

Faculty

Handbook

2009-2010

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Purpose

The purpose of the Faculty Handbook is to provide the faculty with information pertaining to the policies, procedures, and practices of Southwest Tennessee Community College. Sources of information include SOUTHWEST policies and the SOUTHWEST catalog, TBR policies, and previous editions of the Faculty Handbook. The Handbook includes as much information as practical, but it is not exhaustive. Also, faculty should bear in mind that there may be revisions to policies or new policies that take effect after the publication of this edition of the Faculty Handbook.

Faculty members are encouraged to gain further knowledge and the most recent information about areas of interest by reading the original policies, the catalog, and consulting with their immediate supervisors.

Southwest Tennessee Community College policies and the policies of the Tennessee Board of Regents are available on the Web.

TBR Policies: <http://www.tbr.state.tn.us>

SOUTHWEST Policies and Forms: <http://internal>

SOUTHWEST Catalog: <http://www.southwest.tn.edu>

General Information

Mission

Southwest Tennessee Community College is the comprehensive, multicultural, public, open-access college whose mission is to anticipate and respond to the educational needs of students, employers, and communities in Shelby and Fayette counties and the surrounding Mid-South region. The college provides citizens with an effective teaching and learning environment designed to raise educational levels, enhance economic development, and enrich personal lives.

To fulfill its multipurpose mission, the college:

- Offers a broad range of learning opportunities in technical, career, general, transfer, developmental, and continuing education
- Offers associate degrees, certificates, and courses to prepare students for employment, career advancement personal enrichment, and college and university transfer
- Increases educational access through technology-assisted instruction, distance learning opportunities and multiple locations
- Initiates partnerships and public service activities for workforce development and lifelong learning throughout the community
- Implements articulation agreements and collaborative activities with high schools, technology centers, colleges, and universities
- Attracts and retains diverse faculty, staff, and students
- Delivers effective academic programs, student support services, and administrative services through quality personnel, current technology, and continuous planning, evaluation, and improvement. Southwest Tennessee Community College is committed to the education of a non-racially identifiable student body and promotes diversity and access without regard to race, gender, religion, national origin, age, disability, or veteran status.

Southwest Tennessee Community College is a member of the State University and Community College System of Tennessee under the governance of the Tennessee Board of Regents.

Implementation of Mission

Implementation of this mission requires specific activities carefully designed to ensure the mission is accomplished. These activities are grounded in the college's basic values and are continuously evaluated and improved. As a current implementation strategy, the college:

- Offers Associate of Applied Science, Associate of Arts, and Associate of Science degrees, including academic and technical certificate programs, and courses that prepares students for transfer, employment, and career advancement in areas that include Allied Health Sciences, Nursing, Business, Computer Technologies, Criminal Justice, Education, Engineering and related technologies, while continually developing new programs in emerging fields offers a general education program to improve student communication, mathematical skills, critical thinking, cultural awareness, personal and civic responsibility
- Provides customized training, specialized courses, continuing education, and assessment services to meet personal, career, and workforce development needs
- Provides developmental education to strengthen basic academic skills
- Develops articulation agreements and collaborative activities with high schools, technology centers, colleges, and universities to ensure a smooth educational transitions for students
- Develops and sustains effective partnerships with business, industry, and community agencies to foster economic development and workforce preparation
- Initiates public service activities and educational collaboratives dedicated to life-long learning and the improvement of the community at large
- Creates opportunities for enrichment and personal growth through social, cultural/artistic, multi-cultural, and athletic activities
- Utilizes technology reflecting current business and industry standards
- Provides student support services to increase opportunities for success
- Promotes academic excellence by supporting effective learning with quality instruction, a free exchange of ideas, and enhanced educational experiences through honors programs

Values

As a college community, the faculty and staff of Southwest Tennessee Community College commit to the following values as guides for their professional practice:

- Learning
- Student success
- Academic excellence
- The uniqueness and worth of each individual
- Dedicated faculty and staff
- Responsible learners
- Diversity
- Personalized instruction and hands-on learning

- Open communication, teamwork and participatory management
- Academic freedom
- Ethical and professional behavior
- Community involvement
- Continuous improvement

Vision

Southwest Tennessee Community College will become the college of choice and a national model for technical, career, and transfer education by fostering student success, transforming lives, and strengthening the diverse community.

History

Southwest Tennessee Community College draws on the legacies of two colleges, Shelby State Community College and State Technical Institute at Memphis, which were consolidated on July 1, 2000. The College was authorized when House Bill Number 1742 was passed by the General Assembly on May 28, 1999, and approved by the Governor on June 17, 1999. Dr. Nathan Essex was appointed Interim President of Southwest Tennessee Community College on February 17, 2000, and became President on July 1, 2000.

EEO/TITLE IX/SECTION 504/ADA

Southwest Tennessee Community College does not discriminate on the basis of race, sex, color, religion, national origin, age, or disability. This policy extends to employment by, admission to, or educational opportunities and benefits provided by the college. Inquiries concerning EEO, Title IX, the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 should be directed to the EEO Officer. For specific information on services for students with disabilities, refer to that section. Southwest Tennessee Community College is an equal opportunity/affirmative action college. It is committed to the education of a non-racially identifiable student body.

World Wide Web

Southwest Tennessee Community College maintains a Home Page on the World Wide Web where the Information about the College and its academic programs and policies is available. The Academic Calendar that contains dates important to registration, admissions, and special events is an important web resource for faculty and students. Persons with access to the web are encouraged to visit the SOUTHWEST Home Page for the latest information. The web address is <http://www.southwest.tn.edu>

Summary of Duties and Responsibilities of the Central Administration

President. The President serves as the chief executive officer of the College. The President reports through the Chancellor to the Tennessee Board of Regents. The President provides leadership for all aspects of the multi-campus College through personal vision, strategic management, and student-centered goal development. The President interprets, administers, and enforces policies made by the Board of Regents. The President sets the standards for performance for the faculty and staff of the College.

Provost and Executive Vice President. This position serves as the chief academic officer directly responsible to the President for leading the development, coordination and implementation of curricula and instruction at the college. Serves as a spokesperson for the faculty, departmental chairpersons, and academic deans with regards to matters concerning the instructional programs, budget proposals and academic personnel policies and as an advisor to the president in strategic planning for the acquisition, use, and growth of campus-wide information and technology resources in support of education, services, and administrative operational.

Vice President for Student Services and Enrollment Services. This position serves as chief administrator for student and enrollment services and reports directly to the President of the College. Responsible for developing and managing annual and long-term student enrollment and retention goals. Directs Admissions, Records and Recruitment; Financial Aid; Child Care Centers; Counseling and Advising; and Career Service as well as other college activities. This position represents the College to community groups and state agencies on issues pertaining to students.

Vice President for Financial and Administration Services. This position is responsible for maintaining sound fiscal management and for developing policies in the areas of finance. This office also provides leadership in the areas of human resources, purchasing, and facilities maintenance.

Vice President for Institutional Advancement. This position assists the President in promoting the College in the community, organizing fund raising activities, and maintaining alumni relations

Executive Director of Human Resources. This position serves as the Chief Human Resources Officer of the college and provide vision and creative leadership to Southwest in all areas of human resources management. This position reports directly to the Vice President of Financial and Administrative Services and serves as the key team member in the conversion to SCT Banner HR database system.

Director of Internal Auditing. This office reports to the President but, in order to assure independence, does not participate in the day-to-day management of the institution. This office reviews institutional compliance with institutional, board, state, and federal policies and regulations.

Executive Director of Government Relations. This position reports directly to the President of the College and provides public policy and legislative support to the President and other senior officers regarding strategies to secure governmental support at the local, state and federal levels.

Director of Customer Service. This position is responsible for leading, designing, developing, coordinating, and delivering customer service training and initiatives that align the college's customer service culture with the vision and core values of the college.

Accreditation

Southwest Tennessee Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033–4097 Telephone number 404-679-4501) to award the Associate of Applied Science, Associate of Arts, and Associate of Science Degrees.

Governance

The Tennessee Board of Regents (TBR) is the legal body responsible for Southwest Tennessee Community College and all other public institutions of higher education excluding the University of Tennessee system. Among the responsibilities of the Board is to employ the System Chancellor and define his duties and select and employ the Presidents of the institutions. The Board also develops and approves system–wide policies, confers tenure and approves promotions in rank of faculty; prescribe curricula and requirements for diplomas and degrees; and approves the operating and capital budgets of each institution.

Coordinating Board. The Tennessee Board of Regents is one of two higher education systems in the state of Tennessee, the other being the University of Tennessee system. Coordination between the two systems is furnished by the Tennessee Higher Education Commission (THEC) for budgetary and capital outlay requests; state master plan for higher education; need and location of new higher education institutions; and approval of new academic degree and certificate programs.

Identification Card/Name Tags

In order to be properly identified by campus police officers, fellow employees, and visitors, all Southwest staff are provided with identification cards. All employees are expected to wear their name tags so that they can be readily identified when students and visitors need assistance. Employee identification cards are issued only by showing the proper documentation to the campus office that produces the identification card.

Email and Administrative Computing

In order to facilitate communication with students as well as your department and division, all full–time faculty members should have an email account and access to the BANNER system

located on the administrative computer. Faculty members can obtain the authorization form for an administrative computer account from the departmental office.

Web for Faculty

Full-time faculty are expected to use the Banner system to advise students and enter LDAs and Grades.

Faculty

Definition of Faculty

The Board of Regents sets forth a broad definition of faculty that includes regular full-time personnel whose regular assignments include instruction, research, and/or public service as a principal activity, and who hold academic rank as professor, associate professor, assistant professor or instructor. The term "faculty" may include, provided they hold academic rank, academic department or division chairpersons or directors, academic deans, academic vice presidents, and presidents, who have direct line authority over faculty as hereinabove described, and associates or assistants for the above positions. Adjunct faculty is not included in the definition of faculty. Institutions and schools may limit, but may not expand the scope of the TBR definition of faculty. See TBR Policy 5-02-01-00 for further information.

Accreditation Standards

Teaching faculty members must be in compliance with the accreditation standards of the Commission on Colleges of the Southern Association of Colleges and Schools for their teaching fields. Also, faculty members must be in compliance with any programmatic accreditation standards that may apply to their particular teaching fields. The relevant teaching credential of US graduates must have been granted by a regionally accredited college or university. Foreign transcripts and degrees must be given appropriate US equivalency by a credential evaluator that meets SACS standards.

Academic Freedom and Responsibility

The TBR recognizes the principle of academic freedom, 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 controversial matter which has no relation to the subject;
- 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; but research for pecuniary gain must be based upon an understanding with the authorities of the institution; and
- The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, he/she

should be free from institutional 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 institution by the faculty member's utterances. Hence, a faculty member should at all times strive to be accurate in speech, should exercise appropriate restraint, should respect the rights of others to express their opinions, and should avoid creating the impression that he/she speaks or acts the institution.

The principles of academic freedom and responsibility here defined are applicable to full-time and adjunct faculty. Academic freedom is essential to fulfill the ultimate objectives of an educational institution - 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.

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 institutional 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.

Faculty Appointments

Appointments to the Southwest Tennessee Community College faculty may be temporary, term, tenure-track, or tenured. Initial appointments will be made at any faculty rank for which the candidate is qualified.

Temporary Appointments. Temporary appointments are appointments made to meet a short-term staffing need. Temporary appointments are made for a single academic year, or portion thereof, and expire automatically at the end of that year. Temporary appointments may be renewed a maximum of 3 years.

Term Appointments. Term appointments are annual appointments made in the interest of a specific programmatic need of undetermined duration in the career programs. Term appointments are made for a single academic year and expire automatically at the end of that period. Such appointments may be renewed an unspecified number of times until the programmatic objective has been met or until permanent need has been established

Tenure–Track Appointments. Tenure-track appointments are those that may lead to a positive recommendation for tenure upon successful completion of a probationary period. Tenure-track appointments may be terminated with proper notice during the probationary period. Where a term appointee is granted a tenure-track appointment, up to three years of service under the term appointment may be credited toward the tenure-track probationary period. A tenure–track faculty member may be granted annual tenure-track appointments for a maximum probationary period which may not exceed seven years. Subject to an exception for special circumstances a tenure–track faculty member must serve a five years probationary period before being recommended for tenure. When a faculty member on a tenure-track appointment completes the sixth year of the probationary period, the faculty member will either be recommended for tenure by the president or will be given notice of non-renewal of the appointment following the seventh year of service. Tenure is granted by the Tennessee Board of Regents upon the recommendation of the President and the Chancellor.

Please see TBR Policy 5:02:03:00 for further information regarding faculty appointments.

Academic Ranks and Titles

The College recognizes and adheres to the traditional academic ranks and titles within the professorate. Faculty, as defined above, who meet the criteria specified in the College policy on “Academic Rank” may, therefore, be appointed or recommended for promotion to one of the following academic ranks: Instructor, Assistant Professor, Associate Professor, or Professor.

Unranked Faculty

An unranked faculty member is a part–time employee who has been assigned to teach one or more credit courses. During the specified period of appointment, such unranked faculty are assigned the title of adjunct professor and are not granted full faculty status.

Rank, Promotion and Tenure Criteria Applicable to Academic Administrative Officers of the College

Academic administrative officers of the College may be assigned faculty rank based on the same qualifications as those that pertain to teaching faculty. Similarly, they may be promoted in rank and may be granted tenure pursuant to the same criteria that pertain to teaching faculty.

Tenure

Tenure is a status pursuant to which faculty appointments for the academic year in an organizational unit (e.g., a department or division) or program of Southwest Tennessee Community College are continued until retirement or physical or mental disability, subject to dismissal for adequate cause or unavoidable termination on account of financial exigency or curricular reasons. Tenure is awarded only by positive action by the Board, pursuant to the requirements and procedures of this policy, at a specific institution. The awarding of tenure is recognition of the merit of a faculty member and of the assumption that he/she would meet the long-term staffing needs of the department or program and the institution. The continued professional growth and development of faculty is necessary for institutions of higher education to continue to provide educational programs in accordance with the institution's mission, goals, and changing needs of the institution. Tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure.

Tenure Recommendations. Recommendations for or against tenure should originate from the department leave in which the faculty member is assigned and should include appropriate participation in the recommendation by tenured faculty in the department leave in. Institutional procedures shall ensure that peer committees have qualified privilege of academic confidentiality against disclosure of individual tenure votes unless there is evidence that casts doubt upon the integrity of the peer committee.

Tenure Process. The tenure process (e.g., letter of application, formation of the committees) is the same as for promotion in rank. Decisions for both are based upon performance in teaching, advising, service/outreach, scholarship/creative activities/research, and collegiality. Guidelines are found in Appendix 1.

Expiration of Tenure. Tenure status shall expire upon retirement of the faculty member. Tenure shall also expire upon the event of permanent physical or mental inability of a faculty member, as established by an appropriate medical authority, to continue to perform his/her assigned duties.

Termination of Tenure for Curricular Reasons. The employment of a tenured faculty member may be terminated because (1) a program is deleted from the curriculum or (2) because of substantial and continued reduction of student enrollment in a field. A procedure of due process is defined within TBR Policy 5:02:03:00.

Termination of Tenure for Reasons of Financial Exigency. A tenured faculty member may be terminated as a result of financial exigency at an institution subject to Board declaration that such financial conditions exist. Personnel decisions (including those pertaining to tenured faculty) that result from a declaration of financial exigency at a Board of Regents institution will comply with the Board Policy on Financial Exigency (5:02:06:00)

Termination for Adequate Cause. TBR Policy 5:02:03:00 sets forth the conditions under which a faculty member may be terminated for adequate cause. The policy also explains how the faculty member will be afforded due process throughout the termination proceedings.

Notice of Intent to Terminate a Tenure–Track Appointment

- When the tenure–track appointment of a faculty member in the first probationary year shall be terminated at the end of that year, the faculty member must be notified thereof not later than April 1.
- When the tenure track appointment of a faculty member in the second year of probation is to be terminated, the faculty member must be notified not later than January 1, and the termination shall not become effective until the end of the academic year.
- When the tenure–track appointment of a faculty member in the third or subsequent year of probation is to be terminated, the faculty member must receive notice thereof not later than the close of the academic year, at least twelve months in advance of termination.
- When a faculty member completes the sixth year of the probation, the faculty member must either be recommended for tenure or the appointment is automatically terminated at the end of the seventh year of service. Notice should be given not later than the final day of the sixth academic year.
- Faculty members in tenure–track appointments shall not be terminated during an academic year except for reasons sufficient for the termination of tenured faculty.

- The termination of a tenure-track appointment does not carry any implication that the faculty member's performance or conduct has been unsatisfactory. A faculty member whose tenure-track appointment has been terminated may request and must be given an oral statement of the reason or reasons for termination.

Promotion in Academic Rank

Promotion in rank is recognition of past achievement of the individual being considered for promotion. In addition, the advancement in rank is usually recognition of future potential and a sign of confidence that the individual is capable of greater accomplishments and of assuming greater responsibilities. The policy of the Tennessee Board of Regents is to make promotions strictly on consideration of merit tempered by institutional and fiscal considerations.

All teaching faculty are expected to possess adequate teaching skills. However, candidates from the teaching faculty recommended for promotion or tenure should also be judged on the basis of their contributions to the institution in the public service area (including professional activities and applied research where applicable.)

Criteria for the Rank of Instructor:

- Potential ability in instruction and/or public service, and/or research and
- Evidence of good character, mature attitude, and stable personality and
- For *Academic Subject Areas*: Master's degree in the instructional discipline or related area. For *Career Areas*: Bachelor's degree in the instructional discipline or related area (evidence of professional competency, such as certification, is acceptable in lieu of the degree)

Criteria for the Rank of Assistant Professor:

- Potential ability in instruction, and/or public service, and/or research AND
- Evidence of good character, mature attitude, and stable personality AND
Academic Subject Areas (1) Earned doctorate from an accredited institution in the instructional discipline or related area OR (2) Master's degree in the instructional discipline or related area plus 30 semester hours (45) quarter hours) beyond the Master's in the instructional discipline or related area plus two years equivalent work experience credit, OR (3) Master's degree in the instructional discipline or related area plus four years equivalent work experience credit.
- Career Areas*: Bachelor's degree and certification, where applicable, plus five years equivalent work experience credit.

- d. Complete a minimum of three years satisfactory performance at the rank of Instructor

Criteria for Rank of Associate Professor:

- a. Evidence of good character, mature attitude, and stable personality AND
- b. Documented (as outlined in institutional policy) ability (as opposed to merely potential) in instruction, and/or public service, and/or research. AND
- c. Academic Subject Areas: 1) Earned doctorate from an accredited institution in the instructional discipline or related area and Five years college level instruction OR Master's degree in the instructional discipline or related area plus 30 semester hours (45 quarter hours) beyond the Master's in the instructional discipline or related area plus two years equivalent work experience credit and Five (5) years college level instruction OR Master's degree in the instructional discipline or related area plus four years equivalent work experience credit and Five (5) years college level instruction Career Education Subject Areas: Bachelor's degree and, where applicable, professional certification, plus five (5) years of equivalent work experience and five (5) years of college level teaching.
- d. Complete a minimum of three years satisfactory performance at the rank of Assistant Professor

Criteria for Rank of Professor

- a. Evidence of good character, mature attitude, stable personality, and high degree of academic maturity and responsibility.
- b. Documented (as outlined in institutional policy) ability (as opposed to merely potential) in instruction, and/or public service, and/or research.
- c. Documented evidence (as outlined in institutional policy) of substantial quality professional productivity, and regional recognition in the academic discipline.
- d. Both Academic and Career Education Subject Areas: Earned doctorate from an accredited institution in the instructional discipline or related area and ten (10) years college level instruction.
- e. Complete a minimum of five years of satisfactory performance at the rank of Associate Professor.

Exceptions to these minimum rank qualifications can be made by recommendation of the president as an exception and approval by the Tennessee Board of Regents

Salary Increase for Promotion in Rank

In recognition of those new and additional responsibilities, adjustment with each promotion in rank, the College awards a base salary adjustment with each promotion in rank. Such adjustments become effective in the fiscal year immediately following the award of promotion by the Tennessee Board of Regents, unless otherwise stipulated by the Chancellor or the Board. As stipulated in SOUTHWEST Policy No. 5:01:00:02/32, the amount of the base salary adjustment is contingent upon the rank to which one has been promoted.

Faculty Promotion Process

Promotion and tenure follow the same procedural steps. The Provost will establish and publish at the beginning of the fall term a timetable for this process. Guidelines in Appendix 1 provide a general list and schedule of activities required for faculty to be considered for promotion or tenure. The schedule of “typical months” may be adapted in any year to accommodate college needs and conditions. A dossier format is also included.

Faculty Proficiency in Oral and Written English

Pursuant to TBR Policy 5:02:01:03, the following represent minimum guidelines for evaluating faculty in this area. At minimum candidates shall demonstrate:

- a. An ability to speak and write English clearly;
- b. An ability to understand written and spoken English; and
- c. An ability to communicate effectively in an academic environment (for example, previous successful employment in an academic institution).

No individual shall be appointed to a teaching position or recommended for tenure in such a position on any campus or other institutional unit of an institution or technology center unless the chief academic officer in writing to the president or other chief administrator that such individual can communicate effectively with students in the English language.

Specific Faculty Responsibilities

1. The primary obligation of a Southwest Tennessee Community College faculty member, whether ranked or unranked, is to teach effectively.
2. Each faculty member, both full and part-time, is required to meet punctually all assigned classes on scheduled meeting days

- a. If a faculty member is prevented from meeting classes because of illness or emergency, the responsibility for covering the class rests with the department chair.
- b. If a faculty member plans to take authorized professional leave, he or she is responsible for making arrangements for the class(es) and having the arrangements approved by the department chair prior to requesting authorization for such leave.
3. A faculty member shall not routinely dismiss a scheduled class earlier than its scheduled duration. A faculty member may, however, for good cause occasionally dismiss a class earlier.
4. Each faculty member shall conduct class and maintain good order in a manner that is conducive to promoting an effective learning environment.
5. Each faculty member must provide a course syllabus to each student enrolled in his or her class. The syllabus should be distributed to students at the first or second scheduled class meeting but not later than at the third scheduled class meeting.
6. Each faculty is responsible for keeping records of student progress for determining final grades.
7. Each faculty member must submit final course grades and LDAs to the Records Office on time and in the prescribed format.
8. Copies of current syllabi must be filed with the department chair in keeping with the accreditation standards of the SACS Commission on Colleges.
9. Student examinations must be kept on file at least until the expiration of the term within which a student can file a grade appeal. (1 year). Faculty must submit a copy of grade books for each section at the close of each semester. Grade books must be kept on file in the department office for five years as required by SOUTHWEST Policy No. 2:00:00:00/22.
10. In order to foster student learning, students must be permitted to review exams, to be given the correct answers to exam questions, and to understand how the examination scores were computed.
11. The use of a common textbook is encouraged whenever two or more sections of a course are offered. In such cases, all full-time faculty members in the discipline shall participate in the selection of textbooks.
12. During the fall and spring semesters, a faculty member is required to schedule and post an adequate number of office hours per week for the purpose of providing academic advisement to students. Office hours must be scheduled at times appropriate for the class schedule and the convenience of students. Faculty members are expected to work a total of 37.5 hours per week. Office hours shall be posted outside the faculty member's office, and a copy shall be filed with the department chair and the dean.
13. All full-time faculty teaching in summer sessions are required to post and keep adequate office hours, scheduled at times that are convenient to students enrolled in their classes.
14. Faculty are expected to participate fully and productively in the governance of the College and in activities that promote the achievement of its mission and goals. Such participation normally includes student advisement, membership on college-wide or

departmental committees, curriculum and grants development, and other forms of institutional service or professional and public service.

15. Faculty members are expected to attend all commencements and convocations, college-wide meetings and meetings of the Faculty Organization unless otherwise excused by the department chair.
16. Faculty members are expected to attend all department meetings unless otherwise excused by the department chair. Faculty members are also expected to serve on departmental committees and to participate in departmental activities intended to promote the goals of the department and the collegial environment.
17. Each faculty member must maintain professional status if so required by the accrediting body for the particular discipline.
18. Each faculty member is required, unless otherwise excused by the department chair, to attend scheduled staff development activities.
19. Each faculty member is required to establish, in concert with the department chair, annual professional development objectives which foster the goals of the department, the division, and the College. In addition, each faculty member is required to meet periodically with the department chair for an assessment of his or her progress and achievements.

Faculty Workload

The academic year consists of the fall and spring semesters and begins on August 15 and ends on May 15 of the subsequent calendar year. The fiscal work year begins on July 1 and ends on June 30 of the subsequent calendar year. Faculty on an academic year contract are expected to teach a total of 30 semester hours each academic year, usually distributed 15 hours per fall term and spring terms. Faculty on a fiscal year contract are expected to teach 38 semester hours, usually 8 in the summer and 15 per fall and spring terms. According to TBR General Personnel Policy (5:01:00:00) faculty on an academic year appointment are subject to call for duty during the specified academic year regardless of whether classes are in session.

Summer School. All full-time faculty on academic year appointments may be eligible to teach during the summer term for extra compensation. Summer teaching by nine-month faculty depends upon budgetary considerations, student need for particular courses and programs of courses. Pursuant to TBR policy No 5:02:04:10. Summer teaching by regular academic year faculty is compensated at the rate of 1/32 of their academic year salary per semester hour of teaching load. The maximum summer and intersession pay may not exceed 25 percent of the preceding academic year salary; however, except as needs are determined by the institution, a faculty member may teach and be compensated for nine semester hours for the summer term.

Teaching Overloads. Faculty may be assigned to teach an overload for extra compensation only in unusual and emergency situations when other qualified faculty are unavailable or time does not permit their recruitment and employment. In these cases, prior approval of the Provost is required. As shown below, pay per credit hour is a function of rank:

<u>Rank Overload Rate (Per Credit Hr)</u>	
Professor	\$700
Associate Professor	\$650
Assistant Professor	\$600
Instructor	\$550

TCA 49-5-410 limits full-time faculty members to teaching no more than two credit courses per semester for extra pay in an institution of higher education.

Example: A faculty member is asked to teach three sections of a course for extra pay for one semester after a colleague is suddenly forced to take medical leave. Can this exception be approved? No. This regulation is in statute and does not provide for exceptions.

Faculty Development

The continued professional growth and development of faculty is necessary for Southwest Tennessee Community College to continue to provide educational programs which: (a) include new developments and knowledge in academic disciplines; (b) reflect new instructional, research, and public service techniques and strategies; and (c) meet changing needs and expectations of students. While all faculty are responsible for their own continued professional development, it is essential that the College provide planned, organized faculty development programs to encourage professional growth in accordance with their missions and goals.

In order to promote faculty development, Southwest Tennessee Community College to the extent permitted by fiscal constraints will a) assist faculty with travel to professional meetings , b) encourage faculty to utilize the PC-191 program to take college courses, c) support for research and other creative activities related to the discipline in which one teaches, d) offer grants-in-aid and scholarships in support of graduate study, and e) sponsor local forums, lectures, and workshops on scholarly developments and technological improvements.

Faculty Evaluation

Evaluation is a continuous process designed to improve the performance of those being evaluated. Like all College employees, and as required by TBR and SACS, all faculty will be evaluated annually.

The primary purpose of the faculty evaluation system at Southwest Tennessee Community College (STCC) is to promote individual and institutional self-improvement. The STCC faculty evaluation system is designed to 1) communicate clearly to faculty their supervisor's expectations; and 2) provide timely and meaningful feedback to faculty so they may monitor their progress toward their goals and objectives. Accordingly, the STCC faculty evaluation system focuses on the goals and objectives of the individual that have been developed to be consistent with the strategic goals of the department, division and college. All faculty members with teaching responsibilities are to be evaluated annually on four components: Teaching,

Advising, Service and Professional Development. An optional fifth component, Administrative Duties, is included only for those faculty members who have been given release time from teaching to carry out administrative duties.

At the beginning of the fall semester, each faculty member shall begin an Annual Performance Review by completing a Faculty Development Plan (FDP) which is approved by their Department Chair. These statements serve as an evaluation of progress and a format and focus for a discussion of expectations for the future. It is recognized that unforeseen obstacles or opportunities may require faculty to alter or adjust priorities and plans. Therefore, faculty will have an opportunity to revise their FDP at mid-year to reflect and accommodate any such alterations or changes in planned activities.

At the end of the academic year each faculty member in a department will be evaluated by one or more of the following: Students, the department chair, peers, and a self-evaluation. The various components of the evaluation system will be calculated to determine the Faculty Member's Overall Performance Review Summary and his Evaluation Rating. In addition, strengths and weaknesses and development needs, as well as progress toward Academic Tenure and/or Promotion, will be identified and noted.

Policies and Procedures for doing the annual Faculty Evaluation can be found on the Southwest Tennessee Community College Internal Website under the Faculty Development and Evaluation Committee documents.

Faculty Grievances and Complaints

Grievance and complaint procedures are available to all employees. Faculty member are encouraged to discuss any problems with their supervisors prior to utilizing formal grievance/complaint procedures.

Complaints and grievance procedures have no application to a termination procedure initiated against a tenured faculty member under TBR Policy No. 5:02:03:00, Section III 1 6 (d) or when resolving a complaint initiated pursuant to TBR Policy No. 5:02:02:00 (Faculty Promotion).

A faculty member may not file a formal grievance or complaint related to personnel actions regarding 1) performance evaluation; 1) supervisory counseling; 2) disciplinary warnings, 3) rates of pay; 4) position reclassifications; and 5) position terminations due to reduction in force. Detailed procedures for handling grievances and complaints are set forth in Southwest Tennessee Community College policy 5:02:03:00/30.

Faculty may file a grievance pertaining to the 1) suspension of tenured faculty; 2) alleged violation of institution or TBR policy or an inconsistent application of these same policies, 3) alleged violation of state or federal discrimination statutes in that the adverse action is based solely on race, sex, religion, national origin, age, handicap, or veteran status, or 4) alleged violation of any constitutional right. The most likely areas of concern are the First, Fourth, or Fourteenth Amendments of the federal constitution when that action hampers free speech, freedom of religion, the right to association, provides for improper search and seizure, or denies constitutionally required notice or procedures. Grievances may be reviewed by a committee established by the President if satisfactory resolution is not reached in discussions with the faculty member's immediate supervisor and next higher supervisor.

A complaint is a concern in which an employee wants to discuss a situation with supervisory personnel in an effort to resolve the concern. While any item may be subject to an informal complaint, only those items listed above may be the subject of a grievance. Complaints are pleaded to the chain of command, and a committee review is not applicable. Also, Complaints do not include a right to any type of hearing, adversarial proceeding, nor the right to appeal to the Chancellor.

Procedures for Hiring Faculty

Southwest Tennessee Community College is committed to Equal Employment Opportunity and Affirmative Action in its recruitment and employment practices. The College is similarly committed to hiring and retaining faculty who have distinguished themselves by their excellence in teaching and show promise of continuing to do so.

After the position has been approved for filling and advertised, the applications will be screened by the Director of Human Resources to establish the pool of qualified applicants after the closing date. The Director of Human Resources will forward the applicant pool to the Affirmative Action Officer for approval.

Upon the approval of the Affirmative Action Officer, the Chairperson of the Selection Committee will convene with other members of the Selection Committee to review the applications to determine the applicants to be considered for an interview. The interview pool must be forwarded to the Director of Human Resources and the Affirmative Action Officer for approval prior to interviewing any applicants.

All appointments of ranked faculty are made by the President on the recommendation of the chief academic officer. In making his or her recommendation, the chief academic officer shall consult with the faculty of the department, the department chair, and the respective dean.

The President is the only individual who can make an offer of employment. The successful candidate will be notified of the offer of employment by the Director of Human Resources by telephone or letter after submission of the recommendation to hire form has been submitted.

Emergency appointments, as defined by the President, may be filled by direct hire or through the establishment of a pool of qualified applicants from applications on file or through other appropriate means. Emergency appointments may not exceed one year, at which time the position must be advertised and filled competitively. Individuals serving temporary or emergency appointments are not eligible for internal promotion, transfer, or for consideration as internal applicants unless it is determined by the Affirmative Action Officer that the original hire was through a competitive process.

Professional Ethics

Southwest Tennessee Community College endorses and requires faculty adherence to the “Statement of Professional Ethics” set forth by the American Association of University Professors. The statement which follows, a revision of a statement originally adopted in 1966, was approved by the Association’s Committee on Professional Ethics, adopted by the Association’s Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic

debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom. <http://www.aaup.org/statements/Redbook/Rbethics.htm> American Association of University Professors, 1012 Fourteenth Street, NW, Suite #500; Washington, DC 20005.

Professor Emeritus

Faculty having served an institution governed by the Tennessee Board of Regents for a sufficient length of time to be eligible for state retirement benefits shall be eligible for emeritus faculty status upon retirement from the institution. Emeritus faculty status is an honor bestowed for distinguished institutional services. Designation as emeritus faculty shall be at presidential discretion.

Emeritus faculty shall be entitled to such privileges and benefits, other than monetary compensation, as their institution designates insofar as such privileges and benefits are within the limits of the institution's discretionary authority. Such privileges and benefits may include an identification card designating the holder as emeritus faculty and entitling the holder access to certain institution facilities and services commonly available to faculty. The privileges and benefits carry with them the same responsibilities as for regular faculty.

Outside Employment (TBR Policy No. 5:01:05:00)

In general, faculty members should receive permission from their supervisors prior to engaging in outside employment. The President can only approve outside employment for efforts that 1) do not interfere with assigned duties and responsibilities or with regular institutional operations; 2) are consistent with the state statute that limits faculty members to teaching no more than two credit courses for extra pay at any higher education institution, 3) do not constitute a conflict of interest or compete with the College's programs, 4) require only a reasonable time commitment from the employee, and 5) are not undertaken with an inappropriate claim that the individual is officially representing the institution in connection with the employment.

This policy applies only to work completed in addition to the individual's full-time job responsibilities. The policy does *not* apply,

- To short term professional activities such as participation in symposia, accreditation visits, speaking engagements, exhibitions, or recitals, even though honoraria may be received for such participation;
- When the individual is not within the term of his or her contract period, or is on leave;
- To salaries paid to academic-year faculty for teaching in inter-session and summer session, which are not considered extra compensation

Example: A faculty member requests permission to teach a credit course at a private college located near his TBR institution. Is this permissible? The President must determine whether or not this creates a conflict of interest for the TBR institution.

Example: An accounting faculty member requests permission to start a small accounting business, with all work being completed on weekends. Is this permissible? Generally yes,

although the President must determine what is “reasonable.”

Example: An accounting professor solicits clients for his weekend accounting business using his College business cards. Is this appropriate? No. This would lead prospective customers to believe that the accounting business is under the auspices of the university.

If the employment involves other agencies, departments, or institutions of State government, it is subject to prior approval of the President, Director, or appropriate representative of the other agency, department, or institution. Services rendered by a TBR employee to another state agency or institution of higher education will be paid by the contracting agency to the institution pursuant to TBR Guideline G-030.

Academic Policies and Procedures

Curriculum Review and Development

Curriculum Review

1. All full-time faculty are responsible for the continuous review of curriculum to ensure that it is current that it meets or exceeds the standards of good practice that it is consistent with the mission of the College, and that it complies with the approved objectives of the Department wherein it best fits.
2. The chief academic officer of the College is responsible for periodically conducting review and evaluations of the curriculum. In the exercise of that responsibility, he or she will solicit advice from the faculty, department heads and deans. However, at the College, the final authority for formally evaluating the effectiveness of the curriculum resides with the Chief Academic Officer.

Curriculum Development

1. All courses, other than those identified by the College as developmental/remedial, offered by the College for credit must be acceptable as requirements or electives applicable to at least one of the College's degree or certificate programs or must be clearly identified on transcripts as not applicable to any of Southwest's own degree or certificate programs.
2. Curriculum additions, deletions, and revisions originate at the departmental level. Faculty members, department heads, administrators, and other interested parties may initiate such recommendations. These recommendations should receive endorsement of departmental faculty, the department head, and the division Dean prior to being submitted to the College Curriculum Committee for its review.

3. The College Curriculum Committee submits its recommendations to the chief academic officer for final approval prior to being added to the College Course Inventory File. Curriculum forms are available on the College's website at <http://internal.southwest.tn.edu/curriculum>.

General Education

Southwest Tennessee Community College programs seek to develop the whole person. In support of this philosophy, all general education courses are designed to improve student learning by focusing on four common student outcomes and developing specific competencies.

The four common student outcomes are critical thinking, communication, responsibility, and diversity/globalism. More information on the general education program can be found in the current Catalogue.

Classroom Management

Class Attendance. According to SOUTHWEST Policy No. 2:03:00:00/33, students are expected to attend class regularly and punctually. Students participating in College sponsored activities may be officially excused from class attendance by the appropriated sponsor(s) of the activity. Instructors may include attendance as a factor in calculating a student's final grade. In such cases, the instructor's policy will be clearly stated in the course syllabus, which is distributed at the beginning of each term.

Regardless of the reason or nature of an absence, students are responsible for all materials covered by the instructor during the absence and for timely submission of any assignments which the instructor may have given. It is the responsibility of the student to be aware of all assignments. For reasonable and good cause, an instructor may, at his or her discretion allow a student to submit assignments late and to make up any work that may have been missed because of an absence. Failure to attend class or discontinued class attendance may result in a grade of "F" for the course. Students are advised to consult the college's policy on "Withdrawal from Class."

Schedule Changes:

1. **Adding Courses.** Once a student has officially registered for courses in a particular term, he or she may make adjustments to his or her course load by adding additional courses, dropping courses, and withdrawing from courses. Students may add classes after the first day of class only if the class has not yet met and if space is available.
2. **Dropping Courses.** A student may be permitted to drop a course through the first 14calendar days of a semester or the first 4 calendar days of a summer term beginning

with the first day of classes. A student will not receive a grade, and course will not appear on his or her official record when dropped during this period. After this period dropping a class during the time up to, and including, the last day to drop will result in “W” on the permanent record for the class(es) dropped.

3. **Withdrawing from Courses.** A student who officially withdraws from a course within the designated period will receive a grade of “W” for the course.

Academic Misconduct. According to SOUTHWEST Policy No. 3:02:00:01/6, plagiarism, cheating and other forms of academic dishonesty are prohibited. A student guilty of academic misconduct, either directly or indirectly through participation or assistance, is immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular College procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course. The faculty member who charges a student with academic misconduct must report the incident, including all pertinent facts to his or her Department Chairperson, within five (5) work days after the charge has been made stating what action he or she has taken according to paragraph (B) of this rule, (actions which can be taken when one is found guilty of academic misconduct). If the student files a grievance, the faculty member’s report will be reviewed by the Academic Appeals Committee.

Classroom Misconduct. According to SOUTHWEST Policy No 3:02:00:01/7, the instructor has the primary responsibility for control over classroom behavior and the maintenance of academic integrity and can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the College. Extended or permanent exclusion can be effected only through appropriate procedures of the College.

Classroom Visitors. Policy No: 2:03:00:00/34 stipulates that except in emergencies involving the health and safety of those present, faculty will not allow visitors into a classroom, laboratory, or other instructional facility while class is in progress. Only bona fide Southwest Tennessee Community College students and guests of the instructor who are invited for legitimate purposes of instruction may attend classes. A bona fide student is one who has been admitted to the college and is officially registered for the class. This is intended to exclude children of faculty

and enrolled students, salespersons of books and supplies, and any other unauthorized individuals from visiting classes. No faculty member is authorized to make an exception to this policy without prior approval of the respective department head

Eating, Drinking, and Smoking. These activities are prohibited in classrooms in order to maintain sanitary and pleasant surroundings.

Grade Books. As stated in SOUTHWEST Policy No. 2:00:00:00/22 grades and grade books are an essential part of the academic process. In order to maintain an accurate history of student attendance and achievement in a course, faculty must use a grade book. At the end of the semester, a copy of the grade book, a copy of the syllabus, and an explanation of how grades were derived should be submitted to the department office. These records should be kept on file in the department office for five (5) years. Individual departments may also require that faculty keep copies of student tests and research papers for a period of one year.

Class Rolls. The first class roll lists students who enroll in a class during the early or regular registration period. Any student who is attending class but not on the roll should be directed to the Records Office. The student must not be permitted to continue in the class until he or she presents written documentation of enrollment from the Records Office.

Grading System. Only institutionally approved grades and marks may be used by the faculty.

<u>Grade</u>	<u>Description</u>	<u>Quality Points</u>	<u>Counted in GPA?</u>
A	Excellent	4	Yes
B	Good	3	Yes
C	Average	2	Yes
D	Poor	1	Yes
F	Unsatisfactory	0	Yes
W	Withdrawal	0	No
I	Incomplete	0	No
P	Pass	0	No
U**	Unsatisfactory	0	No

** Designated Courses Only

An “I” grade is given to a student who is passing but is prevented by documented extraordinary circumstances from completing a course on schedule. The instructor of record determines whether or not such circumstances pertain. The “I” grade becomes an “F” if the work is not completed by the end of four weeks into the next semester (not including summer).

Only the instructor of record may change an officially posted grade. All grade changes have the endorsement of the Department Head, and Dean.

Final Examination Schedule and Grades

The dates for final examinations are published annually in the official College calendar. **Faculty must observe the published schedule in administering final exams unless approved in advance by the department chair and dean.** Make-up exams are given at the discretion of the instructor. If a student misses the final examination, a grade of “I” may be assigned at the discretion of the instructor. Full-time faculty are expected to enter final grades using the Faculty Self-Service available on the SOUTHWEST internal website.

Course Grade Appeals

SOUTHWEST Policy No. 2:03:01:01/11 recognizes the instructor’s right to assign a grade based on any method that is professionally acceptable, submitted in writing as a part of the class syllabus to everyone in the class, and applied equally to all members of the class.

Students have the right to review their examinations and assignments, to know the correct answers to test and examination questions, and to understand how grades were assigned. In matters of interpretation, however, the judgment of the faculty member as the professional in the discipline shall prevail. Should instances arise in which a student has evidence that a mistake has been made in calculating or recording his/her grade or that his/her grade has been assigned based on arbitrary or capricious deviation from the instructor’s stated grading policy, he/she has the right to appeal the assigned grade. This includes:

- a. The assignment of a course grade to a student on some basis other than performance in the course;

- b. The assignment of a course grade to a student by resorting to standards different from those which were applied to other students in the class; or
- c. The assignment of a course grade by an unannounced departure from the instructor's previously articulated standards. (Factual and computational errors are included in this definition).

The burden of proof rests with the student.

Auditing Classes

An audit student is one who enrolls in credit classes on a non-credit basis. An audit student is expected to attend class but is not required to hand in assignments or take examinations. The student must demonstrate that prerequisites have been met, that sufficient prior knowledge exists to warrant auditing the course, or that there is a compelling reason to justify auditing the course. Registration for an audit may not be converted to credit at a later date. Registration for credit may not be converted to audit at a later date.

Registration for audit can be accomplished only during the late registration period and will be allowed on a space available basis. All audit students must have the approval of the academic dean of the area in which the course is offered before registering. (SOUTHWEST Policy No. 2:03:00:00/8).

Academic Advising

Faculty members are expected to advise students as part of their workload. The Center of Academic Advising and Counseling assigns an advisor to each student upon enrollment in the College. Upon declaring a major or being admitted to a particular program of study, the student will usually be reassigned to an advisor from his or her discipline. Advisors assist students in planning programs and selecting courses prior to registration. Students have the ultimate responsibility for correct scheduling and non-duplication of course work. Advisors are full-time faculty members and maintain regularly scheduled office hours. Faculty should consult the Academic Advising Manual for procedures.

COMPASS Test

The COMPASS test is designed to assess the student's level of preparedness for college-level classes. Additionally, the results are used to assist academic advisors in placing students in appropriate college courses. All students 21 years of age or older and those under age 21 who do not meet minimum ACT requirements are required to take all or parts of the placement test.

Student Academic Success Seminar (ACAD 1100)

This course is required for all first-time, full-time, degree seeking SOUTHWEST students. This seminar is designed to assist students in making the transition to college during the freshman year. Students are introduced to college functions and resources. Additionally the student receives survival skills necessary to prepare for career preparation, academic expectations, time management, test anxiety, and life outside the classroom as well as personal values and relationships. Although this course is not required of all students, it is highly recommended that new students register for the course.

Academic Honors and Awards

The college has established a number of academic honors and awards recognizing those who have distinguished themselves by outstanding academic achievement.

- A. **Dean's List.** At the end of each term, a Dean's List is compiled recognizing those students who have distinguished themselves by an outstanding record of academic achievement for the semester just ended. To qualify for the Dean's List, a student must have completed at least 12 credit hours of college-level courses during the term and earned a GPA of 3.00 or higher with no grade of "F". This accomplishment will be noted on their permanent academic record.

- B. **Commencement Academic Honors.** Academic Honors are bestowed on students at graduation who earn the associates degree, in recognition of outstanding academic performance. Three levels of distinction are recognized: Summa Cum Laude, Magna Cum Laude, and Cum Laude. In order to graduate with the distinction of Summa Cum

Laude, the student must have maintained a cumulative GPA of 3.90 to 4.00. The degree is conferred Magna Cum Laude on students who have earned a cumulative GPA of 3.60 to 3.89. Finally, students who earn a cumulative GPA of 3.35 to 3.59 are graduated Cum Laude. Academic honors are engraved on the recipient's diploma, noted in the commencement program, and posted on the student's permanent academic record.

- C. **Honors Program.** The College maintains an active Honors Program. Special courses and activities are developed for advanced students. Students who would like to participate in the Honors Program may contact the director and make application. There are three categories of admission to the Honors Program: continuing students, part-time students and graduating high school seniors. All participants must have a 3.0 cumulative GPA. Continuing students must have completed all developmental studies requirements. Part-time students, in addition to having completed developmental studies requirements, must have completed at least 12 college-level credit hours of study. High school students must have an ACT of 21 or better. All high school valedictorians and salutatorians are eligible to participate in the Honors Program. To graduate with an Honors Degree, a student must complete a minimum of 15 hours with Honors credit, including HONR 1110. ENGL 2760 is required of students who pursue AA or AS Degrees and expect to transfer.
- D. **Honor Societies.** Honor societies are national organizations dedicated to the promotion of excellence in academic pursuits, leadership development, and service to community. In support of these endeavors, Southwest Tennessee Community College maintains an active chapter of Phi Theta Kappa. The chapter requires that students have a 3.5 cumulative grade point average on at least 12 hours to be eligible for induction, have demonstrated leadership ability, and have a record of service to community and neighbor. A student must maintain a GPA of 3.25 to maintain membership. Phi Theta Kappa gold stoles may be worn during the graduation ceremony.

- E. **The Honors Degree:** To graduate with an honors degree, a student must complete a minimum of 15 hours with Honors credit, including HONR 1110. Other credits can be gained through either honors courses or contracted honors.

Distance Learning

Southwest Tennessee Community College offers access to higher education through the World Wide Web (WWW) and broadcast television. These distance learning technologies provide students alternatives to the traditional classroom schedule, location and pace. Distance learning courses offer the same instructional outcomes delivered through a different medium. For students who are independent learners and who have access to the World Wide Web and/or cable television, distance learning courses are ideal. Working adults, employees who travel, persons with disabilities, the homebound, those with long commutes, schedule conflicts or other barriers to college attendance are a few of the many who can benefit from distance learning.

- **Online Courses** SOUTHWEST offers a wide array of college credit courses through the World Wide Web (WWW). Online courses require students to have access to a personal computer equipped for the web and the skills to use it. Students working from home will need a personal computer, connection to the web by a reliable Internet Service Provider (ISP) and Internet Explorer 6.0 or higher as their web browser. A personal e-mail account is also required. In addition, some courses will require students to have specific software applications or utilities installed. See course descriptions or contact the instructor for specific software requirements. Before registering for online courses, students must complete the online orientation at <http://distance.southwest.tn.edu/orientation/index.php> obtain a permit to register and have it signed by an advisor. A copy of the registration form can be printed from the site above. Students register for online courses following the same procedures as for traditional courses.
- **Regents Online Degree Program** SOUTHWEST is a participant in the statewide Regents Online Degree Program (RODP). The RODP offers degrees and courses to any interested student with reliable access to the Internet. SOUTHWEST will offer courses leading to the following degrees:
 - Associate of Arts
 - Associate of Science
 - Associate of Applied Science in Professional Studies with a concentration in Information Technology

This associate degree will be totally transferable into the RODP Bachelor's degrees offered by six Tennessee Board of Regents universities. Additional information including a list of courses and corresponding syllabi, system requirements, fees, an online learning orientation and other information may be found on the web page for this online learning program: <http://www.tn.regentsdegrees.org>. Students interested in registering for these courses at SOUTHWEST would go to the following web address.

<http://distance.southwest.tn.edu/de/rodp.php>

- **Telecourses** SOUTHWEST provides college-credit courses delivered by cable television. Telecourse students view content broadcasts, and complete textbook readings and assignments. Telecourses are broadcast on Memphis Cablevision and from the Germantown High School studio. Students must have access to cable television or be able to view tapes of the broadcast at SOUTHWEST telecourse locations. A viewing schedule and other telecourse information are linked at the distance education homepage <http://distance.southwest.tn.edu/index>.

Split Courses

A split course is a blend of face to face with online learning. A significant part of the course is online and as a result, the amount of classroom time is reduced but not eliminated. This allows coursework to be scheduled flexibly, promotes independent learning and decreases time spent commuting. Southwest split courses are identified by a section with an "H" in the section ID (example DSPM08001HZ)

Web-Assisted Courses

Web assisted courses meet in a traditional classroom setting but course assignments outside of the class require use of the internet. Class time is supplemented with required online activities. Students must have access to a computer and a reliable internet service provider.

Leave and Fringe Benefits

Leaves for Faculty

Faculty can request leave for various circumstances as defined by the policies of Southwest Tennessee Community College and the Tennessee Board of Regents. All leave requests must be approved by the appropriate authority.

Leave Without Pay.

Adoptive Parents. This leave provides for a period of up to four months to allow the faculty member to bond with an adopted child. The request for leave must be accompanied by a statement from the adoption agency indicating the required bonding period. During the four-month period, faculty may use sick leave for up to 30 working days provided their sick leave balances are not exceeded. If both parents are State employees, the aggregate amount of sick leave that may be used by both parents is 30 working days. Refer to TBR Leave of Absence Policy 5:01:01:03 regarding continuation of insurance coverage for employees on unpaid leave of absence.

Leave of Absence. Leaves of absence may be granted for approved, unpaid time off to regular employees due to reasons of illness or injury, or disability of an employee who has insufficient accumulated annual and/or sick leave, leave for educational purposes and leave for justifiable personal reasons. Leave of absence without pay, not to exceed one (1) year, may be granted for justifiable absences. Such leave must be approved by the President or designee, and any additional leave must be approved by the Chancellor upon the recommendation of the President. In addition, an employee who is on an unpaid leave of absence which does not qualify as leave under the Family and Medical Leave Act shall be responsible for paying both the employee and employer portion of insurance premiums. Furthermore, an employee retains accumulated annual and sick leave, but does not earn or accrue additional annual or sick leave.

Leave with Pay.

Military Leave. All employees who are members of any reserve component of the armed forces of the United States or of the Tennessee National Guard shall be entitled to a leave of absence from their duties for all periods of military service during which they are engaged in the performance of duty or training in the service of this State, or of the United States. Each employee who is on military leave shall be paid his or her salary or compensation for a period, or periods, not exceeding fifteen (15) working days in any one (1) calendar year. Employees are entitled to additional paid leave if called to active duty pursuant to T.C.A. § 58-1-106.

Civil Leave. An employee shall be granted civil leave when, in obedience to a subpoena or direction by proper authority, the employee appears as witness for the Federal government, the State of Tennessee, or a political subdivision of the State, or when it is

necessary to attend any court in connection with official duties or serve on a jury in any State or Federal Court. The employee shall retain all compensation or fees received as a witness or juror. The employee may be required to provide a statement from the court which includes dates and times of service and any compensation received. Employees involved in personal litigation, or who serve as witnesses in private litigation, shall be charged with annual leave or leave without pay.

Sick Leave. Sick leave is intended to meet the legitimate health needs of employees who were absent from the work place due to illness. Faculty, even though their work assignments often require variable schedules both day and evening as well as assignments which include a wide variety of activities -- classes, office hours, committee assignments, research in laboratories and libraries, etc. -- are, nevertheless, subject to sick leave policy in a very specific and direct way. The charging of sick leave for time away from work by a faculty member due to legitimate health reasons is not a penalty; sick leave was instituted by the State Board of Regents to cover just such absences. It is the responsibility of each faculty member to report his or her sick leave to the appropriate authority. As a general guideline, all faculty have responsibilities Monday through Friday for a minimum of 37.5 hours of any week in which the institution is in session. Any day-long absence during the regular work week due to illness should be charged to the faculty member as sick leave at the rate of 7.5 hours per day. Arrangements to cover a class either by the faculty member or the institution do not mitigate the fact that the faculty member was away from his or her work assignment and sick leave should be charged accordingly. If a faculty member is absent from his or her work assignment for part of a day, he or she should discuss the appropriate sick leave time to be charged with his or her department chair, dean, or immediate supervisor. (Ref: TBR Guideline P-062)

An employee may be required to present evidence in the form of personal affidavits, physician's certificates, or other testimonials in support of the reason for sick leave upon request of his or her supervisor or an appropriate approving authority. Sick leave may not be denied where an employee furnishes an acceptable statement from a licensed physician. Regular full-time personnel and full-time academic personnel, whether employed on a twelve-month or nine-month service basis, shall accrue sick leave at the rate of 7.5 hours (1 day) for each month of actual service. Regular nine-month academic personnel shall accrue 67.5 hours (9 days) of sick leave for full-time employment for a full academic year and 22.5 hours (3 days) of sick leave for full-time employment throughout summer sessions.

Annual Leave. Twelve-month faculty are eligible to accrue annual leave. Nine, ten, and eleven-month faculty shall not be eligible to accrue annual leave. All personnel entitled to accrue annual leave may request use of annual leave at any time by application to their proper approving authority. Such requests are subject to the discretion of the approving authority, who is responsible for planning the work under his or her control, and should be approved only at such times as the employee can best be spared. The rate of annual

leave accrual depends upon the faculty member's length of service. Please refer to TBR Policy 5:01:01:01 for further information.

Family and Medical Leave. In compliance with the Family Leave Act of 1993, it is the policy of the Tennessee Board of Regents to provide eligible male and female employees up to twelve workweeks of leave during a twelve month period for specified family and medical reasons, to provide continued health insurance coverage during the leave period and to insure employee reinstatement to the same or an equivalent position following the leave period. Spouses who are also employees of the State are limited to a combined total of twelve weeks. In order to be considered "eligible" under Family Medical Leave Act (FMLA or the Act) guidelines, an employee must have worked for the State for at least 12 months.

FMLA Qualifying Events:

1. The birth of a son/daughter and to care for the newborn child;
2. The adoptive or foster care placement of a son or daughter with the employee;
3. To care for the employee's spouse, son, daughter, or parent with a serious health condition;
4. The employee has a serious health condition resulting in his/her inability to perform job functions.

For the duration of FMLA leave, the institution is required to maintain an employee's health coverage under the State Group Insurance Plan under the same conditions coverage would have been provided if the employee had continued working. For further information, please consult TBR Policy 5:01:01:14 (Family and Medical Leave).

Maternity Leave. Maternity leave is covered under FMLA leave, if the faculty member has been employed for one year. Please consult TBR Policy No. 5:01:01:08 (Maternity Leave) for further information.

Paternity Leave. Paternity leave is covered under FMLA leave. Please consult TBR Policy No. 5:01:01:16 (Paternity Leave) for further information.

Bereavement Leave. According to TBR Policy No. 5:01:01:09, an employee who is absent during his/her regularly scheduled work week due to the death of an immediate family member shall receive payment for reasonable and customary days absent, such days of payment not to exceed three (3) regularly scheduled work days. Immediate family shall be deemed to include 1) spouse; 2) child, step-child; 3) parent, step-parent, foster parent, parent-in-law; 4) sibling(s); and 5) grandparents and grandchildren. In addition to the three (3) regularly scheduled work days, sick leave not to exceed two (2) days may be granted at the discretion of the appropriate approving authority in the instance of death of one of the immediate family members listed above

Educational Leave. It is the policy of the Tennessee Board of Regents to provide time off to regular TBR employees to continue their education with advance approval from the president. Each request for leave will be evaluated on its own merits and approval will depend upon the evidence provided as to the enhancement of the employee's value to the

institution resulting from the leave. Leave of absence for periods exceeding one (1) year may be granted upon recommendation of the president and approved by the Chancellor. If the leave is without pay, faculty are eligible to continue their participation in the group medical/life insurance program. If they elect continuation of coverage, employees must pay both the employee and employer share of the premium. Employees on leave without pay are not eligible for unemployment benefits longevity benefits, and they do not accrue sick leave. Please consult TBR Policy 5:01:01:13 (Educational Leave) for further information.

Longevity Pay

Upon completion of three years of service, faculty members shall receive longevity pay at an established rate for each year of creditable service up to the maximum provided by law, currently set at-30 years. The rate per year of service is established annually by the Legislature. See TBR Guideline P-120 for further information.

Retirement

All full-time faculty and permanent employees of the College are eligible for membership in the Tennessee Consolidated Retirement System. Part-time faculty members are not eligible to participate in the state system. Employees who are members of the Tennessee Consolidated Retirement System are eligible to retire upon attainment of age sixty (60) or upon completion of thirty (30) years of creditable service. Alternate retirement plans, including TIAA-CREF, AETNA, and VALIC, are also available. Details of these plans can be obtained from the Office of Human Resources.

Grant-in-Aid

Any full-time professional employee who has been employed by the College for two or more years may be eligible for a grant-in-aid for working toward a doctoral or otherwise terminal degree. Requests should be channeled through the immediate supervisor to the chief academic officer, who recommends to the President. See TBR Guideline P-130 for additional information.

Tuition-Free Classes at State Institutions.

Pursuant to PC–191, full–time employees of the TBR and UT systems are eligible to enroll in one course per term at any public postsecondary institution, with fees waived for the employee, on a space available basis. If exercised, value of this benefit is subject to federal withholding tax.

Education Tuition Reduction for Children of State Employees.

Every child in Tennessee under twenty-four (24) years of age whose parent is a full-time employee of the state of Tennessee or whose parent died while employed full-time or was killed on the job or in the line of duty while a full-time employee of the state of Tennessee shall receive a twenty-five percent (25%) reduction in the tuition at any state-operated area technical vocational school or institution of higher learning (TCA. 8-50-115).

Also, every child in Tennessee under twenty-four (24) years of age whose parent is a retired employee of the state of Tennessee who retired after a minimum of twenty-five (25) years of full-time creditable service shall receive a twenty-five percent (25%) reduction in the tuition at any state-operated area technical vocational school or institution of higher learning (TCA. 8-50-115).

The Tennessee Higher Education Commission (THEC) has defined full–time as six months of continuous service. Applications are available in PDF format at the THEC website:

http://www.state.tn.us/thec/site_map.html — State Employee Tuition Waivers.

Student Services

Confidentiality of Student Records

It is the policy of Southwest Tennessee Community College to comply with the Family Educational Rights and Privacy Act (FERPA), also known as the “Buckley Amendment,” and all provisions and amendments thereto. In so doing, the College will protect the confidentiality of students and former students’ records. Each faculty and staff member of the College is individually responsible for complying with FERPA, and violations of the Act will subject the employee to disciplinary actions. Except for authorized administrative units that have responsibility for maintaining student records, no unit, component, staff or faculty member may disclose personally identifiable information.

The institution reserves the right to disclose directory information. Directory information may be released without the student’s consent. Any student who does not want the following directory information disclosed, must complete a Suppression of Directory Information Request form (Forms are available in the Admissions and Records Office) and submit it to the Admissions and Records Office. The following information is considered directory information at Southwest Tennessee Community College: 1) name, 2) address, 3) telephone number, 4) major field of study, 5) participation in officially recognized activities and sports, 6) weight and height of athletic team members and sports statistics, 7) dates of college attendance, 8) degrees, certificates and/or awards received, 9) other institutions previously attended. Please consult SOUTHWEST Policy 3:02:03:00/13 (Confidentiality of Student Records) for additional information.

Student Academic Load

- Full-time - A student who enrolls in 12 or more semester hours of credit is considered to be full-time.
- Part-time - A student who enrolls in less than 12 semester hours of credit is considered to be part-time.
- Maximum Load - The maximum number of semester hours of credit in which a student may enroll fall or Spring Semester at Southwest Tennessee Community College is 18.

The maximum number for summer is 15 with no more than 8 semester hours in Summer I or Summer II.

Approval for Class Overloads

In a minimal number of special cases, the Academic Dean will permit students to exceed the academic maximum load for the term. A request to exceed the maximum class load may not be made by students enrolled in developmental studies courses. Permission of the Academic Dean is required for any student who wants to enroll in more than 18 semester hours of credit fall or spring semester or for more than 15 hours summer. The appropriate form indicating the Dean's permission must be submitted to Admissions and Records Office personnel.

Repeated Courses

A student may automatically repeat any course for which an "A" or "B" grade was not earned. If the grade of "A" or "B" was earned in a course, permission from the chief academic officer is needed to repeat the course; or repeating the course must be required for entry into one of the college's academic programs.

Student Orientation

Each full-time, degree-seeking student enrolling in college for the first time is required to attend orientation. Orientation is also recommended for other students enrolling at the College for the first time. The purpose of orientation is to introduce students to Southwest Tennessee Community College. During the orientation program, students will meet College administrators and faculty, be introduced to academic programs and services, learn about financial aid and registration procedures, and learn of the various facilities available throughout the College's service area. Students who have completed admissions may also be allowed to actually register for classes.

Financial Aid

The primary purpose of financial aid is to provide assistance to students who, without such aid, would find it difficult to attend college successfully. Southwest Tennessee Community College adheres to a nationally established policy and philosophy of financial aid for education. This

policy is that students and parents have the first responsibility for financing an education. However, when it is determined that a family cannot meet the educational costs, then financial assistance may be available. All students are encouraged to apply for aid if they feel they have the need. To determine if there is need for assistance; Southwest Tennessee Community College uses the Free Application for Federal Student Aid, which takes into consideration the factors that affect a family's financial status.

Faculty can assist students by becoming familiar with the following financial aid information

- a. Students should apply early for financial aid; the optimal date is March 15
- b. Full awards are based on 12 hours, but awards can be made for less than full-time schedules.
- c. Students must earn credit in a minimum of 67 percent of hours attempted each academic year in order to maintain eligibility for financial aid.

Graduate Exam

All candidates for graduation who are completing an associate's degree must take a general education test. Prospective graduates are required to take this exam as a condition of graduation. In certain career programs, prospective graduates may also be required to take a departmental exam in their area of study.

Student Due Process

Policy No. 3:02:00:01/8 (Student Due Process) sets forth the Southwest Tennessee Community College procedures for insuring that students are provided with fair treatment in the administration of discipline. An alternative to the College's process is provided under the Tennessee Uniform Administrative Procedures Act.

Business and Financial Affairs

Travel

- 1. Local** — Persons traveling from their home to the campus designated as their official duty station are not eligible to receive reimbursement of travel expenses. The official duty station is defined as that location where the majority of time is spent in teaching or the performance of assigned duties. In accordance with section IV-1 of this procedure, compensation for travel between campuses, as well as other necessary local travel, will be made at the current rate as listed in the Addendum to this procedure when teaching or work assignments must be performed at two or more locations on the same day. All claims for reimbursement for local travel must be submitted on a monthly basis for all employees, except for faculty which may file their travel claims on a semester basis, provided that all claims are filed within thirty (30) days from the end of the semester. All claims must be submitted within the fiscal year in which travel occurs, with the exception of the month of June, which must be submitted to the Fiscal Operations Office by the end of the fifth (5th) day of the new fiscal year, in order to be considered for reimbursement. Each employee will have designated as his/her official duty station one of several locations where College operations occur. When the College requires an employee to move from the official duty station to another location, the employee will be reimbursed for the mileage traveled between the official duty station and the secondary location. If an employee is required to report to a location that is farther from his/her residence than the official duty station, the employee may claim reimbursement for the additional mileage. For example, if an employee normally has to drive ten (10) miles to work, but must drive fifteen (15), the reimbursement will be for five (5) miles or 15-10 miles. Faculty members who teach overloads at any location will not be compensated for any extra mileage expenses involved with the overload course(s). Neither will faculty be compensated for any mileage for teaching an evening course at their official duty station.
- 2. Out-of-Town** — All employees must obtain prior authorization for in-state travel by the employee's appropriate approving authority. Advance written authorization may not

be necessary for in-state travel where the expected expenses will not be substantial, or when there is no advance notice of circumstances necessitating the travel, and such travel is orally approved by the appropriate approving authority. Such authorization must be submitted in writing (on a *Request for Travel Authorization* form) before a claim for reimbursement will be processed. Employees whose employment requires frequent in-state travel may obtain blanket authorization in writing for such travel. Blanket authorizations are not available for student or group travel. All employees must obtain prior written authorization for out-of-state travel, which must be approved by the President or his/her designee.

3. **Claims** — Claims for reimbursement of travel expenses, including travel under blanket authorizations, must be completed no later than thirty (30) days after completion of the travel, with the exception of travel completed at the end of the fiscal year (June), which must have completed claims for reimbursement by the end of the fifth (5th) day of the new fiscal year. Claims submitted after this period must provide written explanation for the delay. Please consult SOUTHWEST Policy No. 4:03:03:00/21 (General Travel) for further information.

Paychecks

Regular full-time faculty and other professional personnel are issued paychecks on the last working day of the calendar month. Checks are dispersed from the Bursars Office. Faculty are encouraged to take advantage of the Direct Deposit Program.

Computer Resources

Computer resources at Southwest Tennessee Community College are available to all currently enrolled students, faculty and staff, and others who have been authorized by the college for use in a responsible, ethical, and equitable manner. It is important that all users of the computing facilities conduct their computing activities in this manner since they have access to many valuable and sensitive resources and their computing practices can adversely affect the work of the college and other users. When activating an account, a user implicitly affirms that: they will abide by the broadest interpretation of the *Code of Computing Conduct* set forth in

SOUTHWEST Policy 4:00:00:00/14 (Use of Computing and Networking Resources). Failure to follow policies may result in loss of computing privileges; computer use may be monitored to protect the system; and the college may terminate the account of anyone who has been determined to use his or her access for unlawful or unethical purposes or in other contravention of SOUTHWEST Policy 4:00:00:00/14 (Use of Computing and Networking Resources).

Vehicle Operation on Campus

When faculty operate a motor vehicle on campus, it must be properly registered with the Campus Police by display of a parking permit. Faculty are encouraged to respect the areas designated as student parking that are close to the facilities.

Campus Police Department

The Campus Police Department is responsible for the safety and security of the entire SOUTHWEST community. All campus emergencies and security concerns should be reported immediately to the Campus Police by (1) picking up one of the **Red Phones** located in most hallways, or (2) dialing **5555** (Union Campus)/ **4333** (Macon Campus) from any campus phone.

Keys

Keys are made available to faculty upon an approved request by the department chair. The unauthorized duplication of SOUTHWEST keys is prohibited. Keys must be turned in when employment with Southwest Tennessee Community College is terminated, or there is no longer a need for the key.

Appendix

Appendix 1

Guidelines for Promotion and Tenure

The guidelines that follow describe the schedule of activities required for faculty to be considered for promotion to a higher rank or for tenure. Both promotion and tenure processes follow the same schedule.

Step	Typical Month	Activity
1	Oct	Provost announces promotion and tenure application process to all full-time faculty. Faculty eligible to apply must have completed a minimum number of three years in rank for promotion and five years in a tenure track position for tenure (full-time) at Southwest, prior to the fall semester for submitting a letter of intent about application. (TBR Policy has changed on time in rank for promotion to professor. Effectively July 1, 2005, faculty must complete a minimum of five (5) years in rank for promotion to professor.
2	Oct	Given the TBR mandated time constraints of this promotion/tenure timeline, faculty who know they meet eligibility requirements should begin compiling their dossiers. Candidates request letters of recommendation from tenured faculty within the department and external to the department (maximum of three internal letters and three external letters). (<i>Dossiers are typically due in January.</i>)
3	Oct	Each department chair submits to the President of the Faculty Senate the names of two tenured faculty members to serve in the pool for the selection of the College Promotion and Tenure Committee. (These tenured persons should be elected by the department and cannot be department chairs, deans, candidates, or relatives of candidates for promotion and/or tenure during this year.)
4	Oct	Applicant sends letter of intent to apply for promotion or tenure to the Provost with copies to the Department Chair and Dean. <i>It is the sole responsibility of the faculty member to initiate the promotion or tenure application process by sending the letter.</i>
5	Nov	Letter of Intent to apply for promotion or tenure must be received in the Provost's office by the close of business.
6	Nov	Department Chairs and Deans, in collaboration with Human Resources Office, verify the eligibility of applicants for tenure and send the list to the Provost.
7	Nov	Department Chairs post and distribute eligibility lists to applicants and departmental faculty.
8	Nov	The Faculty Senate President randomly selects from the elected departmental pool the names of seven faculty and three alternates for the College Promotion and Tenure Committee and seven faculty and three alternates for the College Promotion and Tenure Appeals Committee. The selected names are sent to the Provost for certification and notification of membership on the committees. The President of the College may add committee members from the overall faculty to achieve balance, (academic representation by discipline) on the committees.
9	Nov	Any faculty member who submitted a letter of intent, who is not verified as eligible, and who wants to appeal, must do so in writing to the Provost within five (5) working days of the distribution date of the eligibility list.

10	Dec	Appeal decisions on eligibility will be completed by the Promotion and Tenure Appeals Committee and conveyed to the individual and the Provost.
11	Jan	Individual faculty who are eligible must submit a formal letter of application and complete dossier to the department chair. The candidate should prepare the dossier according to the required format. Each candidate is responsible for providing the required documentation. The eligible faculty member will place the letters of recommendation in the dossier. The dossier will be made available to the departmental members for review.
12	Jan	The department chair convenes the Departmental Promotion and Tenure Committee (consisting of all tenured department members) and will request of them in writing the committee's recommendation of the candidate in the form of a vote to recommend or not to recommend the candidate. The committee will review the dossiers and vote by secret ballot.
13	Jan	The department chair will send the dossier with the following materials to the Dean of that academic division: 1. Recommendation letter with specified vote from the Departmental Promotion and Tenure Committee. 2. Department chair's letter of recommendation.
14	Jan	The Dean adds a recommendation and sends entire dossier to the Provost's Office for distribution to the College Promotion and Tenure Committee.
15	Feb	The College Promotion and Tenure Committee votes to recommend or not recommend each applicant by secret ballot. Its recommendations, along with the dossiers, are sent to the Provost.
16	Feb	The Provost reviews the dossier of each candidate and the recommendations of the Departmental Promotion and Tenure Committee, department chair, dean, and the College Promotion and Tenure Committee. The Provost makes a recommendation to the President of the College on each candidate for promotion or tenure considering qualifications, recommendations, existing needs. The Provost will notify in writing all candidates, those recommended and those not recommended.
17	Feb	Applicants can review their dossiers, including all correspondence, in the Provost's office.
18	Mar	Any candidate who wishes to appeal the Provost's recommendation must do so in writing to the President within five (5) working days of the notification of the recommendation.
19	Mar	If there are appeals, the President of the College will appoint a Promotion and Tenure Appeals Committee. The President will notify the Promotion and Tenure Appeals Committee in writing no later than one week after the President receives a written appeal.
20	Mar	The Appeals Committee reviews contested case(s) and submits recommendations regarding appeals to the President. The Appeals Committee may obtain clarification on issues from candidates or persons providing recommendations.

21	Apr	The President will review the dossier and recommendations for each candidate, review any appellate action, and submit to the Chancellor a listing of all persons being recommended for promotion and/or tenure.
22	Apr	The President informs the applicants and appropriate supervisors of the college's recommendation.
23	July	Upon notification of action taken by TBR, the President will notify the candidate within two (2) weeks of TBR action. A copy of the letter will be sent to the Provost, Dean, and Department Chair and Director of Human Resources.
24	Aug	Each dossier will be available to the faculty member in the Provost's office at the completion of the promotion and tenure process.

Dossier Format

All Dossiers will be submitted in a three-ring binder. The binder will be subdivided into categories identified below with tab-style dividers.

The cover of the dossier will contain the following information.

1. Faculty member's name
2. Current Rank
3. Department
4. Division
5. Phrase "Dossier for consideration of promotion to the rank of ... and/or tenure for the 2XXX-2XXX academic year"

The first page of the dossier will be a table of contents in the format on the following page. Additionally, the tab-dividers will be inserted and labeled to correspond to the main headings identified by capital Roman numbers.

The following is a sample dossier.

Cover

JOHN DOE

ASSISTANT PROFESSOR

ACCOUNTANCY, OFFICE ADMINISTRATION AND CAREER STUDIES

BUSINESS, CAREER STUDIES AND TECHNOLOGIES

DOSSIER FOR CONSIDERATION OF PROMOTION TO THE RANK OF ASSOCIATE

PROFESSOR FOR THE 2XXX-2XXX ACADEMIC YEAR

Table of Contents

Section	Title Page number
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II. Letter of application (summary of Qualifications).....	
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IV. Departmental Vote and comments.....	
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VIII. Advising	
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X. Professional Development.....	

- a. Summary page/ Introduction.....
- b. Scholarship.....
- c. Creative Activities.....
- d. Research.....
- e. Other Development Activities.....
- XI. Collegiality.....
- a. Summary page/ Introduction.....
- b. Other.....
- XII. Annual Evaluations.....

I. LETTER OF INTENT

Below is a sample letter of intent

July 19, 200XXX

Dr. XXXX
Provost/ Executive Vice President
Academic and Student Affairs
RE: Promotion

Dear Dr. XXXX:

Pursuant to Tennessee Board of Regents policy number 5:02:02:00, I am applying for promotion in rank to Associate Professor. I have been employed as a full-time faculty member by Southwest Tennessee Community College and the former State Technical Institute at Memphis since June 1997. Additionally, I have held the rank of Assistant Professor for three full years. I believe that I have met all of the requirements for promotion. Please consider me for this promotion in rank.

Sincerely,
Sample E. Faculty
Assistant Professor
Accountancy, Office Administration, and Career Studies

cc: Executive/Vice Provost
Dean
Business, Career Studies, and Technologies

II. LETTER OF APPLICATION

The letter of application is an overview of the main reasons the faculty member feels that he or she is not only eligible for promotion in academic rank or the granting of tenure but deserving of that change in academic status. Items that can be highlighted are included in the list below.

1. Teaching quality
2. Curriculum/course development
3. Advising
4. Service to the Department, Division, or College
5. Scholarship
6. Creative Activities
7. Research
8. Development activities
9. Collegiality

III. LETTERS OF RECOMMENDATION

a. Departmental

Departmental recommendations are to come from tenured faculty assigned to the department in which the faculty member serves. A maximum of three (3) letters may be included in this section. These letters should reflect specific positive comments regarding the faculty member's behavior or achievements in the areas in which promotion and tenure are evaluated.

b. External to Department

Recommendations external to the department are to come from the College community at large and may include faculty, staff, or administration. A maximum of three (3) letters may be included in this section. These letters should reflect specific positive comments regarding the faculty member's behavior or achievements in the areas in which promotion and tenure are evaluated.

IV. DEPARTMENTAL VOTE AND COMMENTS

Please insert and number a blank sheet in this section. The Department chair will replace this sheet with the results of the departmental vote and comments (if any) included in that voting process.

V. CHAIR'S RECOMMENDATION LETTER

Please insert and number a blank sheet in this section. The Department chair will replace this sheet with his or her letter of recommendation for the faculty member.

VI. DEAN'S RECOMMENDATION LETTER

Please insert and number a blank sheet in this section. The Dean will replace this sheet with his or her letter of recommendation for the faculty member.

VII. TEACHING

Teaching Summary Page/ Introduction

This page(s) is to include an overview of the faculty member's ability to conduct instructional activities. Specifically, it should include a statement of the faculty member's teaching philosophy. Activities to be referenced in this section include teaching, course development, and curriculum development. The overview should highlight activities that are documented on the subsequent pages of the section.

TEACHING SUMMARY

Teaching Philosophy

I see teaching as involving a reciprocal relationship between teachers and students-I believe that teachers have duties to their students and that students have duties to their teachers.

I believe that it is my responsibility as a teacher to provide students with the following:

- an environment conducive to learning,
- knowledge that will help them be successful in achieving their lives' goals,
- materials, opportunities, and feedback that will help them learn, and
- Help in becoming and remaining motivated to be successful both in their studies and in applying their knowledge to solve problems in their lives.

I also believe that my students have duties to me, to their fellow students, and to themselves. I believe that these duties support me in fulfilling my duties to students. Thus, I believe that it is the students' responsibility to be supportive of the teacher and fellow students by being:

- tolerant of different points of view,
- prepared for class,
- willing to work hard to complete course activities,
- willing to bring their life experiences into the class to enrich discussions, and
- Willing to try to apply what they learn in class to solve the problems they face on their jobs and in their lives.

Therefore, because of the reciprocal nature of the duties between teachers and students, I believe that it is a fundamental mistake to see students as customers or as clients because such a view incorrectly implies that the primary duties in the relationship are the teachers' duties to the students and virtually ignores the duties of students to their teachers, fellow students, and themselves.

Since I teach four different courses that span three different areas of management, I provide a more detailed discussion of how my teaching philosophy relates to what and how I do things in each individual course.

Teaching Summary

1. Evaluations of the instructor by students

Student evaluations of an instructor provide key information about the instructor's effectiveness in the classroom in that students have the greatest amount of first-hand exposure to the course content delivery and course management skills the instructor has. This instructor's overall average rating by students was a 3.91 on a 4.0 scale.

2. Evidence of curriculum development and improvement activities

One of the key components of any successful career program is a healthy relationship with the industry it serves. As program coordinator, Mr. Faculty has maintained a very close relationship with the accountancy industry leaders. He has served as an officer in the local chapter of the Certified Public Accountant Association and on the board of directors of the Tennessee Association of Accountants. By cultivating relationships through these activities, Sample has been able to get very active participation in the program's advisory board.

Through this participation, the program's curriculum has been refined to include new components and remove old ones. For example, one entire concentration has been terminated. Other courses have been revamped or had their competencies shifted to reflect the opinions of the advisory board. Some courses have been developed for online delivery and others are slated for development for this delivery method. These changes are a direct result of activities and input generated at formal advisory board meetings and less formal input through contact with local industry professionals.

3. Evidence of recruitment activities utilized to increase enrollment

Faculty in specialized, career preparation programs have an additional responsibility to recruit students into the programs they represent. In this area, the faculty member has gone to and continues to go to local area high schools to make direct one on one contact with potential students. He also regularly speaks to the Professional Re-entry Education Program (PREP) to make its participants aware of career possibilities and potential in Accountancy.

Mr. Faculty also involves himself and the student professional associations in community events that help build awareness of the program in the service area. This includes participation in events like the "Accounting Awareness Day", the Greater Memphis Certified Public Accountant mentorship program, and the Memphis DECA accounting competition.

These recruitment activities have resulted in a 23.8% growth in credit hour production in the accountancy courses from fall 2001 to the fall of 2002 and an increase in enrolled, declared majors in the program from a low of 59 to a high of 88 in the fall of 2002.

4. Evaluations of the instructor by supervisors

Evaluations of a faculty member by their supervisors provide valuable insight into that faculty member's ability to work within the realm of administrative and other responsibilities required of them. This faculty member's annual evaluations clearly show that this individual puts forth the greatest effort in every facet of his job. In his 2000-2001 evaluation, Mr. Faculty is rated "Very Good" to "Outstanding" in all areas with one exception. That one exception was a "Good" rating. Further, in his 2001-2002 evaluation, he received all ratings at the "Very Good" to "Outstanding" level.

Student Evaluations of faculty member

A summary of available student evaluations of the faculty member is contained in the table below. The original evaluation summary sheets follow this table with selected written comments by students after those summary pages

Fall 2000	Average scores*
ACCT 1010C01	3.95
ACCT 1140C01	3.92
ACCT 1010C51	4.00
ACCT 1210C01	<u>3.97</u>
3.96	
Spring 2001	
ACCT 2190C01	3.89
ACCT 2221C01	<u>3.98</u>
3.94	
Summer 2001	
ACCT 2240C01	3.99
ACCT 1140C01	<u>3.98</u>
3.99	
Fall 2001	
ACCT 1030101	3.77
ACCT 1210101	3.98
ACCT 2240101	<u>3.97</u>
3.91	
Spring 2002	
ACCT 2221101	3.93
ACCT 2190101	<u>3.55</u>
3.74	
Overall Average	3.91

* Average scores refer to the arithmetic mean.

Insert Summary pages of all available course evaluations here

Selected student comments from evaluations

- “I enjoyed the “real life” experiences shared by (the) instructor”
- “...gave me confidence in choosing this field.”
- “Sample is an outstanding instructor and an asset to the school.”
- “Wonderful teacher. Wish he taught all of my classes. Cares about his students. Stays extra to help w/ anything he covers in class.”
- “Mr. Faculty is a fabulous instructor. He is also very knowledgeable of what he teaches.”
- “This is the best class that I have had since I’ve been here.”
- “Sample was a great teacher and he really knows what he is talking about when it comes to this stuff.”
- “The instructor is highly knowledgeable in the Accounting field and provides excellent ‘real world’ practical information, supplemented by the text.”
- “Mr. Faculty is a great teacher and he really knows his field”
- “I like the way he teaches. He asks for our comments and questions in addition to what he has to say.”
- “Great teacher”
- “This was a great class where I learned a lot.”

Course/ Curriculum Development

Include evidence of course and/or curriculum development here.

Other

Include any other documentation that provides evidence of quality teaching or other instructional activities.

VIII. ADVISING

Summary Page

This section will include a summary of the faculty member’s activities and accomplishments in the area of student advising. This is to be a self-evaluation by the faculty member.

IX. SERVICE

Summary page

The service summary page should summarize the faculty member’s activities and accomplishments in the following areas, college service, public service and professional service. For clarification, definitions for each of these areas are included with each section.

College Service

This section should include detailed documentation of the faculty member's performance in the area of college service.

College service refers to activities other than teaching and scholarship performed at the department or college level. It is expected of every faculty member; indeed, colleges could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. College service includes, but is not limited to, serving on departmental committees, and participating in College activities and on college committees. More extensive citizenship functions, such as a leadership role in the Faculty Council/Senate, membership on a specially appointed task force, advisor to a college-wide student organization, and membership on a college search committee should be taken into account in consideration for tenure.

Public Service

This section should include detailed documentation of the faculty member's performance in the area of public service.

The *outreach* or *public service* function is the college's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the College. A vital component of the College's mission, public service must be performed at the same high levels of quality that characterize the teaching and research programs.

Professional Service

This section should include detailed documentation of the faculty member's performance in the area of professional service.

Professional service refers to the work done for organizations related to one's discipline or to the teaching profession generally. Service to the profession includes activities such as presentation at a professional meeting, association leadership, service on statewide or TBR committees, journal editorships, article and grants proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance.

X. PROFESSIONAL DEVELOPMENT**Professional Development Summary Page**

The professional development summary page should summarize the faculty member's activities and accomplishments in the following areas of professional development: scholarship, creative activities, research, and other development activities. For clarification, definitions for each of these areas are included with each section.

Scholarship

This section should include detailed documentation of the faculty member's performance in the area of scholarship.

Scholarship refers to but is not limited to typical professional growth and development activities, disciplinary and interdisciplinary activities that focus on expanding the boundaries of the faculty member's knowledge.

Creative Activities

This section should include detailed documentation of the faculty member's performance in the area of creative activities.

Creative activities refer to but are not limited to performances and artistic creations.

Research

This section should include detailed documentation of the faculty member's performance in the area of research.

Research refers to but is not limited to the studious inquiry, examination or discovery that contributes to disciplinary or interdisciplinary bodies of knowledge.

XI. COLLEGIALITY

Summary page

The collegiality summary page should summarize the faculty member's activities and accomplishments in the area of collegiality. The Collegiality summary page should be followed with pages providing documentation of the items mentioned in the summary. These items must include but are not limited to.

1. A letter(s) documenting evidence of collegiality written by a fellow faculty member within the department. A minimum of one and a maximum of three are to be submitted.
2. A letter(s) documenting evidence of collegiality written by a member of the College community outside of the department. A minimum of one and a maximum of three are to be submitted.

Collegiality: The ability to work well with colleagues is a vital faculty attribute and will be assessed in the context of the totality of the faculty member's responsibilities including their demonstrated abilities to collaborate and constructively cooperate within the College community. Collegiality will also be viewed as an aspect of a faculty member's performance as it contributes to the growth and well-being of the department or academic program unit and college, and to the accomplishment of their respective missions.

XII. ANNUAL EVALUATIONS

Insert copies of all annual evaluations in this section.