member's utterances. Hence, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she does not speak for the university/college.
Academic freedom is essential to fulfill the ultimate objectives of an educational university/college - the free search for and exposition of truth - and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. Incompetence, idleness, intellectual dishonesty, failure to carry out assigned duties, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct - these and other grounds as set forth in APSU Policy 1.025, “Policy on Academic Tenure.” The right to academic freedom imposes upon the faculty an equal obligation to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities. The faculty member has an obligation to participate in tenure and promotion review of colleagues as specified in university policy. Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter. While academic tenure is essential for the protection of academic freedom, the full benefits and responsibilities of academic freedom extend to all individuals at APSU, whether or not they are eligible for tenure.

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 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 following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Equal Opportunity and Affirmative Action, 601 College Street, Browning Building/Rm BR 7C, Clarksville, TN 37044, bryantsm@apsu.edu. 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, designated to monitor and oversee Title IX complaints, is Sheila M. Bryant, Director of Equal Opportunity and Affirmative Action, 601 College Street, Browning Building/Clarksville, TN 37044, bryantsm@apsu.edu. The University's Equal Opportunity Compliance Officer and Investigator designated to investigate complaints of harassment and discrimination is Steven Grudzinski, 601 College Street, Browning Building/Rm BR 7E, Clarksville, TN 37044, grudzinski@apsu.edu.

See APSU Policy 6:001 (Misconduct, Discrimination, and Harassment Based on Sex (Including Pregnancy, Sexual Orientation, and Gender Identity/Expression)), APSU Policy 6:003 (Equal Opportunity, Affirmative Action and Nondiscrimination), APSU policy 6:004 (Discrimination and Harassment based on Protected Categories other than Sex-Complaint and Investigation Procedures), and APSU policy 5:035 (Nepotism).
Campus Sex Crimes Prevention Act
Federal Campus Crimes Prevention Act and the Tennessee College and University Campus Sex Crimes Prevention Act of 2002 require that whenever a sex offender becomes employed, enrolls as a student or volunteers at an institution of higher education in the state of Tennessee, he or she must complete or update the Tennessee Bureau of Investigation (TBI) sexual offender registration/monitoring form and deliver it to TBI headquarters in Nashville. As defined in section 40-39-102 of the Tennessee Code, a “sexual offender” means a person who is, or has been, convicted in this state of committing a sexual offense or who is, or has been, convicted in another state or another country, or who is or has been convicted in a federal or military court, of committing an act which would have constituted a sexual offense if it had been committed in this state. A “sexual offense” means the commission of acts including but not limited to aggravated and statutory rape, sexual battery, sexual exploitation of a minor, aggravated prostitution and kidnapping.

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

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 Sheila M. Bryant, Director of Equal Opportunity and Affirmative Action (bryantsm@apsu.edu).

Procedures in Response to Discrimination and/or Harassment
APSU Policy 6:004 Discrimination and Harassment based on Protected Categories other than Sex-Complaint and Investigation Procedures. The purpose of this policy, is to provide a procedure for the orderly resolution of complaints of discrimination or harassment on the basis of race, color, religion, creed, ethnic or national origin, sex, sexual orientation/gender
identity/expression, disability, age as applicable, status as a protected veteran, genetic information, and any other category protected by federal or state civil rights law related to Austin Peay State University (APSU). Fair and prompt consideration shall be given to all complaints in accordance with the procedures set forth below. Any employee, applicant for employment or student who believes he or she has been subjected to discrimination and/or harassment may utilize the procedure(s) provided for herein. Former employees or students may file complaints concerning conduct that took place during the time of employment or enrollment provided the complaint is timely filed pursuant to Section IV.B of this policy, and the conduct has a reasonable connection to the University.

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 Director of Equal Opportunity and Affirmative Action, any complaint or conduct which 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 been subjected to discrimination or harassment at APSU or who believes that he/she has observed discrimination or harassment taking place shall present the complaint to the Director of Equal Opportunity and Affirmative Action, or to the university’s Chief Student Affairs Officer. Contact information for the Director of Equal Opportunity and Affirmative Action, and the university’s Chief Student Affairs Officer may be accessed from the following web addresses:

Director of Equal Opportunity and Affirmative Action,
https://www.apsu.edu/eoaa/thestaff/index.php

Chief Student Affairs Officer, https://www.apsu.edu/student-affairs/student-affairs-office-staff.php

Please refer to APSU Policy 6:004, Discrimination and Harassment based on Protected Categories other than Sex-Complaint and Investigation Procedures, 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 effective performance, he/she may seek resolution under this policy. Formal procedures involving "grievances" (in which committee review is available) or "complaints" (in which committee review is not available) should be used only when informal efforts to settle alleged wrongs have failed. See APSU Policy 1:017, Grievance and Complaint Procedures for Employees.

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

**Instructional Workload**
The University has established guidelines for computing instructional credit hours based upon type of instruction and number of students taught. See APSU Policy 2:046, Faculty Workload.

**Open Records**

**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 Extra Compensation and Compensation for Services rendered during Summer Session, Intersession and Outside Active Contracts.

Several courses are taught at off-campus sites in the evenings or on Saturdays. Off-campus teaching, if needed, is an expected part of a faculty member's professional responsibilities. Deans and chairs will make every effort to balance these teaching assignments among various faculty members.

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

**Holidays**
Holidays during the academic year are published yearly and are listed in APSU policy 5:030, Holidays.

**Outside Employment**
Before engaging in outside employment or in a continuing business activity, faculty members should consult with the departmental chairperson and must consult the University policy on Outside Employment. This policy provides that faculty may engage in such activities if they do not interfere or conflict with obligations to the University and if they have the prior approval of the president. See APSU policy 5:014, Outside Employment and Extra Compensation.
Political Activity of the Faculty
Any faculty member of the University may participate in partisan political activity as do other citizens, or seek governmental office or serve on boards and commissions or render other services to government, provided that the individual follows the procedures outlined in the policies on outside employment 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.

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 interest of the system and the public good. In addition to the specific circumstances prohibited by state law, a conflict of interest exists and must be disclosed in the following situations:

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

See APSU Policy 1:001, Conflict of Interest and APSU Policy 2:016, Adoption of Textbooks and Ancillary Course Materials.

Purchasing
Only purchases authorized according to policy will be recognized for payment from the University's funds. All office supplies must be purchased through Staples. If departments can document cheaper pricing for an item, they will document cheaper pricing for an item, they will be permitted to use someone other than Staples. Departments must keep this documentation with either the credit card reconciliation, departmental purchase order or purchase requisition. See APSU Policy 4:014, Purchasing.

Sale of Instructional Materials
Instructional material and equipment may not be sold to students by the faculty. Arrangements should be made with the University Book and Supply Store to handle such needs.
FACULTY-STUDENT EXPECTATIONS
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 Undergraduate Bulletin.

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

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

Reporting Grades for Courses Dropped
When a student officially drops a course or withdraws from the University not later than the last day for withdrawing from a course with a mark of “W,” as stated in the University Undergraduate and Graduate Bulletins, the 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 “I” should be given when the student is failing at the time of withdrawal. (See “Faculty Responsibilities & Procedures” for explanation of “FA” and “FN.”)

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

Academic dishonesty may be defined as any act of dishonesty in academic work. This includes, but is not limited to, plagiarism, the changing or falsifying of any academic documents or materials, cheating and giving or receiving of unauthorized aid in tests, examinations or other assigned work. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. Penalties
for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to, a grade of “F” on the work in question, a grade of “F” in the course, reprimand, probation, suspension and expulsion.

A student accused of academic misconduct will be advised of the substance of the conduct violation and his/her 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 hearing right. If a student believes he/she has been erroneously accused of academic misconduct, he/she may request a hearing. Hearings will be conducted pursuant to the procedures set forth in the Student Code of 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.

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 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 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, 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.).
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 Student Affairs. Permanent exclusion can only be implemented through appropriate due process procedures and in consultation with the Office of Student Affairs. The Office of Student Affairs has also developed a Faculty Resource Guide for Disruptive Students, which can be found on the Student Affairs website, under the judicial affairs tab. Additionally, university personnel meet routinely as part of the Behavioral Intervention Team (BIT) to discuss students of concern. Should you have a student that exhibits behavior that you find disturbing or of concern, please contact the Dean of Students to assist with intervention efforts.

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

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

For comprehensive information about weather related closings, please visit [www.apsu.edu/alert/weather.aspx](http://www.apsu.edu/alert/weather.aspx), [https://www.apsu.edu/police/emergency-alerts.php](https://www.apsu.edu/police/emergency-alerts.php) could be either of these links [https://www.apsu.edu/student-affairs/weather-related-closings-and-information](https://www.apsu.edu/student-affairs/weather-related-closings-and-information)
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.

The Austin Peay Center at Fort Campbell may be closed due to the Army post 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.

Media outlets include**

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

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

FM Radio
95.5 (WSM); 98.7 (WHOP); 89.3 (WNKI); 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 your campus e-mail for detailed information. For immediate notification, sign up for APSU Alert at http://www.apsu.edu/alert/. AP Alert, powered by RAVE Mobile Safety, provides text messaging, e-mail messages, social media and other messaging forms to subscribers. AP Alert is the official messaging system used by the University for emergency communication.
The Library Web Page
Library information and services may be accessed 24 hours a day, seven days a week, through the Library’s Web page, http://library.apsu.edu/. In addition to Austin, the library’s online catalog, the library provides access to more than 200 online databases such as Academic Search Premier, ERIC, Literature Resource Center, JSTOR, Project Muse, PsycINFO, LexisNexis and Sabin Americana, and more than 300,000 e-books and 54,000 electronic journals. Information of particular interest to APSU faculty is available at https://library.apsu.edu/services/forms/research_instruction.html. Topics covered include general information, services available to faculty, help on finding materials and links to your department’s librarian liaison.

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

To Schedule Instruction Sessions
Please schedule classes as far in advance as possible. The librarians prefer at least a one-week notice in order to prepare presentations and accompanying materials. Faculty may request to schedule library instruction by completing the online form found at https://library.apsu.edu/services/forms/research_instruction.html or by contacting the instructional services coordinator (x1267).

Library Collection Development
Building a strong library collection is a collaborative process between the teaching faculty and the librarians. Working with the librarians, faculty members establish criteria for purchasing books and other materials for the Library’s collection. Each academic department designates a faculty representative to the Library. Each academic department is assigned a librarian liaison to assist in developing the collection, answering questions about the Library, and providing other instructional and informational assistance to the departments. Orders for library books and media items should be channeled through your faculty representative who in turn directs them to the librarian liaison. If you have any questions about ordering materials or library services, please contact your librarian liaison. Contact the resource management librarian (x7387) to learn who your department’s faculty representative and librarian liaison are or check the Library’s website at https://library.apsu.edu/about/liaisons.html.

To Request a Book or DVD for the Collection
Typically, requests for books come to the library from the various departmental faculty representatives. They may use a website called Collection Manager to select books, or they may simply forward the appropriate information to their liaison via email or campus mail. For DVDs (the preferred format for audio-visual materials), the representative forwards the necessary information to their liaison. Requesting titles is a year-round activity, although ordering typically occurs from August through April of each year.
To Aid Processing Requests to Purchase Books or DVDs
The following will facilitate the ordering process:
1. Verify the item is NOT already owned by the library by searching Austin: the online catalog. If the item is not already owned,
2. Confirm your ordering information (title, author, ISBN, cost, etc) by searching Amazon.com, Barnes & Noble.com, or a publisher’s catalog or website. For DVDs, it is helpful if you can provide the publisher or a vendor where the item can be ordered. If you have a request that is urgent, contact the resources management librarian (x1325).

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

To Request Periodicals
Due to budget constraints, requests for periodical subscriptions and online databases are carefully considered by a committee consisting of the appropriate liaison librarian(s), resources management librarian, electronic resources librarian, and the library director. When possible, electronic journal subscriptions are favored over subscriptions to journals in paper format. For details, contact the resource management librarian (x7387) or your department’s liaison librarian https://library.apsu.edu/about/liaisons.html

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

To Borrow Library Materials
Library materials are checked out at the Access Services Desk on the main level of the Library. Faculty members may check books out for 180 days; the loan period varies for other types of materials. For additional circulation information, see the Library’s website at https://library.apsu.edu/services/checkouts.html. Please note that all faculty members are required to return materials once a year in the spring for an annual inventory.

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

Reserve Collection
The Reserve Collection is located at the Access Services Desk and houses materials for which there is high demand and for which better control and limited circulation are required. A major focus of the Reserve Collection is course-related materials placed on reserve by individual members of the teaching faculty. The Library no longer places materials on electronic reserve; faculty may use the course management system, D2L for this purpose.

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

To Place Materials on Reserve
Please bring the items you want to place on reserve to the Access Services Desk on Library Level 2. For each course, you will need to complete a Reserve Request form, which is available at the Access Services Desk and on the Library’s website at https://library.apsu.edu/collections/reserves.html. List each item, its respective loan period and its removal date. Remember to pick up personal copies at the end of each semester. Copied articles will be discarded and scanned materials removed from the server at the end of term, in order to comply with copyright regulations.

Electronic Posting of Copyrighted Materials
Materials placed on “electronic reserves”, Desire2Learn (D2L) 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 other electronic reserve forums. Library staff will assist as needed. Materials may be placed on electronic forums only if:

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

Fair use doctrine depends on four factors:

A.) The purpose of your use;
B.) the nature of the work you are using;
C.) the amount of the work that you are using; and
D.) the effect of your use on the value of or market for the original work.

**A. Purpose of Use**

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

**B. Nature of the Work**

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

**C. Amount of the Work**

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

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

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

**Notice Warning Concerning Copyright Restrictions**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement. This institution reserves the right to refuse a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.
Public Domain
Materials may be placed on electronic reserve if they are in the public domain. Materials are in the public domain if the copyright has expired or if the material is a “work of the U.S. Government.” Materials created since October 1998 are protected for the life of the author plus 70 years. Materials that were published before 1978 are generally protected for a term of 95 years. As a general rule of thumb, materials published before 1923 are in the public domain.

Obtaining Copyright Permission
Copyright permission may be obtained through the Copyright Clearance Center (CCC) by paying the appropriate royalties. See http://www.copyright.com for the CCC. Alternatively, permission may be obtained by writing the copyright owner and paying the appropriate royalties if required. Academic Departments are responsible for paying the royalties for materials placed on electronic reserve servers.

This information was liberally condensed from the website of the Copyright Management Center, Indiana University. http://www.iu.edu/copyright/
A good general source for copyright information pertaining to academic institutions is Campus Copyright Rights and Responsibilities: a Basic Guide to Policy Considerations: http://www.aaupnet.org/images/stories/documents/Campus_Copyright.pdf. For more detailed information on copyright and associated issues see http://fairuse.stanford.edu.

Video, Copyright, and University Personnel
Why You Need to Know About Copyright
Video programs with outstanding educational value abound today in all areas of the curriculum. You probably see television programs you would like to tape for your students, or you would like to rent a tape from your local video store to show in your class. You receive advertisements for videotapes for $19.95 or less, and you want your media center to buy them. All of these educational temptations have the potential for infringing on copyright. As your access to videotapes has increased, so has your need to know what rights you have and what restrictions you must observe. You need to know that improper use of copyrighted materials—even in an educational setting—may render you liable to federal prosecution, and that violations of the copyright law in your teaching practices may subject you and your institution to liability for actual and/or statutory damages. State Board of Regents and institutional policies require adherence to copyright law; thus legal protection from the state Board may be in jeopardy in the case of employees who commit violations.

What the Copyright Law Covers
The law protects the rights of the copyright owner:
- To reproduce or copy the work
- To prepare derivative works
- To distribute copies of the work publicly
- To perform or display the work publicly

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

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

**What You Can’t Do**
Audiovisual works may not be performed publicly without permission of the copyright owner – even in nonprofit education institutions – if:

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

**Explanation of “Not for Cultural or Intellectual Value”**
Of course cultural and intellectual enrichment is important. Most of the audiovisual programs owned by your institution’s library or media center include public performance rights that allow you to use those materials for almost any nonprofit educational purpose. Check with your librarian or media specialist for clarification if you have doubts about any specific use. The permission and restrictions described above have relevance to your teaching needs primarily in terms of “home use only” tapes. These are videotapes you rent from your local video store or buy from video clubs for bargain prices. The copyright law specifically permits you to show these programs in face-to-face classroom teaching situations as described above, but you may not stretch that exemption to extracurricular showings, regardless of the cultural, intellectual or even humanitarian benefits. Talk to your librarian or media specialist for help in obtaining public performance rights for the particular program you want to use, and remember there’s a strong possibility that a program you recorded at home is not a legal copy.

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

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

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

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

Federal Regulations on Copyright
Academic Support Services

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

Academic Support Center

The Academic Support 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 are asked to encourage their best 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. Students must pay a $75 SLA fee for each SLA supported course.

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

Workshops offered by the Center are based on requests from faculty members and the perceived needs of students. The Writing Center offers in-person and on-line support for APSU students for any paper they write for any class in which they are enrolled. The students who work in the Writing Center are prepared to review papers in MLA, APA or Chicago style. Online support is provided by the student e-mailing their paper to writinglab@apsu.edu.

Faculty may request support from the Academic Support Center, provide feedback on services provided, or request information about the support provided to their students by using the forms provided at http://apsu.edu/asc/form/faculty_forms/index.php.

Nottingham Bill

On July 1, 2004, Austin Peay State University 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 immediately must 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.

**APSU 1000**

All freshmen (students entering with fewer than 12 traditional college credit-hours earned after high school graduation) are required to enroll in freshman seminar where they have opportunities to work in groups with other new students, learn how to navigate the APSU academic system and develop skills that encourage academic success. The sections of APSU 1000 may be focused on a specific discipline, honors courses, or conditionally admitted students.

**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.

**GOVS R.O.W.**

During the summer, students come to campus for a one-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 providers 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, which would include directing students to only purchase 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 in the Catherine Evans Harvill Building. The Fort Campbell bookstore is located in the Fort Campbell Educational Center, room 1115.

**Store Hours:** Store hours are available on the bookstore website apsubookstore.com.

**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 the OER Based Courseware:

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

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 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 first week in August for fall and first week in December for spring).

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 numbers 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:
Shonte Cadwallader, Barnes & Noble Store Manager, 931-221-6703 or SM8233@bncollege.com  
Melissa Jones, Barnes & Noble Assistant Manager, 931-221-6706 or AM8233@bncollege.com  
Ashley Campbell, Barnes & Noble Textbook Manager, 931-221-6704 or TM8233@bncollege.com
Tammy Silva, APSU Auxiliary Support Services, (campus liaison), 931-221-6164 or silvat@apsu.edu

Career Services

The Office of Career Services at Austin Peay State University assists students to connect with local, regional, state, and national employers. We strive to provide students (both undergraduate and graduate) with a high level of career education and practical experience so that they are ready to transition to the workplace. As a part of our services, we provide presentations that can be adapted to meet your classroom needs. Examples of services and presentations are as follows: resumes or curriculum vita (CV), cover letters and thank you letters, and interview preparation and personal branding workshops. Additional services include: career exploration; one-on-one career counseling; and, career assessments and interpretations (classes or individualized).
When visiting our [website](https://www.apsu.edu/directory/) you will find we offer software to help guide students through the career development process. **Jobs4Govs**, APSU’s career management system, allows students and alumni the ability to find information on jobs, internships or upcoming career events that students/alumni may apply to or attend. When students register with **Jobs4Govs**, they are able to find and apply to employment and internship opportunities with employers that are actively posting positions in the database and are seeking Austin Peay State University students and alumni. This gives students an exclusive advantage to employer recruitment opportunities which employers may also be recruiting on campus and conducting on-campus interviews.

In the **Jobs4Govs** portal, there are several embedded software to help students prepare for work experiences. **InterviewStream** is an online mock interview system that allows students to practice interviewing from their computer or laptop. Faculty can customize interview questions or choose from a question bank to allow student to experience a simulated virtual interview practice session. Faculty are also able to provide feedback based on non-verbal cues. Additionally, the student can choose to e-mail the recorded video to the instructor or to a peer for review.

**GoinGlobal** is software that offers students specific geographical research in both the United States and countries abroad. The information allows students/alumni to research possible job offer locations to determine cost of living and community information. Another resource **GoinGlobal** offers is access to thousands of jobs and internships abroad. Four our international students, **GoinGlobal** is a great resource to look for employers that have previously sponsored H1-B visas (work visas) for international students.

**Jobs4Govs** is **CareerShift**. **CareerShift** allows students/alums to enter their own search criteria for jobs and the system then pulls those jobs that fit that search criteria back into the system. **CareerShift** searches all public, private corporations and businesses, as well as, federal job postings and not-for-profit job boards. **CareerShift** makes Jobs4Govs a one stop shop for all jobs. There is no need to go to individual sites or company websites when **CareerShift** can pull all the jobs you are searching for into one system.

Lastly, we offer, **What Can I Do With This Major**, a software on our Career Services website. You will find related career fields, types of employers or suggested internship sites and general skills required, all specific to a student’s major. To collaborate with Career Services, teaching assistants, faculty or staff instructors are encouraged to call 931-221-6544 or e-mail us at [careerservices@apsu.edu](mailto:careerservices@apsu.edu). Also visit the Faculty and Staff page on the office website [http://www.apsu.edu/careers/faculty-staff](http://www.apsu.edu/careers/faculty-staff), [https://www.apsu.edu/directory/](https://www.apsu.edu/directory/)

**Student Counseling Services**

Student Counseling Services facilitates optimal mental health outcomes for students by developing the right goals and deploying the right resources at the right level, whether with individual students or with others at broader social, institutional, and/or community levels. Services are available free of charge—as schedules permit—to all currently enrolled students by appointment and/or as crisis walk-ins.
Individual Counseling
Many students seek counseling for the following concerns:
- Adjustment to college
- Depression
- Anxiety
- Relationship issues
- Substance abuse
- Sexuality and gender concerns
- Self-esteem
- Military Life
- Deployment and/or re-entry stress
- Study skills
- Trauma
- Disordered eating
- Social anxiety
- Sport performance

Group Counseling
In group counseling, students who have common concerns have the opportunity to connect around a specific issue and hear from others who struggle with similar difficulties. With the guidance of trained counselors, students discuss their experience 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!

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

Student Counseling Appointments
Students who wish to schedule an appointment may call Student Counseling Services at (931) 221-6162. Office hours are Monday through Friday, 8:00a.m. to 4:30p.m.

Confidentiality
The professional staff of Student Counseling Services greatly values a student’s privacy and need for confidentiality. Our 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
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
Counseling is provided by licensed professional counselors, a marriage and family therapist, a social worker, and a psychologist.
Phone: 931-221-6162. Web: www.apsu.edu/health-and-counseling

Service Population
Services are only provided to currently enrolled APSU students (and their significant other if relationship counseling is sought).

Health and Counseling Center
The Health and Counseling Center is located in the Ard Building, 524 College Street, at the corner of College Street and University Avenue. The Center’s core mission is to help Austin Peay State University students achieve academic success and realize their fullest potential by expertly addressing their acute health and mental health needs. It consists of two departments: Boyd Health Services and Student Counseling Services.

Health Services
Boyd Health Services facilitates optimal health outcomes for students by delivering high quality primary care services. Staff provide assistance 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)

Hours of operation
Boyd Health Services is open Monday through Friday from 7:00am-4:30pm. Summer hours are 7:00am-3:30pm. Thursday afternoons are reserved for staff administration and training with limited clinical services available.

Costs
There is no charge for students 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. The Center does not file insurance claims.

Confidentiality
All visits are confidential.

Providers
Healthcare is provided by certified nurse practitioners, certified medical assistants, consulting physicians, and a pharmacist.
The Office of Disability Services

The Office of Disability Services' (ODS) primary mission is to ensure access for students with disabilities to all curricular and co-curricular opportunities offered by Austin Peay State University. It is the responsibility of the student to contact the Office of Disability Services in order to receive assistance.

ODS is committed to providing leadership to promote a comprehensively accessible university experience where individuals with disabilities have the same access to programs, opportunities and activities as all others by improving usability for everyone.

Accommodations are academic adjustments or auxiliary aids that provide equal access to programs and services. A few examples are print and audio materials in alternate formats, extended time or taking an exam in a minimal distraction area, recording a lecture or having a note-taker and assistive technology to read and navigate a computer.

Accommodations are determined through a series of questions:
- Has an Accommodation Request Form been submitted?
- With the requested accommodations, can the student perform the essential tasks of the program?
- Are the requested accommodations reasonable? Section 504 and ADAAA guidelines are applied with respect to determination of “reasonableness.”
- Has the student provided appropriate documentation?
- Does the student have a disability? Section 504 and the Americans with Disabilities Act as Amended (ADAAA) criteria are applied.
- Is the student “otherwise qualified?”

A "person with a disability" is someone with a physical or mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability if he/she has the disability, has a record of the disability, or is regarded as having the disability.

The following list is not limited to the common disabilities an individual may be eligible for:
- Blind and/or Visually Impaired
- Deaf and/or hard of Hearing
- Learning Disabled/Attention Deficit Disorder
- Mobility Impaired
- Chronic health conditions
- Psychological

The Office of Disability Services (ODS) provides services for students with physical, mental, or learning disabilities. Our staff is available to answer questions you may have regarding the services we offer to APSU students with disabilities. We offer several workshops to both students and instructors to help develop an awareness and promote a better understanding of the needs of students with disabilities.
Each semester the Office of Disability Services assists by ensuring that the necessary requested accommodations are available. We assist in the process of obtaining:

- Accessible housing
- CART (Communication Access Real-time Translation)
- Auditory information printed
- Enlarged print
- Interpreter services
- Special testing settings/conditions
- Physical access
- Reader services
- Special seating
- Note taking

The Office of Disability Services is located in the Morgan University Center, Suite 114, (931) 221- 6230 voice and (931) 221- 6278 TTY, [www.apsu.edu/disability](http://www.apsu.edu/disability).

**Dining Services**

APSU Dining Services provides various dining options for the campus community. General locations are:

- The University Center - The Caf, Food Court, Einstein Bros. Bagels and the Peay Pod convenience store.
- Woodward Library – Starbucks
- Catherine Evans Harvill Bookstore – Subway
- Sundquist Science Center – Elements Café
- Foy Center – Courtside Cafe
- Eriksson Hall – The Terrace

Please visit the dining website at [http://www.dineoncampus.com/apsu/](http://www.dineoncampus.com/apsu/) for a complete list of hours.

There are various dining plans offered to faculty and staff which are added to the Govs ID Card.

- **Meal plans** can be purchased at [http://www.new.dineoncampus.com/apsu/for-facultystaff](http://www.new.dineoncampus.com/apsu/for-facultystaff). The various meal plans include a 35, 15 and 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.

- **Plus Dollars** can be purchased rather than a meal plan and require a minimum of $25 and can be added at [https://new.dineoncampus.com/apsu/for-facultystaff](https://new.dineoncampus.com/apsu/for-facultystaff).

- **Gov Bucks** are also available by depositing a minimum of $25 on your Govs ID card at the Cashier Window in the Browning Building. With Gov Bucks you can make purchases at any food venue on campus or make copies at the Library.

Chartwells Catering 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://new.dineoncampus.com/apsu/catering-menu](https://new.dineoncampus.com/apsu/catering-menu).
Feel free to call 931-221-7474 with any questions or comments you may have about APSU Dining.

**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 Desire to Learn (D2L) Brightspace learning management system platform and third party instructional technology tools. These third party instructional 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. Contact 931-221-6625 for additional information.

**Top Hat**

Top Hat is a twice weekly student e-newsletter providing APSU students with news and event information at APSU. To submit an item for Top Hat, post your announcement to the University’s announcement page, [http://www.apsu.edu/announcements/index.php](http://www.apsu.edu/announcements/index.php) or e-mail Charles Booth at boothcw@apsu.edu.

**Post Office**

The University Post Office is located in the Morgan University Center.

**Hours of Operation:**
Department hours are Monday – Friday, 7:30am to 4:00pm. Service window hours are Monday - Friday, 8:00am to 3:30pm.

**Mail pickup:**
Monday – Friday at 3:30pm for all U.S. Postal Mail and next business morning for all pre-paid UPS, FedEx, and DHL.

The APSU Post Office is a Contract Postal Unit (CPU) for the United States Postal Service (USPS) that provides postal products and services to the University and the surrounding community at U.S. Postal Service prices.

USPS services and products provided (retail sales or department charges) include:

- Forever Stamps
- Stamped Envelopes
- Priority Mail
- Priority Mail Express
- First Class Mail
- Retail Ground Service
- International Services
• Media Mail  
• Library Mail  
• Non-Profit and First Class Bulk Mail  
• Business Reply Mail  
• Insured Mail  
• Certified Mail  
• Return Receipt  
• USPS tracking  
• USPS Money Orders  
• Process department mail  
• Sort and distribute incoming mail for the campus.  
• Sort and distribute on-campus/interdepartmental communications  
• Provide on-campus/interdepartmental mail envelopes, as well as collect ones not needed  

Post Office Box Rentals:
• Students can rent a PO Box for $9/semester.  
• 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 USP, FedEx, and DHS shipping labels.  
• Printing return labels from Amazon, eBay, etc.  
• Filling out custom forms for international mailings.  
• Submitting mail forward requests.  

Contact Information:
Office: 931-221-6161  
Website: http://www.apsu.edu/auxiliarservices/post-office/index.php  
Manager: Tammy Silva, 931-221-6164 or silvat@apsu.edu
Printing Services

Printing Services is a full-service print solution center for APSU faculty, staff and students located in the Woodward Library 124 (Lower level of Library or use entrance facing Archwood parking lot). Hours are Monday through Friday, 8 a.m. – 4:30 p.m.

Printing Services produces high-quality commercial printing and graphic solutions at reasonable prices. Graphic design services are available to faculty and staff to develop APSU print materials and marketing products at competitive rates. Our services include:

- Creative design services for brochures, invitations, flyers, posters, bookmarks, booklets, etc.
- One-stop source for displays, banners, retractable banners, yard signs and other promotional needs. The staff can design and print projects.
- One-color or full-color prints and copies on various paper stock weights and colors
- Postcards, tent cards, flyers, booklets, brochures, envelopes, posters, labels and invitations
- Large and oversized prints/posters, up to 44”
- Art supplies, illustrator board, foam and poster board (cut to size and mounting)
- Custom pocket folders, tags and window decals
- Business cards, letterhead, and stationery, notecards and notepads
- Envelope printing and addressing for USPS first class mailing
- Bindery finishes—folding, trimming, stapling, hole punching, perforating, numbering, wire, spiral binding, tabbing and booklet making
- Lamination and high resolution scanning
- Faxing services
- Test scanning sheets for purchase and test scanner on site
- Personal print orders can be printed, such as invitations, cards, announcements, etc.

Quick copies or small digital print orders may be printed while you wait. For more information, call 931-221-7187 or email printingservices@apsu.edu.
**GosTech Technology Services**

Any questions regarding the University’s computer hardware, software, telephones, mobile devices, network access or multi-media equipment should be directed to the Govtech Help Desk. The Help Desk is located in Morgan University Center lobby and can be reached at 931-221-HELP (4357), at 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 to include 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 GosTech portal provides a list of available services that can be requested from OIT by faculty and staff. If you have an issue with your University-issued or purchased technology, you can submit a ticket. Faculty and staff will be able to 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 that are available twenty-four hours a day, seven 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 GosTech portal page at https://govstech.apsu.edu
Benefits

More information regarding benefits is available on the Human Resources website by clicking on the Benefits tab.

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, to give to the University, etc. Contact the office of Human Resources for additional information. The faculty member can also make arrangements for deductions to a tax-sheltered annuity or a deferred compensation program. The Internal Revenue Code provides that the University may place a portion of an employee's compensation in an annuity contract owned by the faculty member and that income taxes payable on this amount may be deferred until the annuity is paid during retirement. Further information can be obtained from the Office of Human Resources. The Office of Human Resources is authorized to deduct certain debts, such as parking fines and travel advances, owed to the University from a paycheck. Such deductions are made only after ample notice has been given and attempts to collect the debt have failed.

Insurance
Health: Faculty participation in the State of Tennessee group health insurance plans is optional. Employees may participate in a plan authorized by the state of Tennessee. Refusal forms are required of any persons who do not 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.

Further information about the group insurance plan and a booklet outlining its provisions can be obtained from the Office of Human Resources. The health insurance plan also includes basic term life and basic special accident coverage. The amount of coverage and the premium increases as the employee's salary increases. Dental Insurance: Dental insurance coverage is available through payroll deduction. There are two different options available - a Prepaid Plan and a PPO Option Dental Benefit Plan. In the Prepaid Plan, one dentist from a list of available dentists must be designated. Under the PPO Option Dental Benefit Plan, any dentist may be used; however, members receive the maximum benefit when visiting a PPO network provider. Vision Insurance: Vision insurance is available through payroll deduction. Coverage is available with Davis Vision. Flexible Benefits Plan: During a fall enrollment period, faculty have the opportunity to set aside tax-free dollars that can be applied to medical expenses and day care for a child or an adult. Careful planning is advised because a decision to participate is irrevocable unless a family status change occurs; funds not spent for qualifying items will not be returned to the employee. For more information, consult the state plan document https://www.tn.gov/content/dam/tn/finance/fa-benefits/documents/spd2018.pdf.
Flexible spending account information can be found beginning on page 104.

**Term Life Insurance**
Optional Term Life Insurance coverage is available for the employee, spouse, and eligible dependents. Under this plan, premiums for the employee and spouse are age-based and automatically increase on Jan. 1 if he/she has changed age brackets. Premiums for dependent children are a flat rate and do not increase regardless of the ages or number of children insured.

Long term disability coverage is available through Lincoln Financial.

Short term disability coverage is available through Metlife.

**Tuition Waivers**
The PC191, 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 institution in the 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 noncontributory service, and those who were employed on or after that date and have only noncontributory service. For the former, the state assumes contributions. Members leaving the employment of the state and having both contributory and noncontributory service may apply for a refund of the contributions in their account. Members whose total service is noncontributory are not eligible for refunds. Members joining TCRS on or after July 1, 1979, attain vested rights after five years of membership service. Members having both contributory and noncontributory service who have attained vested rights may leave their contributions in the system and retain membership. Noncontributory members who have not attained vested rights lose membership after seven years.

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; this plan offers a match.

Optional Retirement Program (ORP)
ORP became noncontributory as of July 1, 1981. In lieu of the employee contributions, the employer makes contributions at the rate of 10 percent of gross salary below the Social Security wage base and 11 percent above the Social Security wage base. Unlike TCRS, which is a defined benefit plan, ORP is a defined contribution plan where the total amount of contributions and interest credited to each ORP member's account is used to purchase an annuity payable for the retiree's lifetime. Participants may direct funds to TIAA-CREF, VOYA, or VALIC, or the funds may be split between two or three of these companies. 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 by TIAA-CREF, VOYA, or VALIC depending on which company or companies the employee chooses. The employee may also contribute to the state’s 401(K) plan; this plan offers a match.
TRAVEL AND REIMBURSEMENT
Personal Automobile
When traveling by personal automobile, the faculty member will be reimbursed for the actual business mileage traveled. Point-by-point mileage is calculated using “Rand McNally Tripmaker” for Windows. If you do not have access to a road atlas, you may call the travel clerk for mileage information or check the website: http://www.randmcnally.com/. Mileage that exceeds the above is calculated separately as "Vicinity Mileage." The current mileage rate allowance per mile is specified on the Travel website. Please refer to APSU policy 4:015. Hotel parking is an allowable expense, but a receipt is required for reimbursement. This applies to airport parking and any other parking expenses more than $8.

Lodging
The maximum in-state lodging allowance is specified in the Addendum I to the APSU policy 4:016. https://www.apsu.edu/policy/4s_business_and_finance_policies/4016-reports-expenditures-president.php 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.

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

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

Registration Fees
Registration fees for approved conferences, conventions, seminars, meetings, etc. will be allowed including cost of official banquets and/or luncheons, if authorized in advance by the appropriate approving authority and provided receipts are submitted with the travel claim. https://www.apsu.edu/accounting-services/accounts-payable/travel.php Registration fees may be prepaid if they are submitted to the Business Office with an approved "Authorization of Travel" https://www.apsu.edu/coal/forms/Authorization-of-Travel-PDF-format_0.pdf form with the "Request for Advanced Registration Payment" (bottom portion) completed and the registration forms attached.
**General Process**
All claims for travel expenses should be submitted on the form designated for this purpose. Receipts are required for registration fees, lodging, parking, official banquet, etc. Receipts are not required for meals and check-in expense. Reimbursements for official travel will be direct deposit. An email will be sent to you on the day the payment is sent to the bank. Allow a day or two for the deposit to show in your account.

**Current Travel Procedures**
All faculty members are responsible for following the travel procedures in place at the time of travel. Policies, procedures and guidelines are available on the Accounting Services website at [http://www.apsu.edu/acct_serv/travel.htm](http://www.apsu.edu/acct_serv/travel.htm), [https://www.apsu.edu/accounting-services/accounts-payable/travel.php](https://www.apsu.edu/accounting-services/accounts-payable/travel.php)
THE COURSE SYLLABUS

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

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

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

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 Course Syllabus

1. Required Minimum
   (1) Course Designations
       Numbers, Title, Credit Hours, Semester and Year, Instructor, Office Hours, Office Number, and Phone, and Email address.
   (2) Course Description and Prerequisites (as indicated in the student bulletin/catalog)
   (3) Course Objectives
   (4) Student Learning Outcomes
   (5) Content Outline
   (6) Required Learning Resources or Textbook
       Test(s), Reading Lists, Visual Aids, Computer Laboratories, Field Trips, etc.
   (7) Course Requirements
   (8) Basis and Methods for Grading
   (9) Attendance Policy
II. Optional

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

Students will receive a grade of FN (Never Attended) for a web-based course if they fail to meet active participation requirements within the first 14 days of a regular semester or the equivalent percentage for classes which meet less than a full semester. A grade of FA (Failure to Attend) is awarded when the student stops attending the class as evidenced by consecutive failure to meet active participation requirements in the course via the learning management system. The instructor's policy for awarding the FA grade should be a part of the course attendance policy and clearly stated in the course syllabus. The level of participation constituting “attendance” will be different for each course depending on the instructor, but it must be more than the student simply logging in or accessing the course via the learning management system. For more information on what constitutes active participation and online and hybrid course attendance please refer to Class Rolls and Attendance Report Rosters in the Faculty Handbook.
ACADEMIC ADVISEMENT
Austin Peay State University

Academic Advising Syllabus

Adviser: (e-mailed to student by Registrar before priority registration, if no adviser is assigned, the student needs to contact the department of their major to have an advisor assigned.)

Office Location: determined by student after receiving assignment (APSU 1000)*
Office Hours: as an advising assignment, student will go to office and copy the posted office hours--(APSU 1000)

Phone:
E-Mail:

Materials Needed for Advising Session: University Bulletin, University Web Resources, Advising Portfolio (4-year academic plan, 2-year plan for Undeclared; documentation from previous advising sessions; referrals and documentation of action)

Academic Advising at Austin Peay State University

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

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

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

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

Students will:

- Value the role of the academic advising process in the university experience
- Demonstrate the characteristics of a prepared advisee
- With the guidance of an academic adviser, make effective decisions concerning their degree and career goals
- Develop an educational plan for successfully achieving their goals; select courses each semester to progress toward fulfilling that educational plan
- Know the general education requirements and appreciate the liberal arts values reflected in the University core
As an Advisee Responsibilities

- Use campus resources and services to assist them in achieving their academic, personal, and career goals.
- Follow through when referred to appropriate campus resources
- Be able to read accurately and effectively use a degree evaluation in their educational planning
- Graduate in a timely manner based on the individual educational plan

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

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

You can expect me as your adviser to:

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

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

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

- Schedule regular appointments or make regular contacts with adviser during each semester.
- Come prepared to each appointment with questions or materials for discussion.
- Take your advising portfolio to advising sessions in which your progress will be assessed and a course of study for the following semester will be planned.
- Be an active learner by participating fully in the advising experience.
- Ask questions if you do not understand an issue or have a specific concern.
- Enroll in the courses for which you and your adviser have determined that from educational objectives you are ready to pursue.
- Keep a personal record of your progress toward meeting your goals.
- Organize official documents in a advising portfolio that enables you to access them when needed
Complete all assignments or recommendations from your adviser
Gather all relevant decision-making information
Clarify personal values and goals and provide adviser with accurate information regarding your interests and abilities
Become knowledgeable about college programs, policies and procedures
Accept responsibility for decisions

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

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

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

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

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

Excerpts from “Some Legal Implications in Academic Ad
AUSTIN PEAY CENTER at FORT CAMPBELL
The Austin Peay Center at Ft. 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 in either the Army Education Center or in the Austin Peay Education Facility. Faculty from main campus and adjuncts do not have offices on the Fort Campbell site, but there are several offices in Bldg. 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
A record of student attendance is required by the Army Education Division. Instructors shall keep attendance records for all students. There are drop boxes available for courses and student forms. Attendance reporting is mandatory.

Section Numbers
Every course offered has a section number, such as AT 2000/W1. Class rolls will have this information listed, and all students enrolled will be listed on the rolls. Students not listed on the roll or who have been dropped from the course should report to the Student Information Window in the 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 work-room 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 Materials
The Felix Woodward Library on the main campus and the R. F. Sink Library on Fort Campbell are available to faculty, staff and students. Books may be borrowed and returned at either library. Instructors may borrow a book at one library and return it to the other; a courier makes deliveries daily between the two libraries. Both locations will make photocopies of articles and will hold reserve books for the students. Books not available at either of these locations may be obtained through the inter-library reservation system within four days. Books can also be picked up or dropped off in Bldg. 203 at the information window.

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.
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 D2L help sessions
- Online student assistance
- Online proctoring services
- Technology integration into online courses

**Online Programs**

Active APSU online degree programs can be found at http://www.apsu.edu/online/online-programs.

**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 can be found at [www.apsu.edu/online]. Please email 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 effectiveness. To review current membership of the online course committee please visit the Standing Committee website.

Learning Management System

Desire2Learn (D2L), Brightspace is the learning management system for APSU. Faculty may place course materials and resources on D2L to provide students with easy access. Faculty may login to D2L via OneStop or by using the URL [https://elearn.apsu.edu]. If faculty teach for TN eCampus they need to access D2L using the URL [https://gotoclass.tncampus.org/d2l/login].

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 Desire to Learn (D2L) Brightspace 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 using the following contact information: 931-221-6625, [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 the following URL [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 he/she teaches 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.

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 $500 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 login using a secure ID and password via OneStop to gain access to the D2L, 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.

TN eCampus Initiative

TN eCampus is an initiative among 6 state universities, 13 community colleges and 27 colleges of applied technology who offer online classes. Faculty interested in teaching for TN eCampus should visit the following URL [http://www.tnecampus.org/] and contacting the department of Distance Education at APSU.
Enrolling in a TN eCampus Course

Students must satisfy the residency requirement for Austin Peay State University prior to enrolling in a TN eCampus course. Students requesting enrollment in a TN eCampus course must meet with an academic advisor and their department chair to discuss course options. The department chair will initiate the TN eCampus Course Request Form if the Austin Peay State University residency requirement has been met. The TN eCampus Course Request form must be approved by the Distance Education director and the Registrar before registration authorization can be granted.

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

The National Council for State Authorization Reciprocity Agreements (NC-SARA) provides the nation with a state wide 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 sates 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].
FACULTY DEVELOPMENT AND RESEARCH SUPPORT
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 $1,000 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 Assignment
Faculty Professional Development Assignments sometimes referred to as sabbaticals, are designed to contribute to the professional growth of the faculty member and enhance scholarship and the academic excellence of the University, while strengthening the curriculum and improving teaching at the University. Tenured full-time faculty who have completed seven years at Austin Peay and who are in the ranks of associate professor or full professor are eligible. These faculty members must demonstrate scholarly or creative achievement in their discipline. The Faculty Professional Development Assignments are outlined in APSU Policy 2:006 and are authorized by the Provost 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 $5000 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 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: 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 to 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 related 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 which 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/.
OTHER RESEARCH SUPPORT AND INFORMATION

Confidential Sponsored Research and Service
State law (T.C.A. § 49-7-120) permits certain research and service agreements to be confidential. The law also requires that each institution file an annual report with the Attorney General concerning sponsored research or service closed to public inspection. All faculty members who wish to engage in confidential research or service agreements must file a request for approval in the Office of the Provost 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 on “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 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 Austin Peay State University must be reviewed by the Austin Peay State University Institutional Review Board (APSU IRB). Research with minimal involvement of human participants, such as surveys or questionnaires, 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” Instructions and an example of an Informed Consent Document are provided with the application form. Completed application forms are due in the College of Graduate Studies/APSU IRB Office by noon 7 days preceding the APSU IRB meeting.

Following APSU/IRB deliberations of research protocols, investigators will be notified in writing of the APSU/IRB action. See APSU policy 2:002 and visit http://www.apsu.edu/grants/.
Research and Teaching Involving Animals
Compliance with the Federal Animal Welfare Act (7 U.S.C. 2131 et seq.) related to research and teaching involving animals is required. The Institutional Animal Care and Use Committee (IACUC) is responsible for monitoring the compliance of the Animal Welfare Act and reviewing research related to animals. Forms for submission of research proposals to the IACUC and information about meeting dates are available from the Office Grants and Sponsored Research. See APSU policy 2:007 and visit http://www.apsu.edu/iacuc/.
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.

1) All proposals for funding (grants or contracts) submitted to external agencies must be submitted through the Office of Sponsored Programs. The Office of Sponsored Programs will route proposals for administrative review and approval before they are released for submission.

2) These policies pertain to all proposals and applications regardless of whether the sponsoring agency requires an official institutional signature as part of its application. These policies are interpreted to apply to preliminary proposals as well as to final proposals or applications.

3) Austin Peay State University has no obligation to accept any award or contract made as the result of a proposal submitted in violation of these policies. Standard practice will be to reject awards or contracts made in response to internally generated proposals submitted without prior internal review and approval.

4) University employees often participate in grant-funded projects not directly subsumed under these policies but which may incur institutional risk, liability, or commitment of resources. To better assess such risks and plan for such commitments, the Office of 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 proposals preparation and/or will play an active role in project operation when funded (e.g., Goals 2000 awards made to area school systems).

   c) Proposals submitted by entities in which APSU personnel are incorporated in the capacity of consultants, co-investigators or collaborators which will either 1) result in the need for a subcontracting agreement between APSU and the grantee organization or 2) will require involvement of APSU facilities, resources or staff.
5) The Office of Sponsored Programs has oversight responsibility for all grants and awards made to the University. Oversight procedures for each award will be developed by the Office of Grants and Sponsored Research in consultation with the project director. At minimum, this oversight will include responsibility for review of monthly financial reports; authorization of travel; travel claims; personnel actions; authorization of budget revisions and modifications to the award agreement; and monitoring/enforcement of reporting requirements.
SPECIAL PROGRAMS
**Adult, Nontraditional and Transfer Student Center**
The Adult, Nontraditional and Transfer Student (ANTS) Center provides encouragement, engagement, and a convenient respite space for degree seeking adult learners and nontraditional students. This 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 reach out to you and engage you through relevant and educational programming. 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 aims to create programming that helps increase transfer student involvement while easing the stressors of changing institutions. Transfer students are encouraged to stop by the center at any time for assistance with getting involved or finding resources at their new university.

Further, the center is a safe space where adults can share their educational journey, difficulties and triumphs. In such a space, self-efficacy (a student’s personal belief in ability) grows, along with the relationships and cohort-building that add meaningful and lasting impressions of the college experience. The center includes a computer lab, kitchenette, TV, lactation space and comfortable furniture. It is in the center that adult students realize they are APSU ANTS, red and black, small but strong, and the best at using cooperation and teamwork to get the job done. The ANTS Center is open Monday- Thursday, 7:30am to 6:00pm; and Fridays until 4:30pm during the regular semester and as needed during summer, winter and spring breaks. All are welcome, for more information contact the ANTS Center at 931-221-6854 or email ANTSC@apsu.edu or visit the website at [http://www.apsu.edu/ants](http://www.apsu.edu/ants).

**African American Cultural Center**  [https://www.apsu.edu/aacc/](https://www.apsu.edu/aacc/)
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, telephone (931) 221-7120.

**African American Studies**
Designed as a minor consisting of 18 credit-hours, the African American Studies Program is interdisciplinary in that students choose from a wide variety of stimulating courses that cross departmental lines. The program offers an in-depth examination and provides a standard body of literature on African American experiences in order to promote a well-rounded education and a greater appreciation of cultural diversity and heritage. For more information, telephone (931) 221-7886.
Center of Excellence for the Creative Arts
https://www.apsu.edu/cec/

The Center of Excellence for the Creative Arts was established by the Tennessee state legislature in 1985 as part of a statewide program to improve all levels of education. It strives to promote the creative arts in Tennessee and reflects the lively interest in the arts in the community, state and region. The Center builds upon the University's distinctive music, creative writing, art, and theater traditions by promoting a variety of more than 100 musical productions, recitals, concerts, theater performances, poetry readings and art exhibitions annually. The Center has a twofold mission: (1) To support the creative arts in the University, local community and southeast by sponsoring the creation, presentation, study and research of significant and distinctive works of art and (2) To provide an enriched environment conducive to the development of individual understanding and basic literacy in the creative arts disciplines through curricular and co-curricular arts education designed to meet the needs of the general University student, the arts major, the general public and the professional artist.

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

Little Govs Child Learning Center
Hours: 7:15 AM - 5:00 PM, Monday-Friday | ON THE WEB: www.apsu.edu/clc
931-221-6232 or -6234 Sexton Building 637 N. 8th St.

APSU Little Govs 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 Govs 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 Govs 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 community. Feel free to stop by the Center for a tour at any time! Please visit our website, www.apsu.edu/clc, for more information about the Little Govs Child Learning Center!

Foy Fitness and Recreation Center
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 (Gvos 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. Summer, 2018, the Foy offered “G.O. Teens (Gvos Outdoor for Teens) which offer outdoor adventures with activities such as indoor/outdoor climbing, ROPES course, Caving, canoeing and kayaking and hiking as examples. Additional information can be found on our website at www.apsu.edu/recreation, or call us at (931) 221-7564 for more information.

Hispanic Cultural Center

The Hispanic Cultural Center is an important University entity dedicated to providing knowledge and programming about the historic and contemporary contributions, achievements, and social perspectives of Latino and Hispanic Americans. The Center’s mission is intertwined with the University’s goals relative to the creation of a collaborative, integrative learning community that fosters critical inquiry and self-reflection necessary in a global society. The primary purpose includes aiding in the retention of Hispanic and Latino students, and educating and motivating all students to be highly aware and appreciative of the diverse cultures that define the contemporary world.

The Hispanic Cultural Center also serves as a place where Hispanic and Latino students can connect meaningfully with and take great pride in their heritage in a nurturing environment. Through its provision of many student-centered and student-oriented programs, events, and special services, the Center plays a vital role in assisting Hispanic and Latino students to incorporate in their educational and social aspirations a commitment to serve their communities; and that they are highly motivated to take their rightful place as professionals and other social leaders in American society, specifically, and in the global world.

All students are welcome. The Hispanic Cultural Center’s motto is: “Where strangers become amigos and amigos become familia.” For more information, call (931) 221-6645, e-mail hcc@apsu.edu or visit the website at www.apsu.edu/hcc.
**Honors Program**

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 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, please visit [http://apsu.edu/honors/index.php](http://apsu.edu/honors/index.php).

**International Studies Minor**

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

**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. APSU study abroad program coordinators are:
<table>
<thead>
<tr>
<th>Study Abroad Program</th>
<th>First Name</th>
<th>Last Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Antigua</td>
<td>Dr.</td>
<td>Amy Thompson</td>
<td><a href="mailto:thompsona@apsu.edu">thompsona@apsu.edu</a> – ext. 6497</td>
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<tr>
<td>Argentina and Galapagos Islands</td>
<td>Dr.</td>
<td>Antonio Thompson</td>
<td><a href="mailto:thompsonas@apsu.edu">thompsonas@apsu.edu</a> – ext. 7915</td>
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<tr>
<td>Austria</td>
<td>Dr.</td>
<td>Osvaldo Di Paolo Harrison</td>
<td><a href="mailto:dipaloos@apsu.edu">dipaloos@apsu.edu</a> – ext. 7487</td>
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<tr>
<td>Belize</td>
<td>Dr.</td>
<td>Katherine Homea</td>
<td><a href="mailto:homeak@apsu.edu">homeak@apsu.edu</a> – ext. 7117</td>
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<tr>
<td>Canada</td>
<td>Dr.</td>
<td>Norbert Puszkar</td>
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</tr>
<tr>
<td>China</td>
<td>Dr.</td>
<td>Sergei Markov</td>
<td><a href="mailto:markovs@apsu.edu">markovs@apsu.edu</a> – ext. 7440</td>
</tr>
<tr>
<td>Cooperative Center for Study Abroad programs (CCSA)</td>
<td>Dr.</td>
<td>Matthew Kenney</td>
<td><a href="mailto:shortp@apsu.edu">shortp@apsu.edu</a> – ext. 7313</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>Dr.</td>
<td>Ying Ma</td>
<td><a href="mailto:kenneym@apsu.edu">kenneym@apsu.edu</a> – ext. 6398</td>
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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. TrCIS 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. Proposals are reviewed by the Study Abroad Committee and approved by the Provost and Vice President for Academic Affairs.

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 home page at www.apsu.edu/study-abroad-exchange. The Office of Study Abroad and International Exchange is located in Miller Hall, 2nd Floor, office number 223, phone (931) 221-6851.

**Leadership Studies**

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

The courses are designed to expose students to the basic concepts in leadership theory and group dynamics; to assist students in developing and improving skills in communication, group dynamics, goal setting, decision-making/problem solving, conflict resolution, and leading effective meetings; to enhance the student's understanding of the characteristics of past and present successful leaders and to apply this understanding to their own leadership development. For more information, telephone (931) 221-6377.

**Military Student Center**

The Military Student Center assists veterans, active duty, reservist, national guardsmen, retirees, ROTC students, and family members that attend the university with their transition from the military to college life. The center provides a computer center, a lounge, and dining area to allow students to either work on homework or to relax and unwind from the day surrounded by fellow likeminded 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, Registrar’s Office, Career Services, Student Counseling Services, VetSuccess On Campus, etc. to ensure the students’ needs are being met. The center is located in MUC Room 120 behind the Post Office and is open Mon. – Thur. from 8:00 a.m. – 6:00 p.m. and Fri. from 8:00 a.m. – 4:30 p.m. Arrangements can also be made for other availability to meet student’s needs.
**VetSuccess on Campus**

In August of 2013, the Department of Veterans Affairs and Austin Peay State University signed a Memorandum of Understanding which acknowledged that the successful readjustment of veterans into college and the civilian workforce is a critical and 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.

**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 $3000. 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](http://apsu.edu/pelp/index.php).

**Presidential Research Scholars Program**

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

Annual awards are made to research teams to support independent student research via a student stipend, faculty stipend, and supplemental budgeted expenses. The student applicant must have
full-time undergraduate status during the duration of the award. Faculty-student teams from all departments are eligible. For more information, call the Office of Undergraduate Research at (931) 221-7625.

**Center for Service Learning and Community Engagement**

The Center for Service Learning & Community Engagement (CSLCE) exists to support and encourage the collaboration between APSU and the needs of the community through curricular and 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: 8:00am-4:30pm, Monday-Friday.

**Service-Learning at APSU**

Service-Learning is an excellent way to incorporate classroom objectives into student experiences. The literature on this subject is comprehensive and clear: service-learning invigorates educational subjects, improves student retention of material, and helps develop critical thinking (Eyler, Giles, Stenson, and Gray, 2001).

Academic service learning is, essentially, a form of experiential learning where students integrate community service with the structured learning taking place in the classroom to enrich their learning of the course material. In addition, Service-Learning helps students develop critical reflection, deepens their understanding of the complex causes of social problems, and enhances their skills in working collaboratively.

Service-Learning is more than just merely volunteering; it provides a level of critical thinking not obtained through regular volunteerism. Since the service is academically anchored, it enhances what students are learning in a class and gives them an opportunity to actively reflect on what they are learning because of the experience.

After reviewing numerous available definitions of service-learning in the large body of literature related to engaged learning, the Committee agreed that the following definition for the National Service-learning Clearinghouse (www.servicelearning.org) best suited the needs of APSU: “Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

For more information visit the website at: [http://www.apsu.edu/volunteer/service-learning:courses](http://www.apsu.edu/volunteer/service-learning:courses)  [https://www.apsu.edu/volunteer/service-learning/index.php](https://www.apsu.edu/volunteer/service-learning/index.php)

**Save Our Students (SOS) Food Pantry, Gardens and Chickens**

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 fill out the user request form and drop it off (322 Home Ave) or email it to sos@apsu.edu. Students will need their APSU student identification card to receive food.
The SOS Food Pantry partners with local farmers and gardeners that have more than they can consume or give to their neighbors. Students are constantly looking for fresh produce to supplement their diet alongside non-perishable items that are donated. The Center strives to provide students with the most wholesome foods as possible. The center has two garden locations (322 Home Ave & 530 York Street) and has spring, summer, and fall seasonal gardens 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

The Office of Student Publications houses The All State student newspaper, collaborates with other areas of the division of Student Affairs on marketing and promotional projects, produces the Student Handbook and Calendar, New Student Guide, and creates and collaborates on other division publications. The coordinator serves as liaison with APSU Public Relations & Marketing, is responsible for posting internal communications on the outdoor message board near the MUC Plaza, and for providing training, teaching and leadership opportunities for student staff.

Through their experiences with student publications, students learn all aspects of the media including journalism, print and web design, social media, writing, multimedia, photography, advertising, planning, budgeting, editing, and leadership. We also provide training, equipment, facilities and software student staff members need to produce content and develop co-curricular skills during their collegiate careers. Staff members may earn scholarships each academic semester for the completion of assignments and required hours.

Student Publications also collaborates with the Department of Communication to instruct select Comm 300 students. To complete academic credit, these Comm students receive assignments from The All State section editors to investigate, write and report stories for the publication. In addition to these assignments, students enrolled in the Comm course are required to complete 45 hours in the office during the semester to learn about print and online publications and products. These experiences provide academic credit if they successfully complete the requirements and academic expectations in the department.

Student Publications is located in MUC 111 and can be contacted at 931-221-7376, or by email at studentpublications@apsu.edu.

Study Abroad

Please see (Office of) International Study Abroad and International Exchange

Office of Student Research & Innovation

The goal of the Office of Student Research & Innovation is to connect APSU undergraduates with opportunities to conduct research and creative activity. From the application process to pursuing funding and presenting findings, they are there to assist in 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 Dorthea Dix, and filed research on amphibian viruses. For more information, call (931) 221-7625.

**Women's and Gender Studies Program** [https://www.apsu.edu/womensgenderstudies/](https://www.apsu.edu/womensgenderstudies/)

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 Studies Minor** [https://www.apsu.edu/womensgenderstudies/wgsminor.php](https://www.apsu.edu/womensgenderstudies/wgsminor.php)

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

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

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

Richard M. Hawkins Award  https://www.apsu.edu/academic-affairs/faculty/faculty_awards/richard-m-hawkins-award/index.php

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 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, and 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 $1,000 cash and an engraved plaque with the recipient’s name inscribed. The plaque will be displayed in the foyer of the Browning Administration Building.

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-October. Each department may nominate one individual for the award. The name of the nominee and supporting material shall be submitted to the appropriate dean. Supporting material includes a current vita, letters of support, and copies of any scholarly or creative work including, but not limited to, texts, recordings, portfolios, etc. as evidence of a candidate’s contributions. Each dean shall rank the nominees from his/her college or school and submit these ranked names along with the supporting materials to the selection committee via the Provost 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, and chair of the Faculty Research Committee, and the three immediate past Hawkins Award winners. The award is presented at the Academic Honors and Awards Ceremony. The award shall consist of $1,000 cash and an engraved plaque with the recipient’s name inscribed. The plaque will be displayed in the foyer of the Browning Administration Building.

Chamber of Commerce Distinguished Faculty Award for Distinguished Community Service Award

The award shall be based on service to the community with emphasis placed on contributions that have enhanced or will enhance the quality of life in the Clarksville/Montgomery County area. Contributions may have been made over a period of years.
Each department, dean, faculty member, staff member or member of the Clarksville/Montgomery County community may nominate one individual for the award each year. The recipient shall be a full-time teaching member or departmental chair. All academic ranks are eligible. There shall be a single recipient each year. The call for nominations shall be made by the chair of the Honors and Awards Committee in mid-October/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 letter of support. This committee shall rank the nominees and submit the top three, along with supporting materials, to the President of the University each year by April 1.

The Honors and Awards Selection Committee shall consist of the vice president of Student Affairs, who shall serve as chair; the Provost and Vice President for Academic Affairs; the executive director, University Advancement; and the director of Alumni Affairs. The award is presented at the Academic Honors and Awards ceremony/Fall Faculty Meeting. The award shall consist of $500 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 only 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. 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.

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.

**Distinguished Undergraduate Research Mentor**

The Distinguished Undergraduate Research Mentor award is designed to encourage, recognize, and reward the individual efforts of APSU faculty who demonstrate an extraordinary commitment as mentors of undergraduate students in research or creative activities outside their normal classroom assignments. Through the presentation of this award, we hope to convey APSU’s high regard for undergraduate research and creative activities, to honor the practice of mentoring, and to recognize contributions made by faculty to the academic and research community.

**Award Eligibility and Selection Criteria**

- All tenured and tenure-track faculty and full-time instructors from any college are eligible.
- Faculty must be nominated for the award by their supervisor or colleagues.
- Nominees must demonstrate tangible evidence of mentorship with undergraduate students.
- Evidence can be demonstrated in the form of attendance at conferences or professional meetings, performances, presentations, publications, etc.
Award
The award consists of a $1,000 travel award available in the following fiscal year, an engraved plaque, and formal recognition at the spring awards ceremony.

Program Description and Instructions can be found here:
http://apsu.edu/osri/distinguished-undergraduate-research-mentor.php

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 three 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. The 1) College of Arts and Letters; 2) College of Science, Technology, Engineering and Mathematics, and Library; 3) College of Behavioral and Health Sciences; College of Business, and College of Education will constitute the three units, each of which will field a Socrates Award winner, provided there is a suitable awardee. The individuals receiving the majority of the vote of the selection committee shall be recommended to the provost and vice president of Academic Affairs. This award consists of $1,000 in faculty development funds to be used to enhance a faculty member’s research and/or teaching. Each use of development funds must be approved in advance by the provost. In addition each recipient shall receive an engraved plaque.

https://www.apsu.edu/academic-affairs/faculty/faculty_awards/socrates-award/index.php
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. In addition to being outstanding teachers, the candidates' academic advising, research, and creative activities that clearly support excellence in teaching will also be considered. There are a maximum of three recipients each year. The recipients must have at least one year of APSU's student-teacher evaluations. Candidates must provide a digital portfolio in a single document with a current curriculum vita, 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. 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.

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 department's nominee should then be forwarded to one of three established selection committees. The committees are: 1) College of Arts and Letters; 2) College of Science, Technology, Engineering and Mathematics, and Library; 3) College of Behavioral and Health Sciences, College of Business, and College of Education. Each committee will recommend a Socrates Award winner, provided there is a suitable awardee nominee. Each committee will provide names of the nominees and indicate the winner to the chair of the Honors and Awards Committee. The chair will provide the names of the winners to the Provost and Vice President for Academic Affairs.

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 is presented at the Fall Faculty Meeting. The awards shall consists of $1,000 in faculty development funds to be used to enhance a faculty member's research and/or teaching. Each use of development funds must be approved in advance by the provost. In addition each recipient shall receive an engraved plaque.
Faculty Handbook Committee
The list of Faculty Handbook committee members can be found at the following link:
http://apsu.edu/governance/committees/

The committee has the responsibility for reviewing and providing substantive revisions to the Faculty Handbook to ensure that it is maintained in an up-to-date fashion. The committee will be responsible for reviewing the handbook on an annual basis and submitting a revised Faculty Handbook 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.

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