



FACULTY HANDBOOK

Approved by the Tusculum University Board of Trustees 5 October 2019

Table of Contents

Preface..... 4

 1.1 Intent of the Faculty Handbook..... 4

 1.2 Mission, Vision, and Values..... 5

 1.3 Brief History of Tusculum University..... 5

Academic Administrative Organization 7

 2.1 Office of Academic Affairs..... 7

 2.2 College of Health Sciences 10

Faculty Appointment & Evaluation..... 11

 3.1 Faculty Appointments..... 11

 3.2 Faculty Qualifications and Rank 12

 3.3 Faculty Orientation..... 14

 3.4 Faculty Evaluation..... 15

Faculty Reappointment..... 16

 3.5 Disciplinary Action..... 38

 3.6 Termination of Employment 38

 3.7 Appeal of Termination 40

Faculty Rights & Responsibilities 41

 4.1 Academic Freedom..... 41

 4.2 Professional Ethics..... 41

 4.3 Student Behavior 42

 4.4 Faculty Responsibilities..... 45

 4.5 Faculty Development & Recognition 47

APPENDIX A: FACULTY CONSTITUTION & BYLAWS 54

Preamble 54

Article I: Functions, Responsibility, & Authority of the Faculty..... 54

Article II. Membership, Voting, & Elections 55

Article III. Officers..... 57

Article IV. Meetings 59

Article V. Organization of Faculty Standing Committees 60

Article VI. Committees..... 61

Article VII. Amendments..... 70

Article VIII. Bylaws..... 70

Section 1: Functions, Faculty Membership, and Governance 75

 1.1 Functions of the Faculty 75

1.2	Executive Vice President, College of Health Sciences.....	75
1.3	Associate Vice President, College of Health Sciences	75
1.4	Assistant Vice President, College of Health Sciences.....	75
1.5	Faculty Administrators of the College of Health Sciences.....	75
1.6	College of Health Sciences Faculty Advisory Council	76
1.7	Faculty Voting Privileges and Assembly Meetings.....	76
1.8	Grievances	78
1.9	Academic Freedom	81
1.10	Amendments to the College of Health Sciences Section.....	81
Section 2:	Organizational Units	83
2.1	Academic Schools	83
2.2	Membership on College of Health Science Committees	84
Section 3:	College of Health Science Committees	89
3.1	Academic Standards Committee	89
3.2	Admissions Committee	89
3.3	Educational Policy and Curriculum Committee	90
3.4	Ad Hoc Committees	91
Section 4 :	Faculty Development.....	92
4.1	Faculty Continuing Education.....	92
4.2	Faculty Development Leave.....	93
4.3	Faculty Professional Memberships.....	93
Section 5:	Vacation, Sick, and Faculty Development Leave.....	94
5.1	Leave Policy for 12-month Professional School Faculty	94
Section 6:	Policy for Approval of New Programs and Curricular Changes	96
6.1	Introduction.....	96
6.2	Processing Curriculum Changes	96
Section 7:	FACUTLY RECRUITMENT	99
7.1	FACULTY RECRUITMENT	99
7.2	Interviews and Selection of New Faculty Members.....	99
Section 8:	Travel Protocols.....	101
8.1	Travel.....	101
Appendix A	102

PREFACE

1.1 Intent of the Faculty Handbook

The intent of this Faculty Handbook is to identify and communicate certain policies and procedures that are specifically applicable to faculty members at Tusculum University. It is not meant to take the place of, but rather supplements, the Employee Handbook. No provision of this handbook shall be construed as an employment agreement or contract. The terms of employment of faculty members at Tusculum University are set forth in each faculty member's appointment letter. As clearly stated in that letter, faculty members are subject to all rules, regulations, policies, and procedures promulgated by Tusculum University, as specified in its employee and faculty handbooks (including **Appendix A: Faculty Constitution**), instructional manuals, and otherwise communicated to faculty.

These policies and procedures are subject to revision as made necessary by changing circumstances, including changes in the law, and to reflect the best interest of the University and its students, employees and community. Tusculum University welcomes any comments and/or suggestions a faculty member may have regarding revision to the Faculty Handbook, including any questions or difficulties in understanding the content or administration of the policies. Such questions, difficulties, and comments may be directed to the Provost and/or to the Chair of the Faculty Affairs Committee.

The Provost, the members of the Faculty Affairs Committee, and the Chief Human Resources Officer regularly review the Faculty Handbook and consider modifications. Typos, spelling errors, and grammatical corrections that do not affect the meaning and/or interpretation of the text may be corrected by the Office of Academic Affairs, under the purview of the Provost. Any changes made in this manner will be reported to the Chair of Faculty Affairs, who may in turn confirm the changes or declare them to be substantive changes requiring additional review. If approved as being non-substantive by the Chair of Faculty Affairs, the Provost will submit them for consideration to the Academic Effectiveness Committee of the Board of Trustees at its next scheduled meeting. Substantive revisions of policies are jointly proposed by the President and the Provost to the Academic Effectiveness Committee of the Board of Trustees, which reviews and recommends such changes to the full Board for approval.

1.2 Mission, Vision, and Values

Mission Statement

Tusculum University provides a comprehensive education in a Judeo-Christian environment, grounded in a civic, liberal, and medical arts curriculum, with pathways for career preparation, personal development, and civic engagement.

University Vision

Tusculum University strives to actualize educational excellence and ongoing relevance through our third century by establishing transformative living and learning communities; reflecting institutional integrity through aspirational leadership and academic innovation; distinguishing Tusculum alumni as leading citizen-scholars; and maximizing individual, group, and community fiscal support and partnerships to promote innovation.

Statement of Values

The University identifies three core values:

- **Integrity:** Encompassing honesty and trustworthiness, all members of the Tusculum community value and live with integrity, respect, and virtue in communications, relationships and actions.
- **Education:** We value a balanced education grounded in the civic and liberal arts and career preparedness. Our goal is for students to develop practical wisdom, global literacy, critical and independent thinking, and an appreciation for life-long learning, diversity, and inclusion.
- **Civic Responsibility:** We value our unique heritage in the civic arts and the Judeo-Christian tradition and seek to develop citizen-scholars who will serve their communities throughout the world. We develop students as leaders who think critically.

1.3 Brief History of Tusculum University

Tusculum University originates from two distinct institutions. In 1794, two years before Tennessee received statehood, Territorial Governor William Blount and the General Assembly chartered Greeneville College with Reverend Hezekiah Balch as president. Twenty-four years later, Samuel Doak and his son, Samuel Witherspoon Doak, founded Tusculum Academy in 1818.

The inspiration for the name of Tusculum can be traced through Doak and Balch's alma mater, the College of New Jersey (now Princeton), to a small community near Rome, Italy called Tusculum. There, Roman educator, philosopher, and politician Marcus Tullius Cicero espoused the importance of civic virtue as the foundation of representative government and civil society. Cicero's political ideas inspired an early American ethos that

emphasized the responsibilities of ethical citizenship needed in the early republic. This civic-republican tradition, which informed Doak's and Balch's religious and educational mission to the early frontier, lives on in Tusculum's commitment to a civic arts curriculum.

Tusculum merged with Greeneville College in 1868 as men and women across the nation attempted to rebuild social institutions after the American Civil War. A turning point in the school's history occurred in 1883 when three recent alumni transferred from Lane Seminary to McCormick Seminary to solicit the patronage of the McCormick family. The story of talented, hard-working students from humble origins resonated with the McCormick family, and Mrs. Nettie Fowler-McCormick soon emerged as the first major patron of the college. Her gifts resulted in the construction of five major buildings beginning with McCormick Hall in 1887.

Tusculum endured the challenges and tragedies of two world wars in the early twentieth century. Often led by its own students, the institution evolved and adjusted to the new social realities ushered in by the civil rights, anti-war, and women's movements in the 1960s and 70s. The college innovated in the 1980s and 90s with the adoption of a focused calendar and a renewed commitment to service that brought college education within reach of working adults across the region.

At the precipice of the institution's 225th year, Tusculum University remembers the recent past and the generosity of individuals such as Scott Niswonger and Mrs. Verna June Meen. Pioneers, both present and future, are the beneficiaries of their civic spirit and caretakers of a legacy that challenges them to realize the full measure of their potential, both on campus and in their communities.

Tusculum is the oldest institution of higher learning in Tennessee and the 28th oldest in the nation. Tusculum is the first institution affiliated with the Presbyterian Church (U.S.A.) to admit women and the first in Tennessee to educate an African-American student. Tusculum's greatest accomplishments, however, have not been recorded by historians, nor have they been attained within the narrow confines of a college campus. Tusculum's most meaningful history has been, and continues to be, written in the countless actions of its graduates as they have fanned out over the globe to do the work for which they were trained. *Sit Lux.*

– Dr. Peter Noll, Department of History & Museum Studies, 2018

ACADEMIC ADMINISTRATIVE ORGANIZATION

2.1 Office of Academic Affairs

Provost and Vice President of Academic Affairs

The Provost and Vice President of Academic Affairs is the chief academic officer (CAO) of the University and serves as the institution's Accreditation Liaison with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). A member of the President's Executive Cabinet, the Provost works closely with the President and other senior administrators to carry out the mission of the University. The Provost is appointed by the President.

The Provost has responsibility for and authority over all undergraduate and graduate educational programs and academic and student affairs support programs, exclusive of those overseen by the Executive Vice President for the College of Health Sciences (see below). The Provost chairs the Deans Council, the senior academic administrative body of the University, with responsibility for developing, implementing, evaluating, and improving the policies and procedures required to ensure high quality academic programs.

As the University's chief academic officer, the Provost is considered an *ex officio* member of Tusculum's faculty and of every faculty Standing committee, with the right to appoint a designee to attend meetings in his/her stead and with the right to vote only in the event of a tie.

Direct reports to the Provost include the Associate Vice President of Academic Affairs; the Assistant Vice President of Academic Affairs – Institutional Effectiveness; the Assistant Vice President of Academic Affairs – Adult & Online Studies; the Dean of the College of Business; the Dean of the College of Civic & Liberal Arts; the Dean of the College of Education; the Dean of the College of Science, Technology, & Mathematics; the Director of Institutional Research; the Dean of Students; the Honors Program Director; and the Director of the Garland Library.

Associate Vice President of Academic Affairs

The Associate Vice President of Academic Affairs reports to the Provost and is a member of the Deans Council. The Associate Vice President is a senior administrator with responsibility for and authority over the Office of Student Persistence & Engagement, including the Center for Civic Advancement, the Office of Academic Advising, Early Alert, and the Office of Career Services; the Office of Student Support Services (TRIO); the Office of Veterans Services; the University Registrar; the Upward Bound & Talent Search (TRIO) programs; and the Director of the Arts Outreach Program. The Associate Vice President is appointed by the President upon the recommendation of the Provost.

Assistant Vice President of Academic Affairs—Institutional Effectiveness

The Assistant Vice President of Academic Affairs – Institutional Effectiveness reports to the Provost and is a member of the Deans Council. The Assistant Vice President is responsible for supporting all institution-wide and programmatic planning, including the development and assessment of Strategic Plan initiatives, the regular assessment of program-specific and general education student learning outcomes and concomitant improvement initiatives, the management of program development processes, and the creation of reports to external constituencies.

The Assistant Vice President is appointed by the President upon the recommendation of the Provost.

Assistant Vice President of Academic Affairs—Adult & Online Studies

The Assistant Vice President of Academic Affairs – Adult & Online Studies reports to the Provost, with a secondary report to the Vice President of Enrollment Management and Financial Aid, and is a member of the Deans Council. The Assistant Vice President is responsible for supporting the recruitment of students and delivery of programs designed for adult students or delivered via distance education and is the senior administrator responsible for the management of off-campus instructional locations. The Assistant Vice President is appointed by the President upon the recommendation of the Provost.

College Deans (Academic Affairs)

The University has four colleges that operate under the supervision of the Provost: the College of Business, the College of Civic & Liberal Arts, the College of Education, and the College of Science, Technology, & Mathematics. A fifth college, the College of Health Sciences, is administered by the Executive Vice President for the College of Health Sciences. Each college dean is responsible for the delivery, assessment, improvement, and viability of all curricular and co-curricular programs in his or her college.

The deans of the four colleges in Academic Affairs are full-time administrators appointed by the President upon the recommendation of the Provost. They report to and are evaluated annually by the Provost. They supervise the chairs of the departments within their colleges and any directors of co-curricular programs based in their colleges.

College deans coordinate the use of fiscal, material, and human resources to ensure that programs in their colleges contribute to the achievement of the University's mission. Though they may on occasion teach courses, their primary responsibilities are to oversee program planning; to evaluate all full- and part-time faculty members within their

colleges; to lead the data-informed development, modification, and elimination of curricular and co-curricular programs within their colleges; to develop program- and college-specific policies in conjunction with department chairs and faculty members; to develop institution-wide policies related to Academic Affairs in conjunction with the other members of the Deans Council; to coordinate with department chairs to ensure appropriate staffing of course offerings by full- and part-time instructors; to ensure that all instructors in their colleges are properly qualified and credentialed to deliver coursework; and to coordinate the development and management of all budgets within the college, in conjunction with department chairs and other budget managers.

Department Chairs

Department chairs are full-time faculty members with part-time administrative appointments made by the President upon the recommendation of the Provost (or Executive Vice President for the College of Health Sciences) in consultation with the relevant Dean and department faculty. They report to and are evaluated annually by the college deans.

Department chairs coordinate the use of fiscal, material, and human resources to ensure that programs in their departments contribute to the achievement of the University's mission. They typically teach at least $\frac{3}{4}$ time (i.e., at least 9 workload credits per semester). Their primary responsibilities are to coordinate the delivery of coursework within their departments; to lead annual student learning outcomes assessment endeavors for all departmental programs (in coordination with program coordinators, as appropriate); to evaluate all full- and part-time faculty members within their departments; to support their college deans in the data-informed development, modification, and elimination of curricular and co-curricular programs within their departments; to coordinate with college deans to ensure appropriate staffing of course offerings by full- and part-time instructors; and to manage all budgets within their departments.

Program Coordinators

Program coordinators are full-time faculty members with responsibility for the quality of curricular offerings in their discipline. The position may not provide instructional release and is considered part of the coordinator's institutional service as part of formative and summative evaluation procedures. Program coordinators are appointed by the Provost (or Executive Vice President for the College of Health Sciences) upon the recommendation of the appropriate college dean. They report to and are evaluated annually by the department chair.

Program coordinators, working under department chairs, manage course offerings, curricular development, and program review, including student learning outcomes assessment.

General Education Coordinator

The General Education Coordinator is a full-time faculty member with a part-time administrative appointment. He or she is appointed by the President upon the recommendation of the Provost.

The primary responsibility of the General Education Coordinator is to ensure that the University identifies expected student learning outcomes in the general education program, manages the regular assessment of those outcomes in coordination with the Office of Academic Affairs, and recommends improvements to the programs based on the regular analysis of assessment data. The General Education Coordinator serves as a member of the General Education Committee but does not chair the committee. The General Education Coordinator will receive a course release for a minimum of 3 workload hours per semester.

2.2 College of Health Sciences

Executive Vice President for the College of Health Sciences

The Executive Vice President for the College of Health Sciences is a member of the President's Executive Cabinet with responsibility for and authority over the undergraduate and graduate educational programs in the College of Health Sciences, including the School of Behavioral Health, the School of Nursing, the Niswonger College of Optometry and the School of Basic Professional Science. The Executive Vice President is appointed by the President.

The Executive Vice President has responsibility for and authority over all undergraduate and graduate educational programs within the College of Health Sciences.

FACULTY APPOINTMENT & EVALUATION

3.1 Faculty Appointments

Regardless of appointment or contract status, all course instructors are required to undergo credential review by the college dean(s) responsible for the courses they teach. In most instances, deans use standards established in 3.2 Faculty Qualifications and Rank to determine which courses an instructor is qualified to teach based on his/her academic credentials. For an instructor whose academic credentials do not meet those standards, the dean must request approval from the Provost citing the individual's non-academic qualifications.

Full-time Faculty

Full-time faculty members are employed on a fixed-term appointment system. The intent of the system is to promote the growth and development of the faculty member; provide adequate remuneration and recognition for services rendered and demonstrated commitment by the faculty member; and offer appropriate and regular opportunity for review and assessment of the faculty member and the needs of the University.

A full-time faculty member's employment at Tusculum University generally follows the schedule of one-year appointments for each of the first three years of employment. During a faculty member's third-year, s/he may apply for a three-year appointment. At the conclusion of at least one three-year appointment, a faculty member may apply for a five-year appointment. The University reserves the right to deviate from this general schedule as circumstances require. (NB: The institution formerly maintained a tenure system, which was eliminated in favor of fixed-term appointments. Faculty members who obtained tenure from the institution are treated as a faculty member under continuing five-year appointments.)

There is currently no tenure at the University; however as a general rule, continued employment at the University should be expected provided acceptable performance based primarily on the outcome of the annual formative evaluations and any improvement plans as appropriate.

The President makes all final determinations regarding renewal or non-renewal of full-time faculty member appointments. The President's decision is based on the recommendations from the faculty member's department chair, the faculty member's college dean, the Faculty Affairs Committee, and the Provost or the Executive Vice President.

At the beginning of each appointment period, the faculty member will receive an appointment letter. The appointment letter shall set forth the terms and conditions of the faculty member's appointment, including duration of appointment, position or rank, and salary. Every attempt will be made to provide the appointment letter to the faculty member on or before March 31, prior to the beginning of his or her new appointment

period. Unless otherwise indicated, full-time faculty appointments begin on 1 August and conclude on 31 July.

Visiting Faculty

A visiting faculty member is a full-time employee appointed by the President, upon the recommendation of the Provost or the Executive Vice President. Visiting faculty appointments conclude at the end of that year and are not typically renewable. Visiting faculty members are not eligible for promotion or multi-year appointments. While visiting faculty members may be included in departmental meetings, they do not have the right to vote in Faculty Assembly meetings or to serve on Standing committees, though they may on rare occasions be appointed to *ad hoc* committees.

Adjunct Faculty

Adjunct faculty members are part-time employees with whom the University contracts on an as-needed basis to teach specific courses. While adjunct faculty members may be included in departmental meetings, they do not have the right to vote in Faculty Assembly meetings or to serve on Standing committees, though they may on rare occasions be appointed to *ad hoc* committees.

Emeritus/Emerita Faculty

Upon retirement, a Tusculum University faculty member may be named to an emeritus/-a status by the President, upon the recommendation of the Faculty Affairs Committee and the Provost or Executive Vice President. Emeritus/-a status is typically conferred upon an individual who has served the University for an extended period (usually twenty or more years) and has contributed significantly to the mission of the University and the success of its students.

Once emeritus/-a status has been conferred, the retired faculty member will be eligible to continue scholarly pursuits in the name of Tusculum University. To the extent possible, the University will offer office space, laboratory access, library access, and other resources to permit the individual to continue such pursuits. Specifically, individuals with emeritus/-a status shall be entitled to attend Faculty Assembly meetings (without voting), to march in Convocation and Commencement ceremonies, and to participate in all social and ceremonial functions of the University.

3.2 Faculty Qualifications and Rank

The requirements of the ranks listed below are guidelines for initial appointments. The President, upon the recommendation of the Provost or the Executive Vice President for the College of Health Sciences, may waive some or all of these requirements.

All instructors, regardless of appointment or contract status, are required, at a minimum, to have an earned master's degree from an accredited institution of higher education in the discipline of instruction or in a field closely related to the field of instruction, or to have such

exceptional non-credential qualifications that the institution can clearly document the instructor's competence. Instructors of graduate courses are required to have an earned terminal degree from an accredited institution of higher education in the discipline of instruction or in a field closely related to the field of instruction.

Instructor

The minimum credentials needed for appointment to the rank of Instructor are the following:

1. An earned master's degree from an accredited institution in the discipline of instruction.

OR

2. An earned master's degree from an accredited institution in a discipline closely related to the discipline of instruction plus 18 graduate semester hours in the discipline of instruction.

An Instructor's workload is 30 instructional credits per year or 15 instructional credits per semester, unless otherwise indicated in the appointment letter.

Assistant Professor

The minimum credentials and years of experience needed for appointment to the rank of Assistant Professor are the following:

1. An earned terminal degree from an accredited institution in the discipline of instruction.

OR

2. An earned master's degree from an accredited institution in the discipline of instruction and at least three years of teaching experience in higher education.

OR

3. An earned master's degree from an accredited institution in the discipline of instruction and at least six semesters of teaching experience in higher education.

OR

4. An earned master's degree from an accredited institution in the discipline of instruction and at least six years of relevant industry or professional experience.

OR

5. An earned master's degree from an accredited institution in a discipline closely related to the discipline of instruction, 18 graduate semester hours in the discipline of instruction, and at least three years of teaching experience in higher education.

The workload of faculty members at the Assistant Professor rank and higher is 24 instructional credits per year or 12 instructional credits per semester, unless otherwise indicated in the appointment letter.

Associate Professor

The minimum credentials and years of experience needed for appointment to the rank of Associate Professor are the following:

1. An earned terminal degree from an accredited institution in the discipline of instruction and at least five years of service at the rank of Assistant Professor.

OR

2. An earned master's degree from an accredited institution in the discipline of instruction, at least six years of service at the rank of Assistant Professor.

OR

3. An earned master's degree from an accredited institution in a discipline closely related to the discipline of instruction, 18 graduate semester hours in the discipline of instruction, at least nine years of teaching experience in higher education, and at least six years of service at the rank of Assistant Professor.

Professor

The minimum credentials and years of experience needed for appointment to the rank of Professor are an earned terminal degree from an accredited institution in the discipline of instruction and at least five years of service at the rank of Associate Professor or higher.

3.3 Faculty Orientation

The Office of Academic Affairs, with the assistance of senior administrators and members of the faculty enlisted for this purpose, is responsible for orienting new full-time and visiting faculty members to the University. Such orientation includes an introduction to the University's mission and heritage; faculty rights, responsibilities, and benefits; academic programs; and institutional policies and procedures. As a part of the orientation process, an experienced faculty member from another academic department will mentor each new full-time faculty member during his or her first year of service. Orientation to the academic unit, to specific job responsibilities, and to performance evaluation is the responsibility of the department chair in concert with the college dean.

College deans, with the assistance of other administrators and faculty members in their colleges, are responsible for orienting new adjunct faculty members to the University.

3.4 Faculty Evaluation

Full-time faculty members are evaluated based upon multiple criteria (see below), while part-time and visiting faculty members are evaluated primarily on their performance as course instructors.

General Criteria

Along with evidence of active support of the mission of Tusculum University, as well as adherence to the various responsibilities, policies, rules and regulations set forth in the employee and faculty handbooks, progress through the stages of the University's fixed term appointment system depends upon the presentation of the following:

1. Evidence of effective teaching as demonstrated by the establishment of assignments and the evaluation thereof with the degree of rigor appropriate to the courses taught, as well as demonstration of appropriate levels of student achievement of the stated objectives of those courses.
2. Evidence of ongoing scholarship and professional development as an academic professional, with particular emphasis on the primary discipline taught.
3. Evidence of both willingness to be of service to the University and effectiveness in such roles when they are made available.

Student Perceptions of Teaching

All students are offered the opportunity to share their anonymous opinions regarding the courses they take at Tusculum University every term. The institution uses the IOTA360 platform to collect information regarding student perceptions of teaching toward the end of every semester. Results of these surveys are provided to instructors, department chairs, college deans, and the Provost or Executive Vice President. For adjunct instructors and staff members with instructional responsibilities, these survey results, in combination with the instructor's peer teaching observation(s), inform department chairs and college deans in their determination of whether to continue part-time instructors' contracts for subsequent terms. For full-time faculty members, these survey results contribute to annual formative evaluations.

Peer Teaching Observations

All instructors, whether full-time faculty, adjunct faculty, or staff with instructional responsibilities, are regularly observed by other instructors to provide feedback to improve their instruction. Instructors are observed on the following schedule:

- Adjunct instructors and staff members with instructional responsibilities are observed by the appropriate chair/director or designee at least once per academic year, and always in their first semester with the University. Observation reports, in combination with survey results on students' perceptions of teaching, will inform department chairs and college deans in their determination of whether to continue part-time instructors' contracts for subsequent terms.
- Full-time faculty members on one-year appointments, including faculty members on visiting appointments, are observed by the appropriate chair/director or designee at least once per academic year, and always in their first semester with the University. Observation reports contribute to these faculty members' annual formative evaluations.
- Full-time faculty members on multi-year appointments are observed in the 1st, 3rd and 5th (if applicable) year alternating between dean/chair or designee and a full-time faculty member of the instructor's choosing. Observation reports contribute to these faculty members' annual formative evaluations.
- Additional observations may be required at dean/chair discretion.

Formative (Annual) Evaluations

All full-time faculty members participate in the formative evaluation process every year.

During a faculty member's first term of full-time employment, s/he meets with the appropriate department chair and/or college dean to develop preliminary annual goals in three areas: teaching, service, and scholarship/professional development. Early in the new calendar year, the faculty member will complete a Faculty Self-Evaluation & Success Plan, in which s/he reviews the preliminary goals and, based on a review of student perceptions of teaching surveys, peer teaching observation reports, and other sources of information, develops goals for the next calendar year. The faculty member meets with his/her department chair to review and, if necessary, revise the plan prior to submitting it to the college dean on or before 15 February. Deans review and provide narrative feedback to faculty members on or before 15 April.

The Faculty Self-Evaluation & Success Plan template is available from the Office of Academic Affairs.

FACULTY REAPPOINTMENT

There is currently no tenure at Tusculum University; however, as a general rule, faculty should anticipate being granted an appointment for the appointment period for which they apply and are eligible, provided they demonstrate acceptable performance based upon the following general criteria. The determination of whether the request will be granted is based primarily on the outcome of the annual formative evaluations and any improvement plans as appropriate. The faculty

member may also provide additional information at his/her discretion, and evaluators may request additional information from the faculty member as needed.

Procedures

Regarding annual evaluations: For each annual evaluation, every faculty will, in consultation with their department chair and with the approval of their Dean (or appropriate supervisor), establish goals for Teaching, Service, and Scholarship/Professional Engagement. The faculty member's Dean (or appropriate supervisor) will affirm as part of the annual evaluation process that the goals and measures established meet the requirements for successful completion or job responsibilities.

On or before September 1 (November 15 for first-year faculty) the relevant Dean (or appropriate supervisor) communicates with all faculty members in their College eligible for reappointment and informs them of the appointment period they are eligible to apply for (i.e. 1, 3, or 5 years) and the date when the Faculty Reappointment Request Form is due.

On or before September 15 (December 1 for first-year faculty) the faculty member submits to the Dean (or appropriate supervisor) of their College the Faculty Reappointment Request Form with the faculty portion filled in.

On or before October 15 (January 15 for first-year faculty) the Dean (or appropriate supervisor) submits the Faculty Reappointment Request Form with the Dean (or appropriate supervisor) portion filled in to the Provost/Executive Vice President with a copy to the faculty member. Any additional information submitted by the faculty member to the Dean (or appropriate supervisor) will also be forwarded to the Provost/Executive Vice President together with the form. The Dean (or appropriate supervisor) may recommend either non-renewal, or any of the appointment periods (1, 3, or 5 years) for which the faculty member is eligible.

Should the Dean (or appropriate supervisor) check any box under "Did not meet contractual obligations" or should the Dean's (or appropriate supervisor's) recommendation not match the faculty member's appointment request, a separate written document will be sent accompanying the Faculty Reappointment Request Form explaining the recommendation. Reference should be made to the annual formative evaluation or to the Performance Improvement Plan where the deficiency was noted. A copy of relevant documentation substantiating the recommendation will also be included in the communication. A copy of this communication will also be sent to the chair of the Faculty Affairs Committee.

Under the circumstances described above, the faculty member has the right to have their appointment request reviewed by the Faculty Affairs Committee, which will issue an independent recommendation to the Provost/Executive Vice

President. The faculty member must inform the chair of the Faculty Affairs committee in writing no later than five working days after October 15 (January 15 for first-year faculty) that he/she wants the committee to review the appointment request. The faculty member may also submit additional information or documentation to the committee at the faculty member's discretion. The committee may communicate with relevant Tusculum University employees to substantiate any information submitted to the committee. The committee will document any such communications and include them in its final recommendation.

Under the circumstances described above, on or before November 10 (February 10 for first-year faculty) the Faculty Affairs Committee will submit a written recommendation to the Provost/Executive Vice President with rationale regarding the faculty member's appointment request, with a copy to the faculty member and the Dean (or appropriate supervisor). The committee may recommend either non-renewal, or any of the appointment periods (1, 3, or 5 years) for which the faculty member is eligible.

Should the Faculty Affairs Committee not support the faculty member's request, the faculty member may write a letter of response to the Provost/Executive Vice President.

The Provost/Executive Vice President will consider the recommendation(s) and any materials submitted and will fill in the Provost/Executive Vice President portion of the Faculty Reappointment Request Form. The Provost/Executive Vice President will send a copy of the form to the faculty member, the Dean (or appropriate supervisor), and, if applicable, the chair of the Faculty Affairs Committee. The Provost/Executive Vice President will make a recommendation to the President. The Provost/Executive Vice President may recommend either non-renewal, or any of the appointment periods (1, 3, or 5 years) for which the faculty member is eligible. The President uses the recommendations and any materials submitted to make a decision about the appointment request. The Office of the President will communicate the decision to the faculty member by December 15 (March 1 for first-year faculty).

Summary Time line

- September 1 (November 15 for first-year faculty) Deans (or appropriate supervisor) notify faculty of appointment period eligibility.
- September 15 (December 1 for first-year faculty) faculty submit Faculty Reappointment Request Form to the Dean (or appropriate supervisor).
- October 15 (January 15 for first-year faculty) the Dean (or appropriate supervisor) submits the Faculty Reappointment Request Form to the Provost/Executive Vice President with a copy to the faculty member.

- Five working days after October 15 (January 15 for first-year faculty) faculty member may request a separate recommendation from the Faculty Affairs Committee.
- November 10 (February 10 for first-year faculty) the Faculty Affairs Committee will submit a written recommendation to the Provost/Executive Vice President with copies to the Dean (or appropriate supervisor) and faculty member in cases where a separate recommendation was requested.
- December 15 (March 1 for first-year faculty) Office of the President will communicate the decision to the faculty member.

Faculty Reappointment Request Form		
Part A: Contractual Obligations		
Name/Rank/School:		
Met contractual obligations	Did not meet contractual obligations	Contract language
<input type="checkbox"/>	<input type="checkbox"/>	"Continued employment with Tusculum... is contingent upon maintenance of work authorization." (Employee is legally permitted to work in the U.S.)
<input type="checkbox"/>	<input type="checkbox"/>	The faculty member satisfactorily met the "regular duties and responsibilities ... includ[ing] participation in various functions of the Tusculum community and [his/her] active support of and commitment to the missions and values of the institution" component of the faculty employment contract.
<input type="checkbox"/>	<input type="checkbox"/>	"Regular duties and responsibilities" of teaching, service, and scholarship/professional development as defined by each College and evaluated in annual evaluations.
<input type="checkbox"/>	<input type="checkbox"/>	The faculty member satisfactorily "follow[ed] all policies and procedures of Tusculum set forth in the Employee Handbook and Faculty Handbook" component of the faculty employment contract.
<input type="checkbox"/>	<input type="checkbox"/>	The faculty member satisfactorily "attend[ed] the fall faculty workshop each year."
For any box checked in the "Did not meet contractual obligations" column, a written explanation needs to be included to explain the deficiency. Reference should be made to the annual formative evaluation where the deficiency was noted.		
Part B: Improvement Plan		
No	Yes	
<input type="checkbox"/>	<input type="checkbox"/>	Is the faculty member currently on an improvement plan?
<input type="checkbox"/>	<input type="checkbox"/>	Was the faculty member on a completed improvement plan during the current appointment period?

If the faculty member is/was on a performance improvement plan, the faculty member must submit a copy of the relevant documentation along with supporting documentation that the issue(s) are being or have been addressed.

Part C: Reappointment request and recommendations

Faculty member's name (print)	
Faculty member's signature	
Date	
Current appointment period	<input type="checkbox"/> 1 year <input type="checkbox"/> 3 year <input type="checkbox"/> 5 year
Reappointment sought	<input type="checkbox"/> 1 year <input type="checkbox"/> 3 year <input type="checkbox"/> 5 year
Dean's name (print) (or appropriate supervisor)	
Dean's signature (or appropriate supervisor)	
Date	
Reappointment recommended	<input type="checkbox"/> None <input type="checkbox"/> 1 year <input type="checkbox"/> 3 year <input type="checkbox"/> 5 year
Provost/Executive Vice President's name (print)	
Provost/Executive Vice President's signature	
Date	
Reappointment recommended	<input type="checkbox"/> None <input type="checkbox"/> 1 year <input type="checkbox"/> 3 year <input type="checkbox"/> 5 year

If the Dean's (or appropriate supervisor's) recommendation does not match the faculty member's reappointment request, a copy of all supporting documentation leading to this decision must be supplied to the Faculty Affairs Committee. The Dean (or appropriate supervisor) will notify the faculty member and the faculty member may appeal the Dean's (or appropriate supervisor's) decision. The Faculty Affairs Committee will issue a recommendation to the Provost/Executive Vice President.

Promotion in Rank

Procedures:

Eligible full-time faculty members may apply for promotion in rank. The determination of whether the promotion will be granted is based on the guidelines for teaching, service, and scholarship and professional engagement found in the section Expectations for Promotion below, as evaluated by the faculty member's department chair, by the college dean, by the Faculty Affairs Committee, by the Provost or Executive Vice President, and by the President. Decisions about promotion in rank are subject to approval by the Board of Trustees. Evidence will be evaluated that has been generated since the candidate's previous promotion in rank at Tusculum University, or, in the absence of such a promotion, since the beginning of the candidate's employment at Tusculum University.

On or before 10 October, faculty members who believe themselves eligible for promotion must communicate with the Faculty Affairs Committee to request a review of their eligibility. The Chair of the Faculty Affairs Committee communicates with the Provost or the Executive Vice President to determine whether the faculty member requesting the review meets all the requirements for that rank as stipulated in the section 3.2 of the Faculty Handbook. The determination is communicated to the faculty member and to the members of the Faculty Affairs Committee.

On or before 1 November, the faculty member must submit their promotion portfolio to their department chair for review. At a minimum, the portfolio must include the following:

- Faculty Self-Evaluation & Success Plans for each year since the faculty member's prior summative evaluation (all year for faculty members who have never undergone summative evaluation).
- Dean's formative evaluation narratives for each year since the faculty member's prior summative evaluation.
- Peer observation reports since the faculty member's prior summative evaluation.
- Student perceptions of teaching survey results for all courses taught since the faculty member's prior summative evaluation.
- A copy of the faculty member's current appointment letter.
- Copies of any improvement plan(s) required of the faculty member since the prior summative evaluation (if applicable).

- A current *curriculum vitae*.
- A signed attestation of authorship.

The purpose of the portfolio is to provide documentation supporting the faculty member's request for. Non-mandatory but frequently included materials include course syllabi, course materials, examples of student work (with identifying information redacted), copies of papers presented at conferences or published in peer-reviewed journals, letters of support from colleagues or former students, grade distribution data, copies of grant proposals submitted or award letters, and publications in which the faculty member is quoted or cited. Beyond the required elements noted above, the composition of the portfolio is left to the discretion of the faculty member.

On or before 15 November, the department chair reviews the portfolio and writes a recommendation with rationale to the college dean. This signed and dated written recommendation is included in the faculty member's portfolio, and a copy is provided to the faculty member. The faculty member may draft a response to the department chair's recommendation; any such response is also included in the faculty member's portfolio.

On or before 1 December, the college dean reviews the portfolio, including the department chair's recommendation (and response, if provided), and writes a recommendation with rationale to the Faculty Affairs Committee. This signed and dated written recommendation is included in the faculty member's portfolio, and a copy is provided to the faculty member. The faculty member may draft a response to the college dean's recommendation; any such response is also included in the faculty member's portfolio.

Beginning in December, the Faculty Affairs Committee reviews the complete portfolio of each faculty member requesting promotion in. At the discretion of the committee, the Chair may solicit additional documentation from the faculty member and/or from other parties with information pertinent to the committee's deliberation. The committee must allow the faculty member to review any additional documentation and, at his/her discretion, write a response. All additional documentation (and any response) is added to the faculty member's portfolio.

On or before 15 January, following deliberation and formal action by the Faculty Affairs Committee, the committee Chair writes a recommendation with rationale to the Provost or the Executive Vice President, and a copy is provided to the faculty member. The committee may recommend that the faculty member's request(s) be granted as requested or that the faculty member's request(s) not be granted as requested. Should the committee recommend that the faculty member's request(s) not be granted, the rationale may include other recommendations at the committee's discretion.

The faculty member's promotion portfolio, complete with recommendations from the department chair, college dean, and Faculty Affairs Committee, is reviewed by the Provost or Executive Vice President, who makes a recommendation to the President. The President uses these materials to make a recommendation to the Board of Trustees, which has final authority for such decisions. The Board's decision, made at its February meeting, is communicated to the faculty member, the department chair, the college dean, and the Director of Human Resources by the Provost or the Executive Vice President. The summative evaluation process concludes on or before 1 March.

Negative decisions related to requests that initiated a summative evaluation may be appealed only in limited instances, as detailed below.

Faculty granted an appointment and/or rank under a previous faculty handbook will not lose their respective appointment and/or rank based on changes made to appointment and/or rank criteria in this revision of the faculty handbook

Expectations for Promotion

A. Teaching

Regarding the category, **Teaching**, the Faculty Affairs Committee will consider the faculty member's teaching performance according to the four sub-categories of evaluation and using the five sources of evidence, which is to be provided for each sub-category as appropriate by the Faculty Member in the portfolio.

Successful teaching is evaluated according to four sub-categories:

Instructional Delivery Skills (The effective teaching of course content to students in the learning environment)

Instructional Design Skills (Technical skills in designing a course, planning activities, selecting references, setting up laboratory experiences, choosing relevant readings, and appropriate assessment)

Content Expertise (Current knowledge and mastery of the field)

Course Management (Timely and high-quality adherence to relevant University policies and to obligations to students, for example, classes held as scheduled, timely submission of well-organized syllabi, grades submitted on time, reasonable response time for communication with students)

Sources of Evidence:

(1) Annual evaluations, demonstrating:

- (a) Consistent reflection on pedagogy
 - (b) Implementation of teaching strategies that prioritize active learning
 - (c) Commitment to continuous improvement and updates
- (2) Classroom observations by peers or administrators, per the Faculty Handbook
- (3) Review of surveys according to the following guidelines:
- (a) Numerical scores taken into consideration only when there is significant deviation from the norm.
 - (b) Significant attention paid to patterns of comments across multiple classes
 - (c) Significant attention paid to faculty responses to reasonable suggestions and legitimate complaints
- (4) Department Chair and Dean observations or other evidence relevant to teaching effectiveness
- (5) Selected course materials submitted by the faculty member as evidence of teaching excellence (e.g., in-class exercises, assignments, lecture slides, evaluation tools, etc.)

Method of Evaluation:

A careful, holistic, review of the sub-categories of evaluation according to the evidence provided.

Application for different faculty ranks will expect different levels of performance in each category. The levels are:

Evidence of commitment to

Substantial evidence of commitment to

Deep commitment to

B. Service

Service is divided into 3 categories

Service to Program/Department/College (including students) –
Expected of all faculty

Service to the University – Expected of all faculty

Service to the Community – Recommended for all faculty as available and appropriate (Relevant Service to Community involves activities that are applications of disciplinary expertise or constitute outreach events for Tusculum University)

Sources of Evaluation:

- (1) Annual Evaluations
- (2) Letters of Department Chairs and Deans
- (3) c.v.

Method of Evaluation:

Service will be divided into three categories: Valued, Highly Valued, Most Valued.

Different types of service have a default category.

(For example service on a task force is set at Valued)

If a faculty member believes that unique circumstances justify the inclusion of that service in a higher category, the faculty member may make the case that that act of service should count for a higher category. This will only be approved under unusual circumstances.

Application for different faculty ranks will expect different levels of performance in each category. The levels are:

Evidence of commitment to (e.g., some examples in the valued category)

Substantial evidence of commitment to (e.g., mix of examples in the valued and highly/most valued categories)

Deep commitment to (multiple examples in the highly and most valued categories)

Examples of Service by Category

(Length of service will also be taken into consideration)

Valued Service

Member, university standing committee

Participation in co-curricular activities with students

Participating in community service in area of disciplinary expertise
Member of search committee
Member of task force
Formal faculty mentor
New course Engagement(non-compensated) [but not just new prep]

Highly Valued Service

Chair of college or department committee
Coordination of accreditation/assessment activities
Coordination of community service in area of disciplinary expertise
Chair of search committee
Chair of task force
Department-level curricular Engagement

Most Valued Service

Chair of university standing committee
Chair of academic department
Coordinator/Director of General Education, QEP, and similar campus-wide appointments
Advisor to student organization

(Standard job duties like collecting assessment data, attending meetings and departmental events, course prep [including new preps], advising and mentoring students, and the like, receive no credit]

C. Scholarship and Professional Engagement

Scholarship and Professional Engagement are divided into 2 categories

Scholarship

Professional Engagement

Sources of Evaluation:

- (1) Annual Evaluations
- (2) Letters of Department Chairs and Deans
- (3) c.v.

Method of Evaluation:

Scholarship and Professional Engagement are divided into three categories: Valued, Highly Valued, Most Valued.

Different types of Scholarship and Professional Engagement will have a default category.

(For example, attending a professional Engagement conference is set at Valued)

If a faculty member believes that unique circumstances justify the inclusion of that activity in a higher category, the faculty member may make the case that it should count in a higher category. This will only be approved under unusual circumstances or if the activity is considered scholarship within the discipline; however, the applicant must provide written explanation to the committee why the activity should be counted as scholarship.

Application for different faculty ranks will expect different levels of performance in each category. The levels are:

Evidence of commitment to (e.g., some examples in the valued category)

Substantial evidence of commitment to (e.g., mix of examples in the valued and highly/most valued categories)

Deep commitment to (multiple examples in the highly and most valued categories)

Examples of Scholarship and Professional Engagement by Category

Valued Scholarship and Professional Engagement

Maintain professional certifications (PE)

Serve as an officer in a professional organization (PE)

Serve as a moderator, commentator, session organizer, or judge at a professional conference, exhibit, or competition (PE)

Attend professional Engagement workshops (day-long minimum), and conferences [brief webinars and other short Engagement events receive no credit] (PE)

Documented research in progress (not funded)

Small/regional or local grants and fellowships (\$500 or less)

Posters presented at academic conferences

Undergraduate student research (supervised but not published or presented at a regional/national conference)
Brief, non-scholarly invited publications (magazine articles, newspaper articles, non-refereed journal articles, etc.) [non-invited publications, i.e. blog posts, on-line reviews and commentary receive no credit.]
Papers presented at regional or non-refereed conference
Abstracts published in academic journals
Book reviews published in academic journals
Creative shows/exhibits, non-refereed or juried
Instructional materials (study guides, workbooks, etc.) formally published
Invited lectures/talks/presentations
Public presentations, consulting, or testimony as an expert in the discipline of instruction

Highly Valued Scholarship and Professional Engagement

Maintain professional licenses (PE)
Attending multi-day Engagement conference with a competitive selection process and a significant workload or participant evaluation process. (PE)
Serve as an editor of a regional journal
Large/national grants and fellowships
Copyrights/patents
Undergraduate student research (supervised and published or presented at a regional/national conference)
Chapters in scholarly books authored
Scholarly books/conference proceedings edited
Non-scholarly books in the discipline of instruction [not self-published or vanity press]
Papers presented at refereed national conferences.
Translation of articles or other shorter works
Creative shows/exhibits, refereed or juried: local/regional competition

Most Valued Scholarship and Professional Engagement

Serve as an editor of a national journal
Large, multi-year, national grants and fellowships
Scholarly books authored

Refereed journal articles published or accepted with
anticipated date of publication
Translation of scholarly books
Creative shows/exhibits, refereed or juried: national
competition

(PE = Professional Engagement; all else counts as scholarship)

Requirements for Promotion

(As a precondition for promotion, the faculty member must meet all the requirements for that rank as stipulated in the section 3.2 of the Faculty Handbook)

Promotion to **Assistant Professor** (from Instructor)

Evidence of commitment to Teaching

Evidence of commitment to Scholarship and Professional Engagement
or Service

Promotion to **Associate Professor** requires

Substantial evidence of commitment to: Teaching

Substantial evidence of commitment to: Scholarship and Professional
Engagement **or** Service

Evidence of commitment to: The category not chosen above

Promotion to **Full Professor** requires

Substantial evidence of commitment to: Teaching

Deep commitment to: Scholarship and Professional Engagement **or**
Service

Substantial evidence of commitment to: The category not chosen
above

In all cases promotion to associate or full professor requires evidence of scholarship

In all instances above it is the responsibility of the faculty to make the best and clearest case that they have successfully met the criteria in each category of evaluation. Faculty may submit additional evidence or explanatory documentation that assists in presenting their case for promotion.

Individual colleges may constitute promotion committees whose function will be to make recommendations to the Faculty Affairs Committee regarding applications for promotion from its faculty. The purpose of the committee would be to help place the application in the context of disciplinary standards and the expectations of the college. The composition and procedures of the committee are at the discretion of the college, with the exception that

- (a) the committee must use the promotion criteria in the Faculty Handbook as the criteria for making its recommendation
- (b) the committee must be composed exclusively of faculty
- (c) all votes for or against recommending a candidate must be taken in executive session
- (d) the recommendation made to Faculty Affairs must be submitted no later than the due-date for faculty submissions to Faculty Affairs

Scoring Framework for Tusculum University Faculty in the College of Health Sciences

As a College of Tusculum University, the faculty of the College of Health Sciences are bound by the Tusculum University Faculty Handbook and its promotion framework as approved by the Tusculum Board of Trustees. This document provides an interpretation and scoring framework for evaluating College of Health Sciences faculty for the purposes of promotion.

Expectations for Promotions

A. Teaching

		MET
<u>Instructional Delivery Skills</u> - Definition: The effective teaching of course content to students in the learning environment - Some sources: classroom observations, student surveys, annual self-evaluation, Chair recommendation, Dean recommendation	All Faculty are expected to demonstrate competence and skill in Instructional Delivery Skills	
	<u>Instructional Design Skills</u> - Definition: Technical skills in designing a course, planning activities, selecting references, setting up laboratory experiences, choosing relevant readings, and appropriate assessment - Potential sources: classroom observations, student surveys, annual self-	

	evaluation, Chair recommendation, Dean recommendation, Course materials	
	<u>Content Expertise</u> – Definition: Knowledge of the field is current. Potential sources: classroom observation, annual self-evaluation, Chair recommendation, Dean recommendation	
	<u>Course Management</u> – Definition: Timely and high-quality adherence to relevant University policies and to obligations to students, for example, classes held as scheduled, timely submission of well-organized syllabi, grades submitted on time, reasonable response time for communication with students. Sources: Chair recommendation, Dean recommendation, student surveys	
Assistant Professor MUST demonstrate evidence of competence and skill in Instructional Delivery		
Associate Professor MUST demonstrate evidence of competence and skill in Instructional Delivery PLUS one other area (Instructional Design, Content Expertise, and/or Course Management).		
Full Professor MUST demonstrate evidence of competence and skill in Instructional Delivery PLUS two other areas (Instructional Design, Content Expertise, and/or Course Management).		

B. Service

		MET
All Faculty are expected to demonstrate service to program/department/college/students		
		Points
Valued	1	
<ul style="list-style-type: none"> • Member, university standing committee (per year) • Participation in co-curricular activities with students (.25 pts) • Assisting in University activities such as orientation, fairs, etc. (per activity per year) • Participating in community service in area of disciplinary expertise • Member of search committee • Member of task force • Formal faculty mentor • Membership in a professional organization • New course Engagement(non-compensated) [but not just new prep] • Administration of a minor grant (per year per grant) • Sponsor of a student organization (per year) • Self-initiated contributions to discipline, College/School growth (recognized by institution) • Overloads and independent studies in time of need (per semester) • Conducting peer evaluations, participating in discipline/program group evaluations (0.5 per year) • Participation in a community organization (per year) • Creating a promotional event or program involving the spirit or Mission of the University or the College of Health Sciences 		
Highly Valued	2	
<ul style="list-style-type: none"> • Chair of college or department committee (per year) • Coordination of accreditation/assessment activities • Coordination of community service in area of disciplinary expertise • Chair of search committee (per search) • Chair of task force 		

<ul style="list-style-type: none"> • Department-level curricular engagement • Administration of a medium or larger grant (per year per grant) • Organization of workshops/seminars/ symposia for a general audience and related to one’s professional interests (per delivery, not more than 3 for a given presentation) • Panelist, chairperson, or commentator for sessions at an annual meeting • Tutoring Students • Securing of scholarship funds • Other discipline criteria approved by the College/School (varies per activity) 		
Most Valued	3	
<ul style="list-style-type: none"> • Chair of university standing committee • Chair of academic department • Coordinator/Director of General Education, QEP, and similar campus-wide appointments • Certification in clinical/practice area • Recognition for academic and/or professional achievement • Advisor to student organization • Recruitment, or securing scholarships or funds • Civic achievements or recognition for one’s professional interests (varies) 		
Assistant Professor must receive recommendation of their chair and at least 4 or more service points		
Associate Professor must receive recommendation of their chair and at least 5 or more service points		
Full Professor must receive recommendation of their chair and at least 6 or more service points		

C. Scholarship and Professional Activity

		Points
Valued	1	
<ul style="list-style-type: none"> • Maintain professional certifications (PE) • Serve as an officer in a professional organization (PE) • Serve as a moderator, commentator, session organizer, or judge at a professional conference, exhibit, or competition (PE) • Attend professional Engagement workshops and/or conferences (per 8 hrs) (PE) • Documented research in progress (not funded) • Small/regional or local grants and fellowships (\$500 or less) • Posters presented at local conferences • Undergraduate student research (supervised but not published or presented at a regional/national conference) • Undergraduate research presented in University Forum • Brief, non-peer reviewed invited publications (magazine articles, newspaper articles, non-refereed journal articles, etc.) [non-invited publications, i.e. blog posts, on-line reviews and commentary receive no credit.] • Papers presented at regional or non-refereed conference • Abstract published, peer reviewed • Book reviews published in academic journals • Creative shows/exhibits, non-refereed or juried • Public presentations, consulting, or expert testimony (not testimony of fact) in discipline • Encyclopedia entry published, peer reviewed • Manuscript submitted for publication • Clinical guidelines or critical pathways published • In-house publications • Presentation/poster at local Tusculum meeting • Organizing/chairing/or panel member in sessions at professional meeting • Internal research/scholarship grant • Submission of external grant proposal • External reports on grant activities • Authorship of accreditation or other internal comprehensive program reports • Selected as consultant to organizations related to one's discipline (no report done for review) • Written reviews of manuscripts, abstracts or proposals 		

<ul style="list-style-type: none"> • Development/ organization/delivery of workshops/seminars/ symposia for professionals at a local level • Coordinates/conducts continuing education for community professionals 	
Highly Valued	2
<ul style="list-style-type: none"> • Maintain professional licenses (PE) • Attending multi-day engagement conference with a competitive selection process and a significant workload or participant evaluation process (PE) • Serve as an editor of a regional journal • Large/national grants and fellowships • Copyrights/patents • Undergraduate student research (supervised and published or presented at a regional/national conference) • Chapters in scholarly books authored • Scholarly books/conference proceedings edited • Non-scholarly books in the discipline of instruction [not self-published or vanity press] • Papers presented at refereed national conferences. • Translation of articles or other shorter works • Creative shows/exhibits, refereed or juried: local/regional competition • Invited lectures/talks/presentations at professional conferences/etc. • Proposal accepted for funding • Posters presented at regional or national conferences • Board or Association Certification • Professional Academy candidate • Podium or poster presentation at state/regional/, national/ International professional org. Meeting. • Research/scholarship at other institutions, industry or government that contribute to the field • Contribution to state and regional accreditation meeting • Development/ organization/delivery of workshops/ seminars/symposia for professionals at a regional or state level • Instructional materials (study guides, workbooks, etc.) formally published • Selected as consultant to organizations related to one's discipline (work product for review) • Continuation of academic studies or postdoctoral work • Licensed professional practice in patient care 	

Most Valued	3
<ul style="list-style-type: none"> • Serve as an editor of a national/international journal • Large, multi-year, national grants and fellowships • Scholarly books authored • Refereed journal articles published or accepted with anticipated date of publication • Translation of scholarly books • Creative shows/exhibits, refereed or juried: national competition • Monograph/book published or officially accepted (a chapter may = a paper) • Paper published in conference proceedings • Editor of book or journal • Web-based presentations/ publications • Diplomate completed or renewed • External grant proposal accepted for funding • External reports related to conducting contract research, consultation, technical assistance, policy analysis, external • Program evaluation, compiling and analyzing client or health service outcomes, • Meta-analysis related to practice problems, clinical demonstration projects, compiling and analyzing student results, etc. • Development/ organization/ delivery of workshops/ seminars/symposia for professionals at a national level • Products for sale, patents, license copyrights • Contribution to licensing or certification exams for professionals in the field • Development of professional certification and accreditations 	
<p>Assistant Professor must recommendation of their chair and at least 4 or more scholarship and professional activity points</p>	
<p>Associate Professor must recommendation of their chair and at least 5 or more scholarship and professional activity points</p>	
<p>Full Professor must recommendation of their chair and at least 6 or more scholarship and professional activity points (Faculty must have some scholarship separate from professional development for Full Professor)</p>	

3.5 Disciplinary Action

If a faculty member's Dean identifies an area of significant underperformance, the Dean may develop a Performance Improvement Plan, generally in the areas of teaching, service, professional development, and/or scholarship. The faculty member's Dean will have discretion to develop the specifics of the Performance Improvement Plan in consultation with the Provost/Executive Vice President and the faculty member's relevant Department Chair. The resulting document should address the following components:

- The concerns that led to requirement of a Performance Improvement Plan
- The specific tasks or objectives that need to be performed or met for the Performance Improvement plan to be considered complete
- A mechanism to measure the completion of the tasks or objectives
- A timeframe within which each task or objective is to be completed

The Faculty Member, Department Chair, and Dean all sign and date the document to indicate acceptance of the Performance Improvement Plan.

As the faculty member completes the tasks or meets the objectives of the Performance Improvement Plan, the faculty member documents that within the Performance Improvement Plan.

When the Performance Improvement Plan has been successfully completed, the relevant Dean, Department Chair, and faculty member all sign and date the document to indicate its successful completion.

The faculty member includes the completed Performance Improvement Plan with the Faculty Reappointment Request Form.

Non-completion of a Performance Improvement Plan should be documented on the faculty member's subsequent annual evaluation and the Faculty Reappointment Request Form.

3.6 Termination of Employment

Termination of the employment relationship between a faculty member and the University can occur in any of the following ways: resignation (including retirement), non-reappointment, and dismissal.

A faculty member may voluntarily end his or her employment relationship with the University through resignation. This includes retirement by the faculty member. Unless mutually agreed between the faculty member and the University, the resignation will become effective only at the end of the faculty member's current appointment. Failure to

complete the full period of appointment will result in forfeiture of the unearned pay for the remaining appointment period. The faculty member must provide written notice of his or her intent to resign to the Provost or to the Executive Vice President as soon as practicable, but at least 30 days prior to the intended date of departure. In cases of extreme hardship or where a faculty member is actively considering positions outside the University, a reduction of this time may be requested in writing. Failure to provide proper notice will result in ineligibility for rehire. The Provost or Executive Vice President will notify the President and the Director of Human Resources of the faculty member's resignation so that the appropriate paperwork can be completed.

The University may decide not to renew a faculty member's appointment upon its expiration. The Provost or Executive Vice President will notify the faculty member of the non-reappointment in writing as follows:

- For faculty members under an annual appointment, notice will be provided at least three months in advance of termination of appointment.
- For faculty members under a three- or five-year appointment, notice will be provided at least five months in advance of termination of appointment.

The notification will contain the basis for the decision not to renew the appointment. On a case by case basis, and at the sole discretion of the President, the University may elect to terminate the faculty member's duties prior to the end of the notice period and pay the faculty member for the time remaining in the notice period.

Under the following circumstances, the University may terminate the faculty member's employment prior to the expiration of his or her existing appointment:

- **Financial Exigency** – Financial exigency is a condition of severe financial constraint on the part of the University evidenced by a series of net operating deficits. The Board of Trustees must officially declare that this condition exists. Such a declaration requires the University to engage in a thorough reconsideration of all academic programs to ensure both long-term fiscal viability and maintenance of the essential mission of the University. The President will consult with the Deans Council and the Faculty Council before making specific reductions. The President will notify the faculty member of a dismissal pursuant to this subsection in writing and as soon as practicable. The University will make every effort to make decisions regarding financial exigency to enable at least three months' notice to the faculty member and will make every attempt to assist any employee affected by financial exigency to ensure a minimal amount of disruption in the pursuit of their professional career.
- **Changes in the Educational Program** – Dismissal may be based on the formal discontinuance of, material change in, or reduction of a program of the University. Program changes may be based on factors such as enrollment, costs, space, and availability of other resources, but must also consider the primary goal of ensuring that the primary educational mission of the University will not be significantly

jeopardized by the change(s). The Provost or Executive Vice President will prepare a plan to present to the President with regard to recommended dismissal pursuant to this section. The President will make the final determination regarding termination and will notify the faculty member of a dismissal pursuant to this subsection in writing and as soon as practicable. The University will make every effort to make decisions regarding changes to educational programs to enable at least three months' notice to the faculty member. The University will make every attempt to assist any employee affected by the changes to ensure a minimal amount of disruption in the pursuit of their professional career or course of study.

- **For Cause** – The University may dismiss a faculty member prior to the expiration of his or her appointment for cause, defined as any conduct seriously prejudicial to the institution, its students, or employees. Examples include, but are not limited to, dishonesty; criminal, immoral, unprofessional, or inappropriate conduct; violation of University policies or procedures, or any federal, state or local law; and incompetence or ineffectiveness in the performance of assigned or contractual duties or unexcused failure to perform these duties. The President will provide the faculty member with a written notice of intent to dismiss. The notice shall contain a concise statement of the reasons for termination, and notify the faculty member of his or her right of appeal. See the “Appeal of Termination” section of the Faculty Handbook for information regarding appealing a dismissal for cause. If the faculty member does not appeal the decision, the termination will go into effect.

3.7 Appeal of Termination

A faculty member may appeal his or her non-reappointment if the summative evaluation process outlined above was not followed, or if evidence that existed but was not available at the time of the summative evaluation has become available. A faculty member may appeal his or her dismissal for cause if evidence that informed the dismissal decision was inaccurate, or if additional evidence that was not available at the time of the dismissal has become available. A written appeal of non-reappointment or of dismissal for cause, detailing the basis of the appeal with supporting evidence, must be submitted to the President no more than five business days after the faculty member receives notice. Within ten business days of receipt of the appeal, the President will convene a review committee composed of at least three standing committee chairs (but not the chair of Faculty Affairs) and the Faculty Chair (unless the faculty chair is making the appeal) who will be provided with documents specifying the rationale and evidence for the decision. Within five business days of convening (including the day it convenes) the committee will submit a written recommendation to the president, who will normally make a decision within two weeks of receipt of the recommendation. The decision of the President on any such appeal is final.

FACULTY RIGHTS & RESPONSIBILITIES

4.1 Academic Freedom

Tusculum University supports and subscribes to the American Association of University Professors “1940 Statement of Principles on Academic Freedom”:

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

At no time may a faculty member speak, or indicate that he or she speaks, for the University unless given express permission to do so by the President.

4.2 Professional Ethics

Tusculum University faculty members are required to act in accordance with the American Association of University Professors “Statement on Professional Ethics,” as adopted in 1966 and revised in 1987 and 2009:

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, even when it leads to findings and conclusions that differ from their own. 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.

A faculty member whose conduct does not meet these standards may be put on an improvement plan or, in exceptional circumstances, may be dismissed from employment.

4.3 Student Behavior

Setting Student Behavior Expectations

The University's three values of integrity, education, and civic responsibility provide a foundation for establishing an atmosphere supportive of discourse and instructional activity across the academic programs of the University. Faculty and students are called to study and learn together in an atmosphere of honesty, trustworthiness, appreciation of life-long learning and diversity. By respecting others, thinking critically, and seeking to serve peers, colleagues, and communities,

the classroom space is oriented to the advancement of knowledge and understanding within a spirit of free inquiry and intellectual honesty.

Faculty members have the right and responsibility to set and communicate expectations for student behavior in the spaces over which they exercise authority, including their classrooms and offices. Student behaviors and actions that may inhibit the academic atmosphere, rendering it less conducive to optimal educational benefit, are listed below. This is only a sample of such behaviors and actions, and these, along with others of varying egregiousness, will fall along a continuum of frequency and severity. It is important that faculty members consider their own classroom process and student behavior expectations for identifying activities that may be disruptive. Disruptive behavior is defined as “individual or group student actions that unreasonably interfere with, hinder, obstruct, or prevent the regular and essential operation of academic pursuit or infringes upon the rights of others to participate freely in such endeavors.” Examples include but are not limited to the following:

- Unapproved use of electronic devices in the classroom
- Direct challenge to instructor authority
- Eating/drinking in the classroom
- Arriving late/leaving early
- Leaving the classroom for extended periods of time
- Leaving/reentering the classroom multiple times
- Vulgar or offensive language and/or gestures
- Excessive talking with peers during classroom instruction
- Overt engaging in activities unrelated to instruction in the classroom
- Sleeping during instruction
- Dominating classroom discussions
- Being disruptive to other class sessions or office activities
- Entering faculty offices without permission or in a disruptive manner

Communicating Student Behavior Expectations

As members of a higher education community, faculty members typically hold a general expectation for students to act appropriately in their classrooms. Being

explicit with students to uphold this expectation is important for maintaining an atmosphere conducive to academic inquiry and learning. A useful mechanism for setting expectations of classroom behavior is the course syllabus. As noted below, it is expected that faculty members will clearly state their expectations for classroom behavior and conduct in their syllabi. It may be that some faculty members highly value punctuality while others value student engagement free of technology distractions. What is important is to clearly specify these expectations and any academic penalties associated with them not being upheld. It is also important to remind students of the expectations and implement consequences consistently throughout the course schedule.

Faculty may also consider using the syllabus to set expectations of student behavior for office visits. Some recommended expectations involve telling students to knock before entering an office, waiting until invited to enter, using the preferred salutation for faculty members, being polite, and expressing thanks.

Confronting Disruptive Behavior

Addressing student misconduct within any setting is always a challenging experience. In general, misconduct should be addressed as quickly as possible with as little escalation of the disruption as possible. Failure to address misconduct and/or disruptive behavior can easily lead to escalation and damage to the classroom atmosphere. When addressing student behavioral problems, it is important to keep in mind that faculty members do not have the authority to permanently bar a student from the classroom or to expel a student from the course. Faculty members do have the right to address student behavior issues using the following steps:

1. Identify the behavior of concern, request that the student not repeat the behavior, and explain that the behavior is disruptive. It is recommended that this approach be done privately, if possible.
2. If the behavior of concern does not stop, a faculty member has the right to require that the student(s) involved leave the setting. For behavior that occurs during a class meeting, the faculty member may dismiss the student(s) involved for the rest of the class meeting and may determine appropriate consequences for failing to engage in that meeting's assignments. The faculty member may not prevent the student(s) from returning to class.
3. If the behavior of concern persists over multiple, discrete incidents, the faculty member has the right to require the student(s) involved to leave the setting until such time as the student(s) can provide reasonable assurances that the disruptive behavior will cease. For behavior that occurs during a class meeting, the faculty member must communicate with the student, the student's academic advisor, the faculty member's supervisor, and the Dean of Students, detailing the disruptive behavior and identifying what the faculty member considers reasonable assurances to allow the student(s) to return to class. The faculty member's

supervisor will review the information and determine what reasonable assurances the student(s) must provide to be permitted to return to class. In addition, the Dean of Students will determine whether the student(s) behavior violates the Code of Conduct and proceed appropriately.

4. For significant, potentially dangerous disruptions (e.g., fighting, acts or threats of violence), security personnel are to be contacted immediately by calling 423-636-7318.

This policy was inspired by and is based on the policy published by Penn State Erie.

4.4 Faculty Responsibilities

Syllabus

A comprehensive and promptly posted course syllabus is essential to meet the needs and/or satisfy the requirements of current students, transferring students, other institutions, and accrediting agencies. A syllabus is required for every course section, regardless of term, mode of delivery, or regularity of offering. Syllabi should be posted to the University's Moodle learning management platform prior to the first day of the semester.

Each syllabus must, at a minimum, include the following components:

1. Instructor's name and contact information, including office location and office hours, telephone number(s), and e-mail address
2. Course number and title
3. Semester or term of delivery (fall, spring, summer A/B/C) and meeting schedule
4. Student learning outcomes (including general education SLOs as appropriate).
5. Required materials, including textbooks
6. Schedule of assignments and activities, including the use of the final exam period determined by the Office of the Registrar
7. Grading criteria and grading scale sufficiently explicit to allow students or others to reconstruct how course grades were determined
8. Expectations regarding student participation (NB: The University is formally non-attendance-taking, so a student's presence or absence cannot directly affect his/her grade. However, a student's participation in course activities, including in-class activities, can contribute to his/her course grade.)
9. Inclement Weather Policy

10. Plagiarism policy

11. Information addressing academic accommodations for students with disabilities, as determined by the College Counselor and ADA Coordinator

Instructional Workload

Most full-time faculty members are required to teach courses equivalent to at least 24 semester hours of credit every year, or at least 12 semester hours of credit every semester. Some instructors may be hired to teach courses equivalent to at least 30 semester hours of credit every year, or at least 15 semester hours of credit every semester.

Full-time faculty members may be offered supplemental appointments to exempt them from some of their instructional workload (e.g., department chair, General Education Coordinator).

Workloads that exceed requirements are paid as overloads at standard rates.

Calendars, Class Meetings, & Credits

The University operates on a traditional semester calendar. Most face-to-face “lecture” courses meeting twice a week (Monday/Thursday or Tuesday/Friday), with 30 meetings scheduled over the course of a term. Each semester hour of credit is equal to 50 minutes of uninterrupted contact time per week over 15 weeks, or 12½ hours per semester, with at least twice that much non-contact time (e.g., homework, field work, study time, writing time).

Fall and spring classes meet according to the following schedule, with limited exceptions:

	Monday		Tuesday		Wednesday	Thursday		Friday	
8 AM	M/Th 8:00	M lab 8:00	T/F 8:00	T lab 8:00	W Engaged Learning 8:00	M/Th 8:00	Th lab 8:00	T/F 8:00	F lab 8:00
9 AM	M/Th 9:30		T/F 9:30			M/Th 9:30		T/F 9:30	
10 AM	M/Th 11:00		T/F 11:00			M/Th 11:00		T/F 11:00	
11 AM	M/Th 12:30	M lab 12:30	T/F 12:30	T lab 12:30	W Engaged Learning 12:30	M/Th 12:30	Th lab 12:30	T/F 12:30	F lab 12:30
12 PM	M/Th 2:00		T/F 2:00			M/Th 2:00		T/F 2:00	
1 PM									
2 PM									
3 PM									

Wednesday’s “engaged learning” periods are restricted to learning opportunities outside of curricular requirements (e.g., independent study, independent research, special topics, special offerings) or that do not regularly meet with the instructor of record for the allotted class time (e.g., internships, service-learning, senior seminars).

These periods may also be used for upper-level labs on a limited basis. College deans may, on rare occasions, permit other major courses to meet during these times. Courses that satisfy a general education requirement are not scheduled during these times.

All class meetings begin promptly at the allotted start time. Classes assigned to a 90-minute slot (e.g., M/Th 8:00–9:30 AM) meet for 75 minutes, allowing students at least 15 minutes to get to the next scheduled class.

Courses that are offered fully online or via a hybrid modality require the same quantity of time devoted to learning as conventional face-to-face courses.

Required class activities may take place outside these academic hours. Any required class activities outside the normal academic hours must be noted on the syllabus distributed the first day of class so that students can make appropriate arrangements with work and activities schedules. If a faculty member requires an activity outside of academic hours that is not on the syllabus, the faculty member must provide an alternative assignment option for any student who is unable to participate.

Attendance

The University requires all instructors to keep careful attendance records of all enrolled students between the first day of classes and the published census date. Students who do not attend during this period must be reported using procedures managed by the Associate Vice President of Academic Affairs.

Office Hours

All full-time faculty members, including visiting faculty members, are required to keep office hours at least 5 regular hours per week during the fall and spring semesters. Full time faculty members who teach during the summer are required to keep office hours. at least 3 regular hours per week during the term(s) they are teaching For all semesters, faculty are to be available by appointment for students who have conflicts with these regular hours. Office hours must be included in all course syllabi and must be posted on or adjacent to faculty office doors, as appropriate. Faculty members responsible for courses delivered face-to-face are expected to be available in their offices during the times posted; faculty members responsible for courses offered online or in a hybrid model, or taught by an adjunct instructor (including courses taught face-to-face) are expected to be available to speak with students, by phone, videoconference, or email, during the times posted. Faculty members are expected to take no more than two business days to respond to student requests to meet.

4.5 Faculty Development & Recognition

Continued professional growth of each faculty member is thus a matter of great interest to the entire Tusculum University community. The University seeks to employ faculty who

are well-prepared in their subject fields and knowledgeable about related fields, and who demonstrate clear promise of being stimulating teachers, wise mentors and advisors, exemplary citizen role models, and positive contributors to the life of the institution. Although the primary responsibility for seeking development opportunities resides with the individual, institutional support is available in a number of forms. These include faculty workshops or conferences, instructional workshops, program and faculty development funds for travel to professional meetings or for assistance with tuition costs for those pursuing doctoral or other degrees, and sabbatical. The Provost and Executive Vice President, in conjunction with the Teaching and Professional Growth Committee, provides guidance and direction for these efforts. They individually and jointly disseminate information about pending conferences, study and travel programs, grant opportunities, and fellowships of potential interest to faculty.

Faculty/Staff In-Service Workshop

At the beginning of every academic year, prior to the beginning of fall courses, the University holds a Faculty/Staff In-Service Workshop for all employees, which provides training for key areas of responsibility. Part of this event is reserved for faculty-specific activities, which are managed by the Faculty Council in coordination with the Provost and the Executive Vice President. Participation in this workshop is mandatory for all faculty members. Individuals who cannot participate must seek permission from the Provost or Executive Vice President. Failure to participate without permission is grounds for disciplinary action.

Faculty Development Funding

Funds are provided by Tusculum University to assist individual faculty members with their professional development, which benefits both the faculty member and the University in several ways. First, faculty members will be knowledgeable about and respected in their disciplines. Second, faculty members will improve in teaching, advising, and/or other professional duties. Third, faculty members will communicate with other institutions and groups, providing information about Tusculum University and receiving information that can be of benefit to the University.

Faculty members whose jobs are dependent upon demonstration of professional development will have priority when funds are limited. The following individuals are eligible for faculty development funding:

1. Those with regular faculty appointments; and
2. Those with faculty rank.

The following individuals are not eligible for faculty development funding:

1. Athletic coaches

2. Those with adjunct appointments; and
3. Full-time administrators (even if they hold faculty rank)
4. Faculty members whose faculty development money is provided by the College of Health Sciences
5. Adjunct and Visiting Professors

The Teaching and Professional Growth Committee is charged with receiving and evaluating faculty development funding requests. After receiving and evaluating requests, the committee chair will forward the committee's recommendations to the Provost for approval. The Provost will make decisions based upon availability of funds and institutional needs.

The full Committee must consider all requests that involve questions such as whether the individual is eligible, whether the activity contributes to faculty development, and whether other sources of funding are available and more appropriate, as well as a request that exceeds available funds.

The Committee will report on the status of faculty development funds periodically throughout the year. A report specifying who has been granted funding, for what purpose, and the total amount of funding used and remaining, will be provided to the faculty at the faculty meeting at the end of each year.

The Provost will announce to the Chair of the Teaching and Professional Growth Committee the maximum faculty development budget at the beginning of each academic year. The earlier in the fiscal year the request is received, the more likely it is to receive funding under this account.

Prior to requesting funding, a faculty member should determine whether funds may be obtained from an alternate source such as program funds, grants, organizational funds, etc. The following activities qualify for faculty development funding according to the following priorities:

1. Grant writing efforts to secure funding for research and other scholarly projects.
2. Presentation of scholarship at conferences (conference fees, per diem, and travel) within the faculty member's academic, or related discipline as well as at conferences on the development of teaching and service learning.
3. Attendance at conferences that contribute to development of teaching, service learning programs, and student engagement.
4. Research intended for publication in scholarly, peer reviewed publications.

5. Taking courses that advance the Faculty Member's knowledge of a relevant subject area.
6. Attendance at regional, national, and/or international meetings of professional boards, planning groups, etc.
7. Other requests will be considered based on the above priorities and upon funding availability.

Faculty development funds must be requested and recommended by the Teaching and Professional Growth Committee and approved by the Provost before any expenditure is made.

In making a request for funding, a faculty member must submit the following to the Chair of the Teaching and Professional Growth Committee.

1. The faculty development funding request form (available from the Faculty Secretary);
2. A statement indicating how the funding will contribute to the faculty member's development and the College; and
3. Any additional documentation of funding request (i.e. conference brochure).

The faculty member should retain a copy of all materials submitted. The request should specify whether a certain amount of the funding is needed in advance. Otherwise, funding will be provided on a reimbursement basis, upon submission of receipts to the Office of Academic Affairs by the faculty member. Similarly, if the faculty member wants to have registration fees paid directly by the University, he or she should specify this clearly in the request. The Committee will attempt to review the request and make a recommendation to the Provost within a week of submission of the request.

Sabbatical

Tusculum University has long considered itself a teaching institution where the first and most important responsibility of faculty members is to the students and their learning. The greater part of a faculty member's time and energy is consequently devoted to his or her courses and course-related activities. For courses to remain challenging and for faculty to remain current, faculty must continually devote attention to their professional growth and ongoing development. Scholarly, scientific, or creative work is properly perceived not as activity separate from one's teaching, but as an essential means to maintain the vitality of mind necessary for challenging and effective teaching.

As a means of encouraging professional and personal growth, Tusculum University will consider faculty requests for a period of sabbatical when financial resources permit.

The purpose of a sabbatical is to enable faculty members to prepare themselves for enhanced service to the University and its students. The sabbatical is intended to

provide an extended period when faculty members, free of normal responsibilities, are able to concentrate on one or more projects designed to advance professional effectiveness.

The sabbatical is an opportunity, not a right. The University may, upon the recommendation of the college dean and the Provost or Executive Vice President, recommend approval for a sabbatical to the President, who will consider each request on a case-by-case basis. The faculty member's employment record and an assessment of the proposed project and its potential benefits for the individual and the University will be given consideration in this determination.

The following categories of College employees are eligible for sabbatical as financial resources permit:

- Faculty members with full-time teaching responsibilities.
- Members of the professional library staff holding Faculty rank.

In order to qualify for sabbatical, an employee must have completed seven (7) years of employment with the institution. Summer school employment does not contribute to the years of employment for purposes of this calculation.

A faculty member must apply for sabbatical by submission of a written proposal to the department chair. Following the department chair's review, the proposal will be forwarded to the college dean for review and then to the Provost or the Executive Vice President, who makes a recommendation to the President. The proposal must state the proposed duration of the sabbatical. In addition, the proposal must provide information regarding funding of the project (i.e. will funding come from an outside source or is funding/ compensation from Tusculum College being requested). Whether a sabbatical is paid or unpaid, the faculty member will continue to receive all employee benefits he or she would be eligible for if not on sabbatical.

If the faculty member will receive a salary from the University during the sabbatical, acceptance of employment with and/or remuneration from another employer is prohibited without the explicit approval of the President. Any such approval will be contained in the written agreement setting forth the terms of the sabbatical. If requesting such approval, the faculty member must make the request in his or her written proposal, along with justification for the need for additional employment. If such additional employment is likely to require more than a very limited amount of time, or to provide income beyond fairly narrow limits, an unpaid sabbatical leave may be appropriate. If additional employment outside the University is approved, the University may adjust the amount of compensation it pays to the faculty member.

The written proposal must also describe in detail the project to be pursued including the following information:

- Clearly describe how the project will contribute to one's professional effectiveness and the mission of the College;
- Indicate the preparatory work to be completed before the sabbatical begins;
- Explain the activities to be undertaken;
- Specify the expected accomplishments to be derived from the sabbatical;
- Suggest the most appropriate way for assessing those accomplishments; and
- Include timetable or timeline of completion for the various components of the project.

The proposal is to be submitted to the Provost or Executive Vice President by 1 November preceding the academic year for which sabbatical is requested. The Provost or Executive Vice President will forward a recommendation to the President. The President will make the final determination of whether or not to approve the sabbatical, the duration of the sabbatical, and whether the faculty member will receive pay from the University during the sabbatical.

The applicant will be notified of the decision by early March preceding the academic year for which sabbatical is requested. Upon approval, the terms of the sabbatical will be set forth in an agreement to be signed by the faculty member.

Acceptance of sabbatical entails the following obligations and conditions, which will be set forth in an agreement to be signed by the faculty member:

1. Continued, full-time employment with Tusculum University for not less than two years following completion of the sabbatical. Failure to do so will result in mandatory reimbursement of any compensation paid by the University during the period of sabbatical, plus 5% interest compounded monthly.
2. Submission of a written report on the project to college dean, to the Provost or Executive Vice President, and to the President. The report must be submitted not later than six weeks past the start of the next semester following the end of the sabbatical period. The report is to include a summary of activities and accomplishments, an outline of any work remaining to bring the project to conclusion, an assessment of the value of the sabbatical to oneself and the University, and any plans to modify one's courses or teaching because of the above.
3. Agreement to disseminate the results of the sabbatical project to the broader Tusculum University community.
4. Acknowledgment of Tusculum University as being a supporter of the project.

5. Agreement to pursue only the approved project and to refrain from any outside employment without explicit approval as discussed above. If such approval is granted, the parameters of the outside employment will be set forth in the signed Agreement in detail.

APPENDIX A: FACULTY CONSTITUTION & BYLAWS

Preamble

Acknowledging the need to perpetuate the educational tradition of Tusculum University's founders and to provide a liberal arts education for civic character, we, the Faculty, remain dedicated to perfecting the skills essential for the maintenance of a democratic society and to honoring the noblest ideals of the University's Judeo-Christian heritage. To these ends, we establish this Faculty Constitution.

Article I: Functions, Responsibility, & Authority of the Faculty

Section 1. General Charge

The Board of Trustees is the governing body of Tusculum University, responsible for establishing policies for sound management of the University's resources and for its educational and financial processes. The authority and responsibilities of the Faculty derive from its charge from the Board.

The Faculty have primary responsibility for the content, quality, and the effectiveness of the curriculum. The Faculty is charged with designing, delivering, and improving educational programs in harmony with the Mission Statement of the University. The Faculty will be organized and have authority and responsibilities as provided in its Constitution and Faculty Handbook, both of which are subject to approval by the Board of Trustees upon recommendation of the President. The Faculty's general powers and duties relate to teaching, service, and scholarship. Specifically, the Faculty has responsibility for students' curricular activities by designing, delivering, improving, and implementing standards-based instruction for all degree programs offered at the University. In addition, the Faculty coordinates with the administration in developing and delivering co-curricular programming designed to promote student success. The Faculty has responsibility for assuring the competence of its members by developing and implementing faculty assessment to promote the success of its members. The Faculty may make recommendations to the Provost and/or the President concerning any matters of faculty and educational policy.

Section 2. Responsibilities of the Faculty

In carrying out the functions and responsibilities delegated to it by the Board of Trustees, the Faculty has primary authority for the following:

1. Electing Faculty officers
2. Electing the members of Faculty standing committees
3. Ratifying or rejecting each Faculty standing committee's choice to serve as its chair

4. Acting on recommendations (action items) brought forward for consideration from each Faculty standing committee, including but not necessarily limited to the following:
 - a. Recommendations regarding proposed changes to undergraduate and graduate curricular programs
 - b. Recommendations regarding proposed changes to institutional academic admissions and continuing enrollment standards
 - c. Recommendations regarding the general education curriculum
 - d. Recommendations regarding the allocation of professional development resources
 - e. Recommendations regarding faculty evaluation procedures and compensation practices
5. Making recommendations to the Provost regarding the establishment of academic programs
6. Approving a list of eligible candidates for degrees prior to each Commencement of Tusculum University, which will be presented to the Educational Affairs Committee of the Board of Trustees
7. Recommending amendments to the Faculty Handbook or to the Faculty Constitution & Bylaws

The Faculty's responsibilities derive from the Board's charge to the Faculty as set forth in the University Bylaws. Additional responsibilities are published in the Faculty Handbook.

Article II. Membership, Voting, & Elections

Section 1. Membership

Throughout this document, the term "Faculty" shall refer to both of the following categories of personnel:

1. Full-time personnel with Faculty rank as determined by their letters of appointment, for whom instruction constitutes a majority of their normally assigned responsibilities, and who do not have a "Visiting" appointment.
2. Individuals holding Faculty status, as approved and reaffirmed annually by the Faculty Council.

Full-time administrators, including college deans, assistant or associate vice presidents, and Cabinet officers, are not members of the Faculty, with the exception of the Provost who serves as an *ex officio* Faculty member.

Section 2. Voting

All members of the Faculty, as defined in Article II, Section 1, shall have voting privileges during meetings of the Faculty Assembly. In order to conduct business, a quorum must be present. A quorum is defined as 50% plus one of the voting members of the Faculty. As an *ex officio* member of the Faculty, the Provost is not included in the count when determining the number needed for a quorum and may vote in Faculty Assembly meetings or Faculty committee meetings only when the vote is otherwise equally divided (i.e., a tie).

Various committees bring action to the Faculty Assembly for consideration. The Faculty at its regular or special meeting either votes to accept or reject the action. Once it has been established that a quorum is present, a vote may be taken. Adoption of committee action items presented requires expressed approval of a simple majority (50% plus one) of those present and voting.

Motions from the floor that have not been brought forward from a committee require approval of at least two-thirds of those present and voting.

To be counted as part of a quorum, recognized by the presiding officer or committee chair, or allowed to vote in a Faculty Assembly meeting or a committee meeting, a Faculty member must be in attendance at the designated meeting location on the University's main campus in Greeneville or at one of its off-site instructional locations and connected to the meeting location via the University-approved videoconferencing system. Members who are permitted to access a meeting via audio and/or video via any other means or from any other location may not be counted, recognized, or allowed to vote.

Section 3. Elections

Elections for Faculty Chair, Faculty Vice-Chair, and members of Faculty standing committees are held annually, under the timetable and procedures developed by the Faculty Council and published in the Faculty Bylaws.

The Faculty must be notified of open positions and nominees for those positions no less than one week before any elections. Faculty members must be allowed the right to make additional nominations from the floor at the time of the election.

A Faculty member elected as Faculty Chair, as Faculty Vice-Chair, or as a member of a Faculty standing committee typically serves for a two-year term and may be elected for a second two-year term, unless otherwise specified. No member shall serve for more than two consecutive two-year terms in the same position.

If the Faculty Chair is unable to complete the elected term of service, the Vice-Chair will serve for the remainder of the Chair's term. If the Vice-Chair of any member of a Faculty standing committee is unable to complete the elected term of service, the Faculty Council will hold a special election at the next regular or called Faculty meeting

to fill the vacancy for the rest of the term. If the remaining term of service is less than four months, the Faculty Council may vote to leave the position open until the conclusion of the unfinished term.

Article III. Officers

Section 1. Faculty Chair

The Faculty Chair must be a ranked member of the Faculty whose primary responsibility is instruction. The Chair is elected for a two-year term in even-numbered years and may be elected for up to two consecutive two-year terms.

The duties of the Faculty Chair include the following:

1. Preside over all regular and special meetings of the Faculty Assembly and the Faculty Council
2. Review the minutes of Faculty Assembly and Faculty Council meetings, as prepared by the Vice-Chair, before their presentation for approval at subsequent meetings
3. Coordinate with the Faculty Council in preparing the Faculty for elections and in the oversight of the election process as described in the Bylaws
4. Prepare the agenda for Faculty Assembly meetings and Faculty Workshops in consultation with the Provost and the members of the Faculty Council and share this with Faculty members in a timely manner
5. Serve as the official representative of the Faculty to the Board of Trustees
6. Represent the Faculty at public occasions, if delegated to do so by the President
7. Serve as the Chair of the Faculty Council
8. Serve as the Faculty Marshall during signature university events, including Commencement and Convocation ceremonies
9. Serve as the Faculty's elected representative to the Deans Council and report on actions of the Deans Council to the Faculty

Section 2. Faculty Vice-Chair

The Faculty Vice-Chair must be a ranked member of the Faculty whose primary responsibility is instruction. The Chair is elected for a two-year term in odd-numbered years and may serve for up to two consecutive two-year terms.

The duties of the Faculty Vice-Chair include the following:

1. Attend all regular and special meetings of the Faculty Assembly and the Faculty Council, and record minutes of those meetings in accordance with Roberts Rules of Order
2. Distribute minutes of meetings to the appropriate constituencies
3. Maintain or cause to be maintained, in coordination with the Office of Academic Affairs, an accurate list of the Faculty as defined in Article II, Section 1, and establish and announce the number of those eligible to vote who are present at the beginning of each Faculty meeting
4. Maintain or cause to be maintained, in coordination with the Office of Academic Affairs, accurate copies of all minutes of Faculty Assembly meetings and Faculty committee meetings
5. Maintain or cause to be maintained, in coordination with the Office of Academic Affairs, an accurate list of the members of all committees, indicating the year in which each elected committee member's term expires and the member's eligibility for re-election
6. Serve as Acting Chair of the Faculty when the duly elected chair is temporarily unavailable to carry out a particular duty of the Chair
7. Serve as the Chair of the Faculty when the duly elected chair is permanently unavailable to carry out the duties of the Chair

Section 3. Faculty Parliamentarian

The Faculty Parliamentarian advises the Faculty Chair, the Vice-Chair, members of Faculty committees, and other Faculty members on matters of parliamentary procedure. The Faculty Parliamentarian's role during a meeting is purely an advisory and consultative one, since parliamentary law gives to the chair alone the power to rule on questions of order or to answer parliamentary inquiries. The Faculty Chair, in consultation with the Provost and the Faculty Council, appoints the Faculty Parliamentarian, who serves for a one-year term with no term limits. The Faculty Parliamentarian cannot simultaneously serve as the Faculty Chair or the Faculty Vice-Chair but may be elected to serve on a Faculty standing committee.

Article IV. Meetings

Section 1. Meetings Generally

Attendance at Faculty Assembly meetings and Faculty committee meetings shall be limited to members of the Faculty, members of the Deans Council, members of the University Cabinet, members of the Board of Trustees, and non-voting members of committees as identified hereafter. The Faculty Chair or the chair of a Faculty committee shall have the right to invite others to attend if their attendance would be beneficial in addressing the business of the meeting or in providing reports or other information. Those attending by invitation may be given the opportunity to speak as determined by the Faculty Chair or the chair of a Faculty committee but shall not be permitted to vote.

This right of attendance and participation is not intended to preclude the right of the Faculty or its committees to meet in executive session for reasons such as, but not limited to, confidential matters. The intent to meet in executive session must be stated to all present; but the decision to do so is at the committee's sole discretion.

Section 2. Regular Meetings

The Faculty meets a minimum of eight times per year, typically on the first Wednesday of each month in the fall and spring semesters, to conduct business. Agendas for regular Faculty Assembly meetings are prepared by the Faculty Chair in collaboration with the Faculty Council and distributed in advance to the membership.

The Faculty Assembly serves as a communication and discussion forum for issues of concern to the well-being of Tusculum University. At regular meetings, the Faculty receives reports from Faculty standing and *ad hoc* committees. The Faculty may take action at meetings regarding any matters specifically enumerated or implied under Article I.

Section 3. Special Meetings

A special meeting of the Faculty Assembly may be called by the Faculty Chair or upon a signed petition from 25% of the Faculty membership. A special meeting of a Faculty committee may be called by the Chair of that committee or upon a signed petition from 25% of the committee's voting members. The purpose for a special meeting must be designated in an agenda at the time of its announcement. Business conducted during a special meeting is limited to the items on the meeting's agenda.

Section 4. Quorum

A majority of the Faculty, as defined in Article II, Sections 1 and 2, constitutes a quorum. Members must vote in person in Greeneville or via the University-approved

videoconferencing system from Knoxville or Morristown. Voting by proxy is not permitted.

Section 5. Faculty Workshops

On the fourth and/or fifth Wednesday of each month, the Faculty has time designated for a Faculty Workshop, an open meeting designed to explore an issue or issues in higher education. The agenda for these Faculty Workshops will be developed by the Faculty Chair in consultation with the Provost and the Faculty Council. Attendance is encouraged but not required and is open to all members of the Tusculum University community, unless explicitly limited to members of the Faculty.

From time to time, the President or the Provost may use the designated Faculty Workshop time to call an informal meeting open to the entire University community. Such meetings, a tradition at Tusculum University, are referred to as Town Hall Meetings.

No formal action may be taken or business considered by the Faculty during a Faculty Workshop. However, a designated Faculty Workshop time may be used for a special meeting of the Faculty, as defined in Article IV, Section 3.

Article V. Organization of Faculty Standing Committees

Section 1. Committee Policies

Standing committees are the major advisory bodies of the Faculty and are responsible to the Faculty. They may organize themselves into subcommittees as appropriate. A quorum of each committee must be present in order for the committee to take action. Actions of standing committees, including organizing into subcommittees, are subject to review by the Faculty in accordance with Article I, Section 2. All actionable items from the full Faculty will be brought to the Provost, who will bring them to the President and/or Cabinet as appropriate, before being submitted to the Board of Trustees for consideration.

Ad hoc committees may be formed by the standing committees or by the Faculty Council pursuant to their governance responsibilities. When an *ad hoc* committee is formed, the specific charge and the timetable by which the work of the *ad hoc* committee must be accomplished should be clearly stated.

During the annual August Faculty/Staff Workshop (aka "In-Service"), each Faculty standing committee will elect a Chair and a Vice-Chair from among its members who will serve as the committee's Chair and Vice-Chair for the entire academic year. The election of each committee's Chair and Vice-Chair must be ratified or rejected by the full Faculty.

The Chair of a Faculty standing committee prepares and distributes the agendas for all regular and special meetings, presides over these meetings, reviews minutes prior to

their distribution to committee members, represents the committee at meetings of the Faculty Assembly, and serves as a member of the Faculty Council.

The Vice-Chair of a Faculty standing committee takes and disseminates minutes of all regular and special meetings and serves in the Chair's stead in his/her absence, including representing the committee at meetings of the Faculty Assembly or temporarily serving on the Faculty Council if necessary.

Each Faculty standing committee is scheduled to conduct a minimum of eight regular meetings per academic year, typically on the second Wednesday of each month in the fall and spring semesters, to conduct business. If the committee has no business, the committee Chair may cancel a regular meeting, unless there is an objection from a member. If the committee has business to conduct that cannot be completed during a regular meeting, the committee Chair, in consultation with other committee members, may call a special committee meeting.

Elected committee members are expected to attend all regular and special committee meetings and to prepare themselves for participation in committee deliberations.

Section 2. Committee Membership

Membership for each committee is specified in Article VI. The Provost is an *ex officio* member with limited privileges of all Faculty committees, as specified in Article II.

No individual may serve on more than one Faculty standing committee at a time except when serving in an *ex officio* capacity. Should a designated constituency have insufficient eligible Faculty members to serve in all elected positions, the Faculty Council will hold an at-large election to fill any consequent vacancy until such time as the constituency has sufficient eligible Faculty members to serve.

Article VI. Committees

Section 1. Faculty Council

Membership: The Faculty Council consists of the following members:

1. The Faculty Chair, who serves as the chair of the Faculty Council
2. The Faculty Vice-Chair
3. The chair (or vice-chair) of the Faculty Affairs Committee
4. The chair (or vice-chair) of the Admissions & Standards Committee
5. The chair (or vice-chair) of the Undergraduate Curriculum Committee

6. The chair (or vice-chair) of the Graduate Curriculum Committee
7. The chair (or vice-chair) of the General Education Committee
8. The chair (or vice-chair) of the Teaching & Professional Growth Committee
9. The Provost or designee

The Faculty Parliamentarian may be called upon to support the work of the Faculty Council and may be asked by the Faculty Chair to attend meetings but is not a member unless also serving as one of the other members identified above.

Meetings: The Faculty Council meets in regular session once per month during the academic year, typically on the third Wednesday of each month.

Responsibilities:

1. To serve as the senior elected representative body of the University's Faculty
2. To support the Faculty Chair in the development of the agenda for each regular or special Faculty meeting
3. To support the Faculty Chair in the development of topics for monthly Faculty Workshops
4. To coordinate the work of Faculty standing committees
5. To coordinate Faculty governance responsibilities not otherwise delegated to a Faculty officer or a Faculty standing committee
6. To communicate Faculty concerns to the Administration
7. To conduct regular and special elections for Faculty officers and members of Faculty standing committees in accordance with Article VIII, Sections 2, 3, and 4
8. To appoint ad hoc committees for tasks of importance to the Faculty and within the responsibilities listed in Article I, Section 2, which do not fall under the responsibilities of the Faculty standing committees
9. To provide input to the President, the Provost, and the Chief Financial Officer regarding the use of the University's resources
10. To advise the Provost and other senior administrators on issues related to curriculum development, instructional best practices, learning outcomes

assessment, scholarship, professional development, and any other areas of Faculty responsibility or concern

Section 2. Faculty Affairs Committee

Membership: The Faculty Affairs Committee (FAC) consists of the following voting members:

1. one faculty member from the College of Business
2. one faculty member from the College of Civic & Liberal Arts
3. one faculty member from the College of Education
4. one faculty member from the College of Health Sciences
5. one faculty member from the College of Science, Technology, & Mathematics
6. one faculty member elected at large
7. one member of the College of Health Sciences to vote only on matters related to promotion and appointment of faculty in the College of Health Sciences
8. the Provost *ex officio*
9. the Executive Vice President of the College of Health Sciences, *ex officio*

The elected members must be ranked Faculty holding at least a three-year appointment.

Meetings: The Faculty Affairs Committee meets in regular session once per month during the academic year, typically on the third Wednesday of each month.

Responsibilities: The FAC shall have the following responsibilities:

1. Review, evaluate, and make recommendations to the Provost in cases where a faculty member appeals an adverse recommendation by the Dean regarding an appointment, as established in the Faculty Handbook. As necessary background for the performance of this task, members shall have access to the formative (annual) evaluations of each Faculty member conducted and other materials used by the deans and chairs as part of the process as established in the Faculty Handbook.
2. Review, evaluate, and make recommendations to the Provost regarding all Faculty applications for promotion.

3. Review Faculty Handbook policies and make recommendations regarding changes to the Provost. Changes under consideration will be presented to the Academic Effectiveness Committee of the Board of Trustees by the Provost or the President.
4. Review and evaluate information related to Faculty well-being (e.g., satisfaction surveys, salary and compensation data, focus group comments, load/overload reports) and make recommendations for improvement initiatives to the Provost.
5. Review, evaluate, and make recommendations to the Provost regarding alleged violations of the AAUP's "Statement of Professional Ethics" by a member of the Faculty.

Section 3. Undergraduate Curriculum Committee

Membership: The Undergraduate Curriculum Committee consists of the following members:

Voting members:

1. one faculty member from the College of Business
2. one faculty member from the College of Civic & Liberal Arts
3. one faculty member from the College of Education
4. one faculty member from the College of Health Sciences
5. one faculty member from the College of Science, Technology, & Mathematics
6. one faculty member elected at large
7. the Provost or designee

Non-voting members:

1. Vice President of Enrollment Management and Marketing or designee
2. Associate Vice President for Academic Support or designee
3. Assistant Vice President for Adult & Online Studies or designee
4. Registrar or designee
4. Executive Director of Student Persistence & Transitions or designee

5. Director of Academic Advising or designee
6. Director of Student Support Services or designee

The Chair of the Undergraduate Curriculum Committee must have served on the committee for at least one full year prior to serving as chair and must have a multi-year letter of appointment. Should no member of the committee meet these requirements, the remaining members of the Faculty Council will waive these requirements as it sees fit to permit a Committee member to serve as Chair.

Meetings: The Undergraduate Curriculum Committee meets in regular session once per month during the academic year, typically on the second Wednesday of each month.

Responsibilities: The Undergraduate Curriculum Committee's general charge is to supervise the coordination and policies of the undergraduate academic programs and the undergraduate curriculum of the University. The Committee will:

1. Approve additions, deletions, and changes to existing undergraduate program curricula and course listings, based on the recommendation of the Chair or Dean responsible for the program. All such additions, deletions, and changes will be reported to the Faculty for approval at the next Faculty Assembly meeting for recommendation to the Provost.
2. Recommend new undergraduate curricular programs consistent with the University's mission and strategic plan to the full Faculty for approval for recommendation to the Provost.
3. Review and recommend policies that affect the undergraduate curricula of the University.

Additions, deletions, and changes to courses listed as satisfying components of the General Education core curriculum must also be approved by the General Education Committee for recommendation to the Provost.

Section 4. Admissions and Standards Committee

Membership: The Admissions and Standards (A&S) Committee consists of the following members:

Voting members:

1. one faculty member from the College of Business
2. one faculty member from the College of Civic & Liberal Arts

3. one faculty member from the College of Education
4. one faculty member from the College of Health Sciences
5. one faculty member from the College of Science, Technology, & Mathematics
6. one faculty member elected at large
7. the Provost or designee

Nonvoting members:

1. Vice President of Enrollment Management and Marketing or designee
2. Vice President of Student Success and Athletics or designee
3. Director(s) of Admissions or designee(s)
4. Registrar or designee
5. Director of Academic Advising or designee
6. Director of Student Support Services or designee

Meetings: The Admissions and Standards Committee meets in regular session once per month during the academic year, typically on the second Wednesday of each month. The committee also conducts special meetings during the summer.

Responsibilities: The Admissions and Standards Committee will have the following responsibilities:

1. Review, monitor, and recommend institutional admissions standards for undergraduate students.
2. Within those standards, review and vote on exceptions, then recommend approved exceptions to the Provost.
3. Develop and implement retention standards related to academic success.
4. Review and make recommendations to the Provost on student appeals regarding academic suspension.

5. Review and make recommendations to the Provost on student appeals regarding course grades.
6. Review and make recommendations to the Provost on alleged academic misconduct by a student, including plagiarism.

Section 5. The Graduate Curriculum Committee

Membership: The Graduate Curriculum Committee consists of the following members:

Voting members:

1. two faculty members from the College of Business, elected in alternate years
2. two faculty members from the College of Education, elected in alternate years
3. two faculty members from the College of Health Sciences, elected in alternate years
4. the Provost or designee

Non-voting members:

1. Vice President of Enrollment Management and Marketing or designee
2. Assistant Vice President for Adult & Online Studies or designee
3. Registrar or designee

Meetings: The Graduate Curriculum Committee meets in regular session once per month during the academic year, typically on the second Wednesday of each month.

Responsibilities: The Graduate Curriculum Committee shall have the following responsibilities:

1. Approve additions, deletions, and changes to existing graduate program curricula and course listings, based on the recommendation of the Chair or Dean responsible for the program. All such additions, deletions, and changes will be reported to the Faculty for approval at the next Faculty Assembly meeting for recommendation to the Provost.
2. Recommend new graduate curricular programs consistent with the University's mission and strategic plan to the full Faculty for approval for recommendation to the Provost.

3. Review and recommend policies that affect the graduate curricula of the University.

Section 6. The General Education Committee

Membership: The General Education Committee consists of the following members:

Voting members:

1. one faculty member responsible for teaching Communication courses
2. one faculty member responsible for teaching Mathematics courses
3. one faculty member responsible for teaching Arts and Humanities courses
4. one faculty member responsible for teaching Natural Sciences courses
5. one faculty member responsible for teaching Behavioral Wellness and Social Science courses
6. one faculty member responsible for teaching History, Religion, or Civic Studies courses
7. two at-large faculty members
8. General Education Coordinator or designee

Non-voting members:

1. Assistant Vice President for Institutional Planning and Effectiveness or designee
2. Executive Director for Student Persistence and Transitions or designee
3. Library Director or designee

Meetings: The General Education Committee meets in regular session once per month during the academic year, typically on the second Wednesday of each month.

Responsibilities: The General Education Committee shall have the following responsibilities:

1. Coordinate the program and process for assessing student learning in the General Education Program.
2. Review, revise, and update the process for assessing student learning within the General Education Program in coordination with the Office of Academic Affairs.
3. Maintain records of student learning assessment within the General Education Program.
4. Communicate progress in meeting the educational goals of the General Education Program to interested constituencies.
5. Coordinate the ongoing development and improvement of the General Education Program in order to support the learning goals and objectives of academic departments and programs.
6. Make recommendations to the full faculty on the composition of the General Education Program.

Section 7. The Teaching and Professional Growth Committee

Membership: The Teaching and Professional Growth Committee consists of the following voting members:

1. one faculty member from the College of Business
2. one faculty member from the College of Civic & Liberal Arts
3. one faculty member from the College of Education
4. one faculty member from the College of Health Sciences
5. one faculty member from the College of Science, Technology, & Mathematics
6. one faculty member elected at large
7. the Executive Director of Student Persistence and Transitions
8. the Provost or his/her designee

Meetings: The Teaching and Professional Growth Committee meets in regular session once per month during the academic year, typically on the second Wednesday of each month.

Responsibilities: The Teaching and Professional Growth Committee shall have the following responsibilities:

1. Coordinate the allocation of faculty development and travel funds.
2. Coordinate the allocation of student development and travel funds.
3. Explore new opportunities for faculty scholarships and development.
4. Establish a communication plan for matching development opportunities to interested constituencies.
5. Implement internal faculty development, including coordination of certain faculty workshops with the Faculty Council.
6. Review, revise, and recommend the process for allocation of faculty development funds to the Provost on an annual basis.

Article VII. Amendments

Proposed amendments to the Tusculum University Faculty Constitution and Bylaws shall be distributed in writing to the Faculty for initial reading at a regular or special meeting of the Faculty and acted upon at the next regular or special meeting. After establishing that a quorum is present, a two-thirds majority vote is required to approve a proposed amendment to the Faculty Constitution for presentation by the Provost or the President to the Board of Trustees. The Board of Trustees makes all final decisions regarding amendments to the Tusculum University Faculty Constitution and Bylaws.

Article VIII. Bylaws

Section 1. Meetings

The following regulations apply to the conduct of Faculty meetings:

1. Regular Faculty Assembly meetings normally take place on the first Wednesday of September, October, November, December, February, March, April, and May.
2. The agenda for Faculty Assembly meetings is prepared by the Faculty Chair in consultation with the Provost and the Faculty Council.
3. To be included on the agenda of a Faculty Assembly meeting or a committee meeting, items of Faculty business must be presented in writing to the Faculty Chair or committee chair no later than one week prior to the meeting.

4. The agenda for a Faculty Assembly meeting or a committee meeting must be distributed to voting members no less than three business days prior to a particular meeting. The agenda may be amended by majority vote at any time during a meeting.
5. No meeting may begin until a quorum is present.
6. The current edition of *Robert's Rules of Order Newly Revised* governs Faculty meetings. The specific requirements of the Tusculum University Faculty Constitution and Bylaws, the Tusculum University Faculty Handbook, and the Tusculum University Employee Handbook take precedence in the case of a conflict.

Section 2. Election Procedures

The Tusculum University Faculty Constitution establishes that Faculty elections are held annually, and that the Faculty Council is responsible for carrying out the election procedures.

1. Faculty elections will take place each year during the regular May meeting of the Faculty Assembly.
2. Prior to the regular May meeting of the Faculty Assembly, the Faculty Council will identify anticipated openings for which elections must be held. The Faculty Council will identify and solicit eligible faculty members willing to serve as candidates for each open position. Individuals may forward their names to the Faculty Council to be included in the list of candidates for open positions. In the case of standing committee openings, faculty members within colleges may also deliberate and vote among themselves to select a preferred candidate to fill an open position. A faculty member from the relevant college may communicate to the Faculty Council the name of that faculty member for inclusion in the list of candidates. Such communication, however, does not nullify the right of individual eligible members to also forward their names for inclusion in the list of candidates for an open committee position. All names must be received by the chair of the Faculty Council no later than three weeks before the May meeting of the Faculty Assembly. "Faculty" here is defined in accordance with Article II, Section 1 of the Faculty Constitution.
3. At least two weeks before the May meeting of the Faculty Assembly, the Faculty Council will share the full ballot with all candidates for all positions with the voting members of the Faculty.
4. At the May meeting of the Faculty Assembly, any Faculty member may make additional nominations from the floor. Nominees from the floor must meet the specific position's eligibility requirements to be accepted. Nominations from the floor may not be made for individuals who are not present at the meeting.

5. Following the close of nominations, nominees are allowed to address the Faculty and to take and answer questions.
6. New terms of office for elected positions begin at the August Faculty/Staff "InService" Workshop.
7. During time allotted during the August Faculty/Staff "In-Service" Workshop, Faculty standing committee organize themselves and elect chairs and vice-chairs, pending the opportunity of the Faculty to review these elections. A failure of the Faculty to nullify a committee's elections by the September meeting of the Faculty Assembly will constitute the Faculty's confirmation of those elections.
8. The chair and vice-chair of each standing committee serves for one year. There is no limit to the number of consecutive terms that a member may serve as chair or vice-chair.
9. The chair of each standing committee serves on the Faculty Council for that year.

Section 3. Rotation

The Faculty Council is responsible for establishing an orderly rotation in committee membership. Specifically, the terms of no more than half the elected committee members (or one more than half, in the case of an odd number) may expire in any one year. Such a system of staggered terms will allow appropriate rotation in perpetuity.

In the event of the formation of a new committee, the Faculty Council will select by lot half the elected committee members (or one more than half, in the case of an odd number) to serve an initial one-year term to inaugurate the system of rotation.

Section 4. Mid-term Vacancies

Should a vacancy occur on any standing committee during the academic year, a replacement will be elected from the same school/division in which the vacancy occurred at the next Faculty Assembly meeting. A Faculty member elected to serve the unexpired term of a standing committee member may be reelected twice to serve two subsequent terms if the unexpired term was one year or less. If the unexpired term was more than one year, the replacement Faculty member may be reelected to one term.

Section 5. Recall/Dismissal

In the event of non-performance of duties by a committee member, informal correction will first be attempted within the committee with the assistance of the appropriate Dean. If problems persist, a majority of the affected committee may petition the Faculty

Chair for a recall election. A two-thirds majority vote of the committee members present is required for recall.

In the event that the President or Provost determines that it is necessary to remove a faculty member from a committee, the President or Provost may do so, and the vacancy will be filled pursuant to rules established above. In order to protect the privacy of the faculty member, the information will be kept strictly confidential.

Tusculum University - College of Health Sciences

Policies and Procedures

Effective with the 2019-20 Academic Year

College of Health Sciences Supplement

As a College of Tusculum University, the faculty of the College of Health Sciences are bound by the Tusculum University Faculty Handbook as approved by the Tusculum Board of Trustees. This College of Health Sciences Faculty Handbook section allows policies and protocols that are unique to the College of Health Sciences and its patient care and clinical mission and is likewise approved by the Board of Trustees.

All recommended changes to the College of Health Sciences Faculty Handbook supplement must be forwarded to the Executive Vice President (EVP) for approval. The EVP is responsible for posting the official edition and any supplements on the website and other approved sites. The EVP oversees a comprehensive review of the Faculty Handbook Supplement every eight years.

Mission of the College of Health Sciences

We are pioneers in the pursuit of eliminating the lack of primary health care in unserved and underserved areas of the country. Our faculty define the standard for excellence in all aspects of medical, surgical, and behavioral health primary care. Our graduates couple their unparalleled expertise in clinical care and medical science with civic engagement focused on rural America.

SECTION 1: FUNCTIONS, FACULTY MEMBERSHIP, AND GOVERNANCE

1.1 Functions of the Faculty

The primary function of the faculty of the College of Health Sciences is to educate health care students and prepare these learners for successful practice. To achieve this goal, the faculty engage in didactic and clinical instruction. The faculty of the College of Health Sciences shall be responsible for governance of its affairs including, but not restricted to, instruction in both classroom and clinic, development, implementation and assessment of the curriculum, and regular review of student policies and faculty status. College of Health Sciences faculty vote at University Faculty Meetings and are also members of the University Faculty Assembly with full privileges and responsibilities thereof as per Article II, Section 1 of the Faculty Constitution.

1.2 Executive Vice President, College of Health Sciences

Reporting directly to the President, the Executive Vice-President of the College of Health Sciences is the Chief Executive Officer responsible for all faculty, staff, students, and academic and clinical issues related to the mission of the College of Health Sciences. In conjunction with the faculty of the College of Health Sciences, the Executive Vice-President is responsible for maintaining consistency with the mission of Tusculum.

1.3 Associate Vice President, College of Health Sciences

The Associate Vice President of the College of Health Sciences at Tusculum University serves as a direct report to the EVP.

1.4 Assistant Vice President, College of Health Sciences

The Assistant Vice President of the College of Health Sciences at Tusculum University serves as a direct report to the EVP.

1.5 Faculty Administrators of the College of Health Sciences

The EVP of the College of Health Sciences shall be assisted by other professional members who have been appointed to administer specific responsibilities delegated to them by the EVP. Such additional officers may include: (1) the Director of Student Affairs, (2) the Director of Clinics, (3) Academic Responsible Instructor designees, and (4) other program directors, and chiefs of clinical services. Faculty administrators are appointed by and serve at the discretion of the EVP. The Executive Vice President may delegate some aspects of the evaluation or supervision of these administrators, the faculty and staff to his designee.

1.6 College of Health Sciences Faculty Advisory Council

The College of Health Sciences Faculty Advisory Council shall consist of three members. At its regularly scheduled June College of Health Sciences Faculty meeting, the voting faculty shall elect their advisory representatives. These representatives shall serve a one-year term beginning June 1 and renewable for a single year. No officer shall serve more than two consecutive terms in a given office. The College of Health Sciences Faculty Advisory Representatives shall be responsible for 1) presenting faculty issues and concerns to the Associate Vice President at regularly scheduled meetings and report information back to the faculty, 2) consulting with the Associate Vice President before setting the agenda for faculty meetings, and 3) representing the school at local, regional, or national professional meetings, when necessary. The Representatives shall call and preside over meetings of the College of Health Sciences Faculty Meetings, seek to determine the will of the faculty, and act as its spokesperson. The Representatives shall keep records of the proceedings, determine attendance and quorum. The Representatives shall distribute or post minutes of College of Health Sciences Faculty meetings within 10 working days of a meeting. Minutes of the College of Health Sciences Faculty Meetings will be maintained electronically. The College of Health Sciences Faculty Meetings deal directly with the issues and policies of The College of Health Sciences.

1.7 Faculty Voting Privileges and Assembly Meetings

Voting Faculty.

All persons holding a full-time (75% time or greater) faculty appointment shall be voting members of the College of Health Sciences committees.

Voting by proxy (also known as delegated voting) is acceptable, as long as the proxy has submitted his/her vote in writing to the principal (i.e., the person assigned by the proxy to vote on his/her behalf) prior to the faculty assembly meeting. Voting privileges may be extended, on an individual basis, to other faculty of the College of Health Sciences by a majority vote of the College of Health Sciences faculty. All votes of the faculty serve as recommendations to the EVP of the College of Health Sciences.

Tusculum University Faculty Membership.

Faculty members of the College of Health Sciences are simultaneously members of the main Tusculum University faculty. The College of Health Sciences faculty are not a separate organization from the Tusculum University faculty. They are the governing body existing to create and regulate the policies and processes which differ for the on-going development of a college specific to the education of health care providers. If the individual faculty member serves on a committee of the College of Health Sciences, they are not required to perform any Tusculum University committee work. All College of Health Science Faculty are highly encouraged to perform Tusculum University faculty committee work as an integral part of our larger community. Consistent with their University Faculty responsibilities, they are expected to attend regular Faculty Assemblies. Attendance is not mandatory, but attendance is taken and expected. We are all one and only one Tusculum University faculty

Meeting Procedures.

There shall be at least one general meeting of the voting faculty per regular semester. Notice of such meetings must be announced at least five working days prior to a meeting. Additional meetings of the faculty may be scheduled by the College of Health Sciences Faculty Advisory Council or requested by the EVP, the AVP, or by petition of 50% of the faculty.

The EVP or AVP shall give notice of and shall preside at such specially requested Faculty meetings. The Faculty Representatives shall report to the voting faculty at such meetings and shall invite input and advice from the faculty on issues of concern.

A Quorum for Meetings.

All faculty shall have a voice at assembly meetings of the faculty. Other attendees may have a voice with permission of the AVP or the Faculty Chair. A quorum for faculty meetings will be the presence of a simple majority of those eligible to vote. A quorum must be present in order to hold a vote at a faculty assembly meeting. All actions requiring a vote of the faculty shall be by an affirmative vote by a simple majority of the members voting.

1.8 Grievances

A grievance is defined as an alleged misapplication or misinterpretation of any clause in this Faculty Handbook.

Basis for Grievance.

The following constitutes conduct for which a grievance is authorized; such conduct includes but is not limited to concern about:

1. An event or condition which affects the conditions or circumstances under which a faculty member works, allegedly caused by misinterpretation or inequitable application of established policy, practice, or the terms of a contract;

or

2. The non-renewal of a contract

Exceptions from Grievance.

The following actions or occurrences may not be grieved under this policy:

1. Complaints of unlawful harassment or discrimination in violation of Tusculum policy lodged against members of the College of Health Sciences faculty by any student, staff or administration, or faculty person. Grievances of this type are covered by other provisions in Human Resources
2. Alleged research misconduct

3. Alleged violations of FERPA
4. Removal from the position made by administrative appointment

Procedure.

First Step: Filing a formal grievance

A faculty member who feels that there have been grounds for a possible grievance should discuss it with the immediate supervisor having the authority to resolve the alleged grievance. This most often will be the AVP, Division Chair, or Dean.

Should informal conversation fail to resolve the concern to the satisfaction of the grievant, the grievant should render the concern in writing, stating the nature of the grievance, the informal steps taken to date with the specific named supervisor(s), and the remedy requested.

This formal grievance should be filed with the Due Process/Grievance Committee (ad hoc committee) which will then attempt to investigate, mediate, and resolve the grievance if possible. The Committee shall have fifteen working days to make a final decision in the matter.

Committee Disposition of a Grievance.

In the case of alleged grievance, the Due Process/Grievance Committee shall (1) determine if there is a grievance; (2) make recommendations to the parties for a solution. The parties directly involved have ten working days in which to accept or reject the findings of the Committee.

General Rules of Procedure.

Time limits above and below may be extended by mutual agreement of the parties involved and should be in writing to all parties. If the grievant misses a deadline in the grievance procedures, the grievance ends. If the College misses a deadline, then the procedure moves to the next step. All proceedings above and below will be closed and confidential to protect the parties and the institution.

Second Step: The Grievance Hearing

The grievance hearing will be conducted in private, and the parties will make no public statements about the case during the course of the hearing.

During the proceedings the grievant will be allowed to choose an advisor. All parties to the grievance will have the right to obtain witnesses and present evidence. If either the College or the Due Process/Grievance Committee feels that an independent medical and/or psychological opinion would be helpful in its deliberations, it may require the faculty member to undergo a medical and/or psychological examination by an appropriate professional of the requesting party's choice and at the requesting party's expense. The faculty member may request a second opinion at his/her own expense. If the grievant fails to comply with such a requirement by the College or the Due Process/Grievance Committee, the Committee will dismiss the grievance.

The College will cooperate with the Due Process/Grievance Committee in securing witnesses and making available documentary and other evidence requested by the grievant to the extent not limited by contract or law. All parties will have the right to question witnesses. Where a witness has made a statement and cannot or will not appear, but the ad-hoc hearing committee determines that the interest of fairness requires admission of the statement, it shall be admitted. The committee will, if possible, provide a method by which the opposing party may question this witness in writing. The Due Process/Grievance Committee will grant appropriate continuances to enable either party to investigate evidence or for any other appropriate reason, and such continuances shall be specific in terms of time extension and in writing to all parties.

In all cases except for dismissal, layoff or suspension, the burden of proof shall be on the grievant. In any case of dismissal, layoff or suspension, the burden of proof that just cause exists for the action shall be on the College. The Due Process/Grievance Committee will not be bound by strict rules of legal evidence. Every possible effort will be made to obtain the most reliable evidence. The decision will take the form of finding of fact, conclusions, and recommended disposition. The

decision must be based solely on the hearing's records, pertinent College procedures as set forth in this supplement, and the law of the land.

Third Step: Executive Vice President's Review

The Due Process/Grievance Committee will present its recommendation in writing within seven working days of the completion of the hearing to both parties and to the EVP of the College. This decision, insofar as it consists of a recommended disposition of the grievance, may be either accepted by both parties or rejected by either party. Rejection or acceptance by each party will be communicated in writing to all persons involved, including the EVP, within five working days after receipt of the decision. The EVP will review the findings and make a final decision on the grievance within ten working days of receipt of the recommended disposition from the Standing committee.

Fourth Step (if needed): Review of Record by the President

Should the EVP be named in the complaint, the appellant may file a petition to the Tusculum President for a review of the record. Such an appeal will be filed within five working days of the EVP's decision. The President will review the case at his/her convenience and give a final decision on the appeal.

1.9 Academic Freedom

The handling of issues relating to academic freedom in the College of Health Sciences shall be guided by the policies in the most current Tusculum Faculty Handbook.

1.10 Amendments to the College of Health Sciences Section

Amendments to this Faculty Handbook section shall be presented in writing to each member of the faculty at least ten working days prior to a duly called faculty assembly meeting at which such amendments shall be voted on. Amendments to the supplement shall require a two-thirds majority of the eligible voting members of the faculty to be adopted. Faculty Assembly

recommendations shall become effective immediately upon approval of the EVP.

SECTION 2: ORGANIZATIONAL UNITS

2.1 Academic Schools

The faculty of College of Health Sciences are organized into their appropriate professional schools.

The instructor of record will serve as the chief course instructors accountable for the creation and operation of individual courses within the curriculum at the initiation of the College of Health Sciences. These responsibilities may include acting as co-course directors for the College of Health Sciences courses presented by Faculty with dual appointments to College of Basic Sciences.

Administrative officers of each respective school i.e. Dean, Assistant Dean or Chair are responsible to the EVP of the College of Health Sciences and also to their faculty for the conduct of fiscal, academic and personnel affairs within their department.

They are responsible for providing leadership toward achievement of excellence in teaching, scholarship, and service activities within their departments. Additional responsibilities of the Administrative Officers may include but are not limited to:

- a. The recruitment, development, retention, and evaluation of departmental faculty as directed by the EVP of the College of Health Sciences;
- b. Overseeing teaching responsibilities, curricular needs and scholarly activities of departmentally assigned faculty;
- c. Providing opportunity for and assisting faculty members in achieving optimal professional development in teaching and scholarly activity;
- d. Conducting evaluations of departmental faculty and staff if assigned by the EVP and as specified by the Tusculum or School policy;
- e. Formulating recommendations to the College of Health Sciences Academic Rank and Promotion Committee for promotion and/or other actions when requested;

- f. Managing departmental budgetary actions as directed by the EVP, in accordance with Tusculum and the College of Health Sciences policies
- g. Insuring that courses co-taught with other Colleges within the College of Health Sciences are consistent with the Academic and Clinical Goals of the students of the College of Health Sciences.

A departmental chairperson may be assisted in his/her responsibilities by other faculty members appointed to serve as Course Directors, program directors, coordinators, or in other specific administrative functions. The individual courses will be the main responsibility of the Course Directors assigned to each course. Such appointments must be approved by the EVP.

Departmental chairpersons are appointed by and serve at the discretion of the EVP. The EVP may survey the faculty of the department for suggestions or volunteers.

The organization of or creation of academic departments is determined by the EVP in consultation with the faculty and other administrators.

2.2 Membership on College of Health Science Committees

Faculty Membership on College of Health Science Committees.

Faculty membership on College of Health Science Committees shall be determined as described in this supplement. The department chair or AVP shall ask for nominations for each College of Health Science committee by departmental faculty. The Faculty Advisory Council shall perform this function for faculty not assigned to a specific College or department. Other “qualified individuals” may be appointed by the Faculty Advisory Council. The term “other qualified individuals” is defined as practitioners or other individuals, who, by their expertise or experience, can contribute important and relevant information to committee discussions and deliberations. The College of Health Science faculty will then vote on the slate of nominees for each committee. Committee assignments will then be made based on the results of the vote, and the term of service will be two years. The EVP will have one appointed member on each committee. The chairperson (and vice chairperson, if necessary) of each College of Health Science committee

shall be elected from the non-administrative faculty members on the committee, and the chairperson retains a vote in all matters. The chairperson and vice chairperson will serve in this capacity for a period of time no greater than three academic years. The faculty members shall be elected by the faculty except as noted in this supplement. Individual committee memberships shall also be limited to a period not to exceed two consecutive three-year academic terms, except as provided for initial committee appointments. The committee members will initially be elected so that members retire from committees in a staggered rotation maintaining a cadre of experienced members. A retiring member or chair or vice-chair of any one committee may be appointed, nominated or elected to that same committee after a lapse of one academic year. If an elected or appointed departmental faculty representative to a committee leaves the faculty organization permanently, or temporarily for a period to exceed six or more months, the Faculty Advisory Council shall appoint an alternate faculty representative to that committee no later than ten working days following the occurrence of the committee vacancy.

Student Voting Members on Specific College of Health Science Committees.

Student voting members on specific College of Health Science Committees is described in Section 3. Student members will be elected by their respective class to serve as outlined in this document.

Elections will be held early in the academic year. The slates of student nominees will be reviewed and approved by the AVP and the Faculty Representatives. Terms of service for student members will be one year, and a new slate of student nominees will be elected again at the beginning of each academic year. Students with a cumulative GPA below 3.0 or on probationary status are not eligible to be members of College of Health Science committees.

Additional Membership on College of Health Science Committees.

In addition to faculty and students, membership on a College of Health Science committee may, if the EVP determines appropriate, include practitioners and other qualified individuals, as ex-officio members.

Initial Appointments to Committees.

Faculty membership on College of Health Science committees shall be appointed initially to allow a replacement of only 50% of its elected or appointed membership in an academic year. To accomplish this, each College of Health Science committee to be newly organized under this supplement shall be appointed with one-half of the faculty membership serving for a period of three academic years, and one-half for the regular two-year period. Those members appointed for three academic years initially will be replaced after that period by an equal number of representatives appointed for the normal two-year period.

Voting Members.

All members except ex-officio members of the College of Health Science Committees have voting privileges. Accordingly, staff and students shall have full rights and privileges as other voting members. Ex-officio members serve on committees as consultants and advisers, but cannot vote. Voting privileges may be extended, on an individual basis, to other individuals of the College of Health Sciences by a majority vote of the faculty on that committee.

Quorum.

A quorum for College of Health Science committee meetings will be a simple majority of faculty and staff committee members. All actions requiring a vote shall be by an affirmative vote by a simple majority of the members voting.

Role of College of Health Sciences College Committees in Faculty Governance.

All College of Health Science committees shall be appointed to represent the College of Health Sciences faculty in the governance of faculty affairs and to protect and promulgate faculty interests pertaining to the mission, role, and functions of the College of Health Sciences. These committees shall develop recommendations for the governance of the following specific areas of academic business:

- a. The requirements and standards for graduation from the professional education programs;
- b. The requirements and standards for faculty professional development, including academic promotion and rank;

Terms.

College of Health Science committees function from July 1 through June 30 of the following year. Each year will begin with the seating of new members, the election of new committee officers, and the determination of a specific agenda for the next year.

- a. The committee chairperson shall direct the activities of the committee and preside over its meetings, with the assistance of the vice chairperson, if necessary.
- b. Committee officers shall serve for a period of two years beginning with the organizational meeting in which they were appointed or elected and extending through the next organizational meeting two years later.

Minutes and Reports.

College of Health Science committees shall keep and approve all minutes of meetings and business. The secretary of the committee shall be responsible for the timely preparation of the minutes. Committee minutes shall be made available to the committee members, the EVP and the AVP no later than ten business days after the meeting has been held. When accepted and approved by committee membership, minutes shall be distributed to the Faculty Advisory Representatives by the committee secretary. When such minutes include a specific recommendation or policy for faculty consideration, the Faculty Representatives shall communicate its recommendations to the College of Health Science committee. This paragraph is not intended to preclude the chair of a College of Health Science committee from making recommendations to the faculty that may not conform with the recommendations of the Faculty Representatives.

An annual report of committee activities will be distributed to the faculty, the EVP and the AVP on a quarterly basis starting with the month of July of each academic year.

SECTION 3: COLLEGE OF HEALTH SCIENCE COMMITTEES

3.1 Academic Standards Committee

The Academic Standards Committee develops and reviews policies related to academic progress and academic standards. In addition, the committee monitors student progression within the College of Health Sciences. The Committee Chair will send the recommendation of the committee to the Dean for the appropriate School. The final decision is made by the EVP. The EVP will report the decision back to the committee. The committee will be composed of four faculty members of the College of Health Sciences. One faculty member will be from the University Admissions and Standards Committee. One Committee member will be from the Tusculum University staff. One of the four faculty members from the College of Health Sciences will be a permanent member of the committee as appointed by the committee chair. The other three faculty members will be selected by the chair and will all be faculty from the school appropriate to the individual appearing before the committee. The Assistant Vice-President of Interprofessional Education will be an *ex-officio* member of the committee. Membership on this committee will not include students due to the sensitive nature of data presented and discussed. Minutes will be recorded and distributed to committee members within ten working days.

Once approved by committee members, the minutes will then be made available in the office of the EVP and AVP or on the College of Health Science computer network for faculty to review. If there is confidential information, a redacted copy of the minutes will be made available in a timely manner and maintained in the office of the EVP and AVP for all faculty members.

3.2 Admissions Committee

The Admissions Committee can make recommendations for policy revisions and assists in the evaluation of candidates for admission to the College of Health Sciences. The committee is comprised of the AVP, one to two staff members, one student representative and all members of the faculty of the College of Health Sciences and one member of the University Admissions and Standards Committee. The specific faculty committee members will depend on

the school whose admissions are being reviewed or decided upon in any given week. These members will be appointed by the Dean/Director of the school. The interviews will be conducted by the Admissions Committee. The voting majority of the Committee members must be members of the College the individual is applying to. The committee meets minimally two times (2x) per month throughout the admissions cycle.

During the initial review process, an admissions matrix is utilized by the Assistant Dean of Inter-professional Education taking into consideration minimum academic qualifications to identify those candidates who are competitive. They will also be responsible for determining those applicants who are most likely to fulfill the College of Health Sciences mission of commitment to providing access to health care in Appalachia and other rural areas of Tennessee and America. Possible outcomes via the admissions matrix include: an interview, a hold or a denial. Once an applicant is identified as an interview candidate the Assistant Dean of Inter-professional Education extends invitations for interviews. Faculty admissions committee members conduct interviews, complete assessment forms and participate in the final decision committee meeting. Typically, faculty committee members who complete the interviews for the week convene for the final decision on those files. The decision will be determined by a simple majority of those present. Possible final decision outcomes include: clear acceptance, conditional acceptance, alternate list, or denial. As admissions decisions are confidential, interview evaluations and final decisions are kept within the admissions files. The AVP routinely provides class statistics updates at committee meetings throughout the admissions cycle.

3.3 Educational Policy and Curriculum Committee

The Educational Policy and Curriculum Committee is responsible for preparing recommendations for coursework required for completion of the degrees offered by the College of Health Sciences. The committee's responsibility is to make certain that all components of the curriculum are present. The committee will recommend the courses required, the academic credit for each course, degree requirements, course additions/withdrawals, grades, course credit, audit, credit transfer, change of grade, attendance, course failure, academic Standing and the broad outline of the subject matter for and the appropriate place in the curriculum for each course. In addition, the

committee monitors performance in meeting the outcomes of the curriculum and ensures fairness in syllabi.

All committee recommendations that require a vote, as determined by the Committee Chair, will be presented for review and approval by the College of Health Science faculty.

The College of Health Science Faculty may endorse, modify, or reject the recommendations of the committee. If the Chair determines the change not to be substantive change then it will be sent directly to the EVP for consideration. Their final recommendation will be submitted to the EVP for approval, modification or dis-approval. The committee will be composed of four faculty members and one student from the program under consideration. One of the four faculty members from the College of Health Sciences will be a permanent member of the committee as appointed by the committee chair. The other three faculty members will be selected by the Dean and will all be faculty from the school appropriate to the individual representative appearing before the committee. One faculty member will be from either the Undergraduate Curriculum or Graduate Curriculum meeting. The AVP will be an *ex-officio* member of the committee. Membership on this committee will include one student matriculating in the program under discussion. The AVP will be a member of the committee *ex-officio*. Additionally, the Assistant VP or their designee and the departmental chairs, if appointed, will be members of the committee. Minutes will be recorded and distributed to committee members within ten working days. Once approved by committee members, the minutes will then be made available in the office of the AVP and on the College of Health Sciences network for faculty to review.

3.4 Ad Hoc Committees

Ad hoc committees shall be appointed by the AVP in consultation with the faculty leadership council as needs arise, e.g. research, scholarship and awards, professional conduct and ethics committee, faculty development, continuing optometric education, assessment. The composition and charge to the committees shall be in writing. Each such committee shall exist until the purpose for which it was formed has been fulfilled, or for one academic year, or until dissolved by the EVP, whichever comes first.

SECTION 4 : FACULTY DEVELOPMENT

4.1 Faculty Continuing Education

An important part of professional health care education is that faculty keep current in their field of expertise. Faculty must complete the continuing education standards required by Tennessee State Regulatory Boards to renew licensure and maintain their clinical credentialing. This will require meeting with other professionals beyond the university community to gain insight into the cutting edge research and technological developments within the professions. Faculty need to do this in conjunction with their fiduciary responsibility for maintaining sound budgetary policy.

These areas of responsibility are achieved through an equitable distribution of funds for travel used to obtain the continuing education credits necessary for maintenance of licenses and development of courses and clinical abilities. Full-time faculty members are eligible for these development funds. The following distribution will accomplish that end.

If the fiscal year has sufficient budgetary allowance, the distribution of funds will be as follows:

- Full Professor \$3,000
- Associate Professor \$2,500
- Assistant Professor \$2,000
- All other Full Time Faculty \$1,500

All faculty will be provided Continuing Education Travel Funds according to the total allocated by the EVP and determined by rank. The availability of funds will be communicated by the Chief Financial Officer.

Faculty development funds must be utilized to attend conferences and continuing education events which are appropriate to the faculty specialty and licensure. Appropriate documentation, required absence requests, requests for funds, and completed documentation for the trip must be submitted and all receipts must be turned in after the event for reimbursement of expenses.

Faculty should discuss development goals and opportunities with the EVP or AVP.

4.2 Faculty Development Leave

This is governed in the previous chapters of the Tusculum University Handbook.

4.3 Faculty Professional Memberships

The following benefits are provided to all full-time faculty of the Tennessee College of Optometry:

1. License to practice within the state of Tennessee
2. Tennessee State Controlled Substance License
3. Drug Enforcement Agency (DEA) License if required
4. Malpractice coverage as defined and contracted by the Tennessee College of Optometry

SECTION 5: VACATION, SICK, AND FACULTY DEVELOPMENT LEAVE

5.1 Leave Policy for 12-month Professional School Faculty

The Leave and Holiday Policy for full-time faculty members assigned to the College of Health Sciences is the leave policy as defined and described in the previous sections of the handbook for Tusculum University and may also be obtained from the Department of Human Resources. All vacation leave must be approved by the EVP.

Planned Absences.

When planned absences arise, such as Vacation Leave, the faculty members are expected to report their scheduled absence one month in advance to the EVP and negotiate arrangements with the Dean/Director. Vacation will not be approved during the time that the Faculty member is scheduled to teach. In the case of an absence from a scheduled clinic, the Director of the Clinics must also approve the absence.

Unplanned and/or Emergency Absences.

Unplanned and/or Emergency Absences for which no advance notice was feasible and where advance arrangements were not possible should be reported as soon as practicable to the EVP and/or the AVP. In the case of an absence from a scheduled clinic, the Director of the Clinic must also be notified as soon as practicable.

Professional Development Absence.

Faculty members are provided up to six days of paid Professional Development per contract year to pursue professional interests outside of the university context that are not otherwise being remunerated.

Professional Development may include, but is not limited to, undertakings that will enhance professional traits and/or is in the furtherance of the mission of the University and the College of Health Sciences, such as conferences, classes, special training opportunities, licensure, etc.

Professional Development absence must be requested in advance and must be approved by the Dean and the EVP. The Dean and EVP will consider, among other factors, potential conflict with direct service to the school such as school or university events, regular assignments, student interactions, classroom teaching, budgetary restraints or clinical rotations. If approved, appropriate coverage for these activities must be arranged and approved in advance by the Dean and the Director of Clinics if appropriate. Professional Development days do not accrue.

There are circumstances where faculty members may pursue an undertaking within the scope of the professional context that also provides remuneration. In such instances, while the Professional Development time may be approved, the EVP maintains discretion in deciding whether the leave will be professional development leave or vacation leave.

The EVP's approval will consider, among other factors, potential conflict with direct service to the school, the amount of remuneration, and the goodwill to be gained by the school.

SECTION 6: POLICY FOR APPROVAL OF NEW PROGRAMS AND CURRICULAR CHANGES

6.1 Introduction

The role of the Educational Policy and Curriculum Committee (EPCC) is to assure the highest quality and consistency in new program development, change or addition to the College of Health Sciences policy and to review all curricular changes.

In general, the process for all additions or changes to programs, policies, or curriculum revisions, begins with a formal proposal. Depending on the extent of changes or additions, communication with student and faculty constituencies should be included and sufficient meetings should be conducted to garner the broadest possible input for a proposal. At times, targeted faculty and professional community surveys may be conducted.

Changes to existing curriculum should be based on student assessment and input.

New programs should be initiated based on community needs, opportunities, and anticipated synergy across other academic programs at Tusculum. Changes which will have significant budgetary consequences should be discussed with the EVP and AVP prior to development and presentation to EPCC.

6.2 Processing Curriculum Changes

A proposed curriculum change may originate at any level within the College of Health Sciences. All proposals shall be presented in writing to the appropriate supervisor/department chair, or student or faculty committee. They should be sent as information to the EVP.

Written proposals shall be sent to the EPCC for initial review and discussion. It is the responsibility of the EPCC to seek appropriate input from faculty groups within the College of Health Sciences before making any final recommendations. If appropriate, the EPCC shall confer with faculty groups on the main campus of Tusculum. If recommended by EPCC

for approval, the proposal is forwarded with explanation to the EVP for final decision.

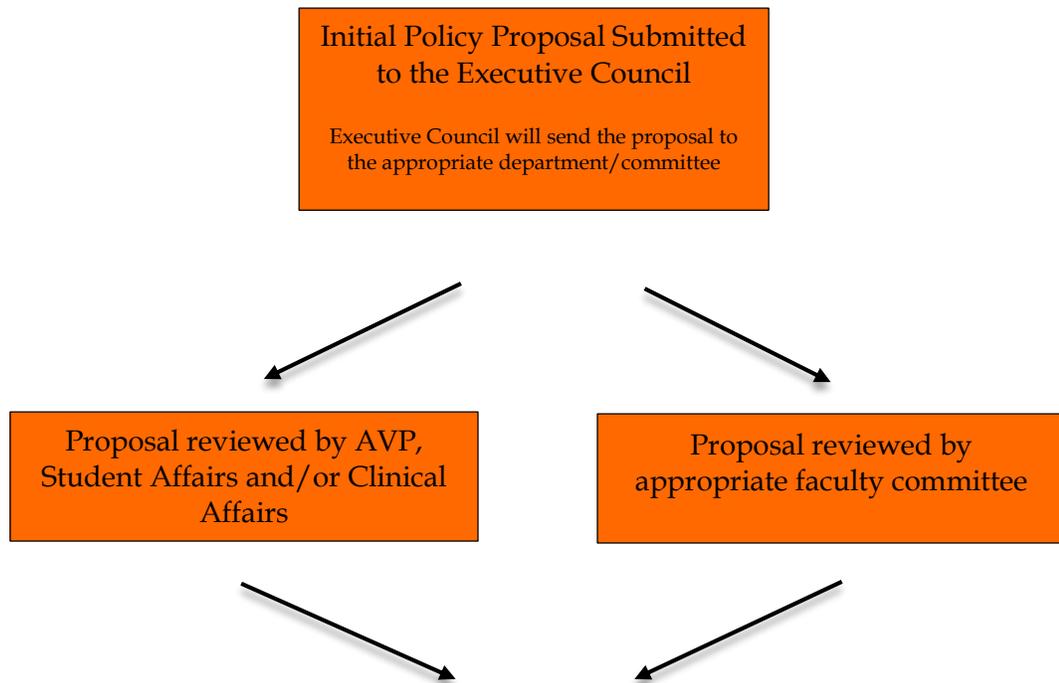
Following final approval, the EVP will notify the Registrar, and then delegate implementation to the AVP who will advise the program Assistant Dean or chair. All approved new programs and curricular changes will subsequently become a part of the appropriate program College of Health Sciences catalog or the appropriate College of Health Sciences Student Handbook.

Tusculum University

College of Health Sciences

SUBSTANTIVE CHANGES IN POLICY

Any member of the College of Health Sciences may propose a policy revision, change, or new policy, including, but not limited, to Faculty, Staff, and Students.



Working proposal created by submitting party and appropriate committee or



Working proposal submitted to the Faculty and/or Student Leadership



Working proposal reviewed by the faculty and/or student councils*



Final proposal submitted to the Executive Council



Final decision made by the Executive Vice President

*Proposal may be denied for further processing at this stage secondary to feedback/input from outlined participants.

Denied proposals may be appealed to the Associate Vice President

SECTION 7: FACUTLY RECRUITMENT

7.1 FACULTY RECRUITMENT

The development of an outstanding faculty for the instructional, clinical and research curriculum is an on-going objective of the College of Health Sciences. All faculty and administrators of the College of Health Sciences contribute to the successful recruitment of new faculty to the college.

7.2 Interviews and Selection of New Faculty Members

Faculty Search Committee.

The Faculty Search Committee shall be comprised of the faculty representatives and the AVP. One of the Faculty representatives shall serve as the Chair of the Search Committee. Additional Faculty may be invited by the Chair to participate in the interview process depending upon the nature and qualifications of the candidate under consideration. The EVP and other individuals of his/her choosing may also meet with the candidate during their visit to the Tusculum, campus but shall not be considered members of the Faculty Search Committee.

In addition to the members mentioned above, the EVP will appoint members on an ad hoc basis, depending on the nature of the search and school of hire, and faculty may request participation based on the position being filled. Staff and students may be assigned to the committee as needed or appropriate. The membership of the Committee is as follows:

1. Faculty Representative (*Permanent member, Committee Chair*)
2. Faculty Vice Chair (*Permanent member*)
3. Faculty Secretary (*Permanent member*)
4. EVP's Director of Faculty Affairs (*Permanent member*)

5. Associate Vice President (*Permanent member*)
6. Faculty member (*Appointed by Dean for 1 year term*)
7. Faculty member (*Appointed by Dean for 1 year term*)
8. Staff member (*Appointed by Dean for 1 year term*)
9. Student member (*Appointed by Dean for 1 year term*)
10. *Two Faculty members from the School requesting the new hire.*

Process.

Normally, all appointments to the faculty of the College of Health Sciences will begin with an appropriate search. The Dean/Director of the College hiring the individual will work with Human Resources to advertise the position and assemble a suitable pool of qualified candidates.

The EVP will forward the files of qualified applicants to the Chair of the Faculty Search Committee who then distributes the files to the permanent members of the FSC for review and comment. The FSC will give their recommendations for phone interviews to the EVP and AVP. After completing their phone interviews, the committee will make recommendations to the EVP and AVP about on-campus interviews for up to three candidates.

All members, when available, of the FSC shall participate in the on-site interviews. The finalists will also be interviewed by the EVP, AVP, Assistant VPs of the College of Healthy Sciences, the Director of Clinics, and the President or designee if possible. In addition, other faculty and administrators may participate in the interviews and will forward their comments about the candidates to the FSC but shall not vote with the FSC. After the on-campus interviews, the committee will prepare a report summarizing the strengths and weaknesses of each candidate and submit the report, without prioritizing candidates to the EVP and AVP.

The EVP in consultation with the President and Director of Human resources authorizes an offer when a candidate has been selected. The EVP notifies the FSC when an offer has been verbally accepted by the candidate.

SECTION 8: TRAVEL PROTOCOLS

8.1 Travel

Students and faculty are always responsible for their own transportation to and from external clinic sites. Travel reimbursement is found in the travel sections of this handbook.



TUSCULUM

Tusculum University

College of Health Sciences

Professional Development Plan

For Year: _____

Faculty: _____

Title/Rank: _____

Supervisor: _____

Date: _____ Hire Date: _____

Years at Current Rank: _____

Instructions:

Part 1: Professional Development Plan

1. Complete goals and objectives

Part 2: Professional Development Report

1. Attach your updated current CV.
2. Complete the self-report:
 - a. Not all of the items will apply. Indicate N/A as appropriate.
 - b. Use the following performance levels to assess your efforts:
 - 5 Outstanding (Far exceeds expectations)
 - 4 Exceeds expectations (Periodically exceeds expectations)
 - 3 Meets expectations (Fully proficient)**
 - 2 Below Expectations (Periodically below expectations)
 - 1 Unsatisfactory (Consistently not meeting expectations)
 - N/A Not applicable

II. Professional Development Plan

TEACHING (Didactic/Laboratory/Clinical)
CAREER GOALS
GOALS
Objectives
Resources needed
Assessment Method(s)
Results
SCHOLARSHIP AND RESEARCH
GOAL
Objectives
Resources needed
Assessment Method(s)
Results

SERVICE
CAREER GOALS
GOALS
Objectives
Resources needed
Assessment Method(s)
Results
PATIENT CARE
CAREER GOALS
GOAL
Objectives
Resources needed
Assessment Method
Results

Part 2: Professional Development Report

I. TEACHING

	FACULTY		SUPERVISOR	
CRITERIA	RATING	RATING JUSTIFICATION	RATING	RATING JUSTIFICATION/ ACTION PLAN
Quality of Learning Activities and Materials				
Preparation				
Learning Objectives stated and followed				
Organization				
Explains concepts effectively				
Accurate and current information				
Tailors content to time				
Adjusts detail to student level				
Integrates concepts in curriculum and in clinic				

Quality Written materials				
Quality AV materials				
Timely Materials				
Response to student evaluations				
Response to Peer Review				
Other				
Pedagogical and Communication Skills/Effectiveness				
Dynamic aspects of teaching: Clarity and pace				
Stimulates student interest and engagement, and varies format to maintain interest				
Asks students questions to determine comprehension				
Repeats questions and answers effectively				
Projects confidence as a public speaker				
Uses appropriate gestures and humor				
Expresses interest and enthusiasm for subject matter				

Periodically provides summary points				
Uses AV materials to facilitate learning when appropriate				
Skill in evaluating student Learning				
Establishes appropriate criteria to assess student learning				
Develops clearly stated and accurate examination questions				
Develops exam questions with level of difficulty commensurate to stated learning objectives				
Develops other types of leaning assessments commensurate to stated learning objectives				
Provides constructive criticism				
Provides timely assessment				
Contributions to Departmental Curriculum Goals				
Leadership and contribution				
Innovative and effective strategies for course revision				
Develops elective courses				
Adapts and facilitates desired changes in departmental curricular goals				
Course Administration				
Anticipates potential problems and formulates effective solution				
Effectively interacts with students in the course				
Effectively interacts with faculty in the course				

Timely stated and appropriate feedback to students				
Clearly conveys course objectives				
Adheres to course objectives				
Appropriate feedback to students				
Quality of Small Group Facilitation				
Maintains student attention and active participation				
Demonstrates understanding of scientific concepts				
Effectively responds to student questions				
Clearly explains scientific concepts				
Uses techniques that promote problem-solving and critical thinking				
Exhibits enthusiasm and positive attitude				
Quality/Effectiveness of Rotation Precepting				
Effectively explains/clarifies information				
Knowledgeable in field				
Accessible and willing to help				
Encourages students to make comments and ask questions				
Professionalism				

Professional interaction with students- courteous and respectful, maintains privacy				
Models appropriate professional attitudes and behaviors when interacting with students				
Responds with respect and sensitivity to student questions				
Begins and ends class sessions on time				
Professional interaction with colleagues, staff and administration- courteous and respectful				
Applies constructive, problem-solving approach during interactions with staff, colleagues and administration				
Adheres to departmental and university policies/procedures/protocols and deadlines				
Exhibits collegiality				

II. SCHOLARSHIP AND RESEARCH

	FACULTY		SUPERVISOR	
CRITERIA	RATING	RATING JUSTIFICATION	RATING	RATING JUSTIFICATION
Scholarly Activity, Presentations and Publications				
Abstracts/Presentations				

Publications in peer reviewed journals				
Book chapters/ Books				
Grant submissions for teaching innovations				
Peer reviewed scholarly works in teaching and learning: videos, soft- ware, journal article and reviews				
Intramural/Extramural Research				
Documented effort to build fundable research using intramural funding				
Efficient use of intra- interdepartmental resources				
Effective inter- or intradepartmental collaboration				
Quantity and quality of proposals submitted to extramural sponsors				
Level of extent of extramural funding				
Collaboration outside institution				
Recognition of Scholarly Activity				
Reviewer for peer reviewed journals				
Chair/organizer/moderator of meetings, symposia, conferences, panels, workshops				
Membership in honorary societies				
Editorial Boards				

Grant study sections				
Other				

III. SERVICE AND LEADERSHIP

	FACULTY		SUPERVISOR	
CRITERIA	RATING	RATING JUSTIFICATION	RATING	RATING JUSTIFICATION
Service on elected, appointed or ad hoc committees				
Degree and quality of committee involvement				
Fulfillment of committee responsibilities				
Level of Responsibility on committees				
Service (non-committee) inside the institution				
Admissions interviews				
Peer reviews				
In-house consulting				
Student mentor in class/lab				
Faculty advisor of student organizations				
Participation in student activities on and off campus				
Formal mentor				
Service Outside the Institution				
Community Service to advance healthcare, the institution, profession or society				
Reviewing non-peer reviewed journal articles				

Writes items for national or licensure board exams				
Serves on national or licensure board committee				
Presents public/community seminars				
Writes for Non-peer review journals				
Other				

IV. PATIENT CARE

	FACULTY		SUPERVISOR	
CRITERIA	RATING	RATING JUSTIFICATION	RATING	RATING JUSTIFICATION
Patient Care Quality Indicators Surveys Patient letters Chart Reviews				
Patient Care Quantity Indicators				

Numbers				
Direct Patient Care Quantity and Quality				
Consultant (describe project, activities, location)				
Special Projects to promote patient care and education				
In-services to educate patients				
In-services to educate health care professionals				
On Call Cover				
Other				

Faculty signature: _____ Date _____

Supervisor signature: _____ Date _____