

# **FACULTY HANDBOOK**

## **2024 – 2025**



Last Reviewed Fall 2021  
Approved by BOT 10/21/2021

Appendix A  
Curriculum Proposal Form

## Curriculum Proposal Form 2024-25--Curriculum and Academic Policy Committee

Please use this set of forms for all proposals to the Curriculum and Academic Policy Committee.

- A cover sheet is required for all proposals. A single cover sheet, however, may suffice for multiple proposals (two new courses proposed by the same program, for example). Along with the cover sheet, submit the appropriate number of any relevant forms.
- Note that any proposal affecting general education must first be submitted to the Core Curriculum Committee for its review and approval.
- Completed and signed forms are due no later than the ***Friday before the meeting*** of the Curriculum and Academic Policy Committee at which the proposal will be considered. Submit one signed original hard copy and a scanned electronic copy with ***all signatures*** to the Office of the Provost.

**Originator:**    Name \_\_\_\_\_ Phone \_\_\_\_\_  
                  School/Program \_\_\_\_\_ Email \_\_\_\_\_

**Proposal Title:** \_\_\_\_\_

**Check only one type of proposal:**

- New Course \_\_\_\_\_ Number if more than one being proposed
- Revision(s) to Existing Course \_\_\_\_\_ Number if more than one course being proposed
- Program Revision (Note: Some program revisions require THEC approval; see THEC Academic Policy A 1.1.) \_\_\_\_\_
- General Education Core Revision. Only the Core Curriculum Committee may submit proposals affecting the General Education Core.
- New Program. New programs require THEC approval. See THEC Academic Policy A 1.0.
- Program Closure. Program closure requires BOT and SACSCOC review. See UT Policy BT0009.
- Other (Specify) \_\_\_\_\_
- Will the proposal: require a significant departure, either in academic content or method of delivery; add a new degree or credential level; substantially increase the number of hours required for completion of a program; establish an off-campus site; close a program or off-campus site; or require a collaborative academic arrangement with another institution? If so, the proposal must be reviewed by the SACSCOC Accreditation Liaison.

**Signatures, as appropriate:**

Originator _____	Date _____
Program Coordinator _____	Date _____
School Chair _____	Date _____
Registrar _____	Date _____
Coordinator of Affected Program(s) _____	Date _____
Director of Accreditation _____	Date _____

### COVER SHEET

## **New Course Proposal**

**1. Title of Course:**

**Proposed Course Number (must be approved by Registrar):**

**Course Type:     Lecture/Lab/Studio/Independent Study/Research/Practicum/Clinical/Performance/Other**

**Pre-Requisite(s):                     Minimum acceptable grade required for any prerequisite(s):**

**Co-Requisite(s):**

**Other Course Restrictions (junior standing, majors only, etc.):**

**Credit Hours:                             Please justify.**

**Is the course cross-listed?                     If so, with what course(s)?**

**Is the course repeatable for credit toward graduation?     If so, is there a limit to the number of times?**

**Will the course carry any fees?                     If so, how much?     Please explain.**

**2. Course Description as it will appear in the Catalog:**

**3. Attach a sample syllabus that includes:**

- **A statement of purpose**
- **Course learning objectives and how the objectives will be accomplished**
- **Textbook and reference information**
- **A weekly content and assignment calendar**
- **A grading schematic and any additional information relevant to this review.**

**4. For whom is the course primarily intended?**

**5. How does this course fit into the program requirements (elective, required for major, elective for another program, required by another program, etc.)?**

**6. How will the addition of this course affect the total hours required for graduation?**

**7. When and on what rotation will the course be offered?**

**8. What is the anticipated enrollment for this course?**

**9. How will the course be staffed?**

**10. Will the course require any special equipment, particular classroom, or costs beyond those usually associated with a course at UTS?                             If yes, please explain.**

**PLEASE COMPLETE A SEPARATE FORM FOR EACH NEW COURSE PROPOSED**

## **Proposed Revision(s) to an Existing Course**

1. **Title of Course:**
2. **Course Description as it Currently Appears in the Catalog:**
3. **Check and Supply a Rationale for All that Apply:**
  - Course Title Change**
  - Substantive Change to Course Description**
  - Course Number Change**
  - Credit Hour Change**
  - Pre- or Co-Requisite Change**
  - Added or Deleted Cross-Listing**
  - Delete Course from Catalog**
  - Other**
4. **Revised Course Description as it Will Appear in the Catalog:**

**PLEASE COMPLETE A SEPARATE FORM FOR EACH COURSE PROPOSED**

## Proposed Revisions to a Program

1. Which category or categories best describe the program change being proposed:

Changes to

- Major
- Minor
- Concentration
- Certificate
- Interdisciplinary Program
- Other

2. Summarize the changes being proposed and the rationale for the changes:
3. Will the proposed changes affect other programs? If so, which ones? Have the affected programs been consulted?
4. Will the proposed changes add any new courses? If so, attach the appropriate forms.
5. Will the proposed changes revise any existing courses? If so, attach the appropriate forms.
6. Please attach current Catalog copy edited to indicate clearly the proposed changes (either an edited Word document tracking changes or a legible hand-edited copy).



## Curriculum Proposal Form 2024-25 Core Curriculum Committee

Please use this set of forms for all proposals that would affect the General Education Core Requirements and/or the General Education Core Student Learning Outcomes.

- A cover sheet is required for all proposals. A single cover sheet, however, may suffice for multiple proposals (two new courses proposed by the same department, for example). Along with the cover sheet, submit the appropriate number of any relevant forms.
- Completed and signed forms are due no later than the *Friday before the meeting* of the Core Curriculum Committee at which the proposal will be considered. Submit one signed original hard copy and a scanned electronic copy with *all signatures* to the Chair of the Core Curriculum Committee.

**Originator:**     Name \_\_\_\_\_ Phone \_\_\_\_\_  
                         Department \_\_\_\_\_ Email \_\_\_\_\_

**Proposal Title:**

**Check only one type of proposal:**

- New Course for General Education Credit  
\_\_\_\_\_ Number if more than one being proposed
- Existing Course for General Education Credit  
\_\_\_\_\_ Number if more than one being proposed
- Revision(s) to Existing General Education Course  
\_\_\_\_\_ Number if more than one being proposed
- Removal of Course from General Education Curriculum  
\_\_\_\_\_ Number if more than one being proposed
- Other (Specify) \_\_\_\_\_

**Signatures, as appropriate:**

Originator _____	Date _____
Program Coordinator _____	Date _____
School Chair _____	Date _____
Registrar _____	Date _____
Coordinator of Affected Program(s) _____	Date _____
_____	Date _____

### Cover Sheet

## **New Course Proposed for General Education Credit**

**Title of Course:**

**Proposed Course Number (must be approved by Registrar):**

**Course Type:**     **Lecture/Lab/Studio/Independent Study/Research/Practicum/Clinical/Performance/Other**

**Pre-Requisite(s):**                     **Minimum acceptable grade required for any prerequisite(s):**

**Co-Requisite(s):**

**Other Course Restrictions (junior standing, majors only, etc.):**

**Credit Hours:**                             **Please justify.**

**Is the course cross-listed?**                     **If so, with what course(s)?**

**Is the course repeatable for credit toward graduation?**     **If so, is there a limit to the number of times?**

**Will the course carry any fees?**                     **If so, how much?     Please explain.**

**Course Description as it will appear in the Catalog:**

**Attach a sample syllabus that includes:**

- **A statement of purpose**
- **Course learning objectives and how the objectives will be accomplished**
- **Textbook and reference information**
- **A weekly content and assignment calendar**
- **A grading schematic and any additional information relevant to this review.**

**What General Education Core Student Learning Outcome(s) will the course address? How will the student learning outcome(s) be assessed? (The syllabus should explicitly address these points.)**

**For whom is the course primarily intended?**

**How does this course fit into the program requirements (elective, required for major, elective for another program, required by another program, etc.)?**

**How will the addition of this course affect the total hours required for graduation?**

**When and on what rotation will the course be offered?**

**What is the anticipated enrollment for this course?**

**How will the course be staffed?**

**Will the course require any special equipment, particular classroom, or costs beyond those usually associated with a course at MMC?                     If yes, please explain.**

**PLEASE COMPLETE A SEPARATE FORM FOR EACH NEW COURSE  
PROPOSED**



## **Existing Course Proposed for General Education Credit**

**Title of Course:**

**Course Description as it Currently Appears in the Catalog:**

**What General Education Core Student Learning Outcome(s) will the course address?**

**How will the learning outcome(s) be assessed?**

**Attach a sample syllabus that includes:**

- **A statement of purpose**
- **Course learning objectives and how the objectives will be accomplished with explicit focus on General Education Core Learning Outcomes, how they will be accomplished, and how they will be assessed**
- **Textbook and reference information**
- **A weekly content and assignment calendar**
- **A grading schematic and any additional information relevant to this review.**

**PLEASE COMPLETE A SEPARATE FORM FOR EACH COURSE PROPOSED**

## **Proposed Revision(s) to an Existing General Education Course**

1. **Title of Course:**
  
2. **Course Description as it Currently Appears in the Catalog:**
  
3. **Check and Supply a Rationale for All that Apply:**
  - Course Title Change**
  - Substantive Change to Course Description**
  - Course Number Change**
  - Credit Hour Change**
  - Pre- or Co-Requisite Change**
  - Added or Deleted Cross-Listing**
  - Delete Course from Catalog**
  - Other**
  
4. **How will the proposed change affect the General Education Core Student Learning Outcome(s) addressed by this course?**
  
5. **How will the proposed change affect the assessment of the General Education Core Student Learning Outcome(s) addressed by this course?**
  
6. **Revised Course Description as it Will Appear in the Catalog:**

**PLEASE COMPLETE A SEPARATE FORM FOR EACH COURSE PROPOSED**

## **Proposed Revisions to a Program that Will Affect the General Education Core**

**Which category or categories best describe the program change being proposed:**

**Changes to**

- Major**
- Minor**
- Concentration**
- Certificate**
- Interdisciplinary Program**
- Other**

**Summarize the changes being proposed and the rationale for the changes:**

**How will the proposed changes affect the General Education Core Requirements and/or the General Education Core Student Learning Outcomes?**

**Will the proposed changes affect other programs? If so, which ones? Have the affected programs been consulted?**

**Will the proposed changes add any new courses? If so, attach the appropriate forms.**

**Will the proposed changes revise any existing courses? If so, attach the appropriate forms.**

**Please attach current Catalog copy edited to indicate clearly the proposed changes (either an edited Word document tracking changes or a legible hand-edited copy).**



## Appendix B

### Annual Self-Evaluation and Faculty Development Plan Form

Note: This Appendix is a copy of the template available on, and to be submitted through, the Watermark software.

# Annual Faculty Self-Evaluation AY 2024-2025 (1 August 2024-31 July 2025) – Professor X

## Candidate Step

### Submitted Aug 20, 2025

This evaluation covers the previous calendar year (August through July). This evaluation reflects the criteria for the evaluation of faculty performance and for promotion and tenure detailed in sections 6.1 and 6.2 of the Faculty Handbook. Please read carefully the relevant sections of the Handbook before completing this annual evaluation form. This form, along with the accompanying Faculty Development Plan, will be reviewed by the School Chair and the Provost.

#### Teaching Effectiveness

The handbook describes expectations for teaching effectiveness in eleven categories. In the eleven boxes below, briefly summarize your accomplishments in teaching since your last evaluation by describing how you have met or exceeded these expectations. Be sure to address **each** of the eleven categories. Space for uploading documentation, if appropriate, is provided for each of the eleven categories.

- Adherence to procedural guidelines and policies regarding teaching  
Documentation of Adherence to Procedural Guidelines
- Use of teaching strategies designed to encourage critical thinking and intellectual development  
Documentation of Teaching Strategies to Encourage Critical Thinking and Intellectual Development
- Use of teaching strategies designed to engage and motivate students  
Documentation of Teaching Strategies to Engage and Motivate Students
- Adaptation of subject matter and instruction to the needs of the students  
Documentation of Adaptation of Subject Matter and Instruction
- Appropriate, transparent, and unbiased evaluation of students  
Documentation of Appropriate, Transparent, and Unbiased Evaluation
- Evaluation of teaching and the use of evaluation data to achieve improvement  
Documentation of Evaluation and the Use of Evaluation Data
- Incorporation of applicable, up-to-date subject matter into one's courses  
Documentation of Incorporation of Applicable and Up-to-Date Subject Matter
- Participation in seminars or workshops with evidence of application to teaching  
Documentation of Participation in Seminars or Workshops with Application to Teaching
- Implementation, as appropriate, of innovative teaching strategies;  
Documentation of Implementation of Innovative Teaching Strategies
- Development of courses and curricula, as appropriate, in response to new opportunities or changing needs of students  
Documentation of Development of Courses and Curricula
- Direction of student research projects or creative works, as appropriate, above and beyond expected course load and duties  
Documentation of Direction of Student Projects

#### Scholarly and/or Professional Development Activities

As the handbook explains, candidates for tenure and/or promotion and Graduate Faculty are expected to demonstrate scholarly competence in their subject matter areas. For all other faculty members, scholarly activity (original research,

scholarship, and creative endeavors) is encouraged but not required. Professional development activities (such as participation in formal coursework, seminars, workshops and other specialized training programs related to updating and extending one's knowledge within one's academic field, enhancing one's teaching effectiveness, or adding new areas of expertise to the existing programs of the University) are expected of all faculty members. In the box below briefly describe how you have met or exceeded these expectations. Describe your scholarly and/or professional development activities since the time of your last evaluation.

- Scholarly and/or Professional Development Activities  
Documentation of Scholarly and/or Professional Development Activities

### **Service**

In the box below describe your service to the University since your last evaluation and accomplishments resulting from that service. Include service on governance committees, task forces, and ad hoc committees, along with any special responsibilities requested by the administration. Also summarize any professional or community service accomplishments. Include only those community service accomplishments that were done pro bono and that were specifically related to your academic discipline.

- Service  
Documentation of Service

### **Advising**

In the box below describe your role in student academic and/or career advising since your last evaluation. Include an assessment of your principal strengths and weaknesses in the area of advising, and mention steps that you have taken to address any weaknesses

- Advising  
Documentation of Advising

### **Faculty Development Plan Reflection**

In the box below reflect on your most recent Faculty Development Plan. Which objectives were successfully achieved? If any objectives were not achieved, explain the reasons including any obstacles to success.

- Faculty Development Plan Reflection

### **Next Two Years Faculty Development Plan**

Use the boxes below to evaluate yourself. What areas would you like to sustain or strengthen? How do you plan to do that? List 2 or 3 specific objectives for each achievement over the next two years in each of the three performance areas below. Each objective should include activity, expected result(s), and completion date.

- Teaching and Advising
- Scholarship and Professional Activities
- Service to the University and to the Community
- Extramural Teaching and/or Extramural Activities for which you are compensated (see chapter VI of the Faculty Handbook)

### **Other Comments**

In the box below add any other comments that you would like to make.

- Comments
- 

## School Chair and Provost Step

1. Briefly summarize your accomplishments in teaching since your last evaluation by describing how you have met or exceeded these expectations.

School Chair's Comments

Teaching

1--Unsatisfactory for Rank 2--Needs Improvement for Rank 3--Meets Expectations for Rank 4--Exceeds Expectations for Rank

2. Describe your scholarly and/or professional development activities since the time of your last evaluation.

School Chair's Comments

Scholarship and/or Professional Development

1--Unsatisfactory for Rank 2--Needs Improvement for Rank 3--Meets Expectations for Rank 4--Exceeds Expectations for Rank

3. Describe your service to the University since your last evaluation and any accomplishments resulting from that service.

School Chair's Comments

Service to the University

1--Unsatisfactory for Rank 2--Needs Improvement for Rank 3--Meets Expectations for Rank 4--Exceeds Expectations for Rank

4. Describe your role in student academic and/or career advising since your last evaluation.

School Chair's Comments

Academic and/or Career Advising

1--Unsatisfactory for Rank 2--Needs Improvement for Rank 3--Meets Expectations for Rank 4--Exceeds Expectations for Rank

5. Reflect on your most recent Faculty Development Plan.

School Chair's Comments

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## Appendix C

### Faculty Evaluation by School Chair and Provost Form

Note: This appendix is a copy of the template available on, and to be submitted through, the Watermark software.

# Faculty Evaluation by School Chair and Provost

## School Chair and Provost Step

1. Briefly summarize your accomplishments in teaching since your last evaluation by describing how you have met or exceeded these expectations.

School Chair's Comments

Teaching

1--Unsatisfactory for Rank 2--Needs Improvement for Rank 3--Meets Expectations for Rank 4--Exceeds Expectations for Rank

2. Describe your scholarly and/or professional development activities since the time of your last evaluation.

School Chair's Comments

Scholarship and/or Professional Development

1--Unsatisfactory for Rank 2--Needs Improvement for Rank 3--Meets Expectations for Rank 4--Exceeds Expectations for Rank

3. Describe your service to the University since your last evaluation and any accomplishments resulting from that service.

School Chair's Comments

Service to the University

1--Unsatisfactory for Rank 2--Needs Improvement for Rank 3--Meets Expectations for Rank 4--Exceeds Expectations for Rank

4. Describe your role in student academic and/or career advising since your last evaluation.

School Chair's Comments

Academic and/or Career Advising

1--Unsatisfactory for Rank 2--Needs Improvement for Rank 3--Meets Expectations for Rank 4--Exceeds Expectations for Rank

5. Reflect on your most recent Faculty Development Plan.

School Chair's Comments

Appendix D  
Enhanced Tenure-Track Review Form

Note: This appendix is a copy of the template available on, and to be submitted through, the Watermark software.

# Enhanced Tenure-Track Review

## Candidate Step

This review will occur during the third or fourth year of probation for a tenure-track faculty member and for that year will replace the Annual Self-Evaluation. The review is intended to be **comprehensive and should cover all of the faculty member's probationary years** through the July preceding the current date. This review reflects the criteria for the evaluation of faculty performance and for promotion and tenure detailed in section 6.1, 6.1.1, and 6.1.2 of the Faculty Handbook. The faculty member is encouraged to read carefully the relevant sections of the Handbook before completing this evaluation form. This form, along with the Faculty Development Plan, will be reviewed first by the tenured faculty members of the relevant School, then by the School Chair and the Provost.

The tenured School faculty will confer regarding the faculty member's performance and will then submit their written report to the School Chair. The report will include a list of the participating tenured faculty members; suggestions for enhancing the faculty member's progress toward the grant of tenure; the majority and minority report, if applicable; and the results of a summary anonymous vote on whether the faculty member is progressing satisfactorily toward the grant of tenure.

The School Chair will compile his or her own written assessment of the faculty member's progress and will share that assessment, along with the tenured faculty's assessment, with the faculty member. The School Chair will forward both assessments, along with his or her written summary of the meeting with the faculty member, to the Provost and Vice Chancellor for Academic Affairs, who will then meet with the faculty member and School Chair together to review the assessments.

Please supply all of the items requested below.

### Teaching Effectiveness

The handbook describes expectations for teaching effectiveness in eleven categories. In the eleven boxes below, briefly summarize your accomplishments in teaching since your last evaluation by describing how you have met or exceeded these expectations. Be sure to address **each** of the eleven categories. Space for uploading documentation, if appropriate, is provided for each of the eleven categories.

- Adherence to procedural guidelines and policies regarding teaching  
Documentation of Adherence to Procedural Guidelines
- Use of teaching strategies designed to encourage critical thinking and intellectual development  
Documentation of Teaching Strategies to Encourage Critical Thinking and Intellectual Development
- Use of teaching strategies designed to engage and motivate students  
Documentation of Teaching Strategies to Engage and Motivate Students
- Adaptation of subject matter and instruction to the needs of the students  
Documentation of Adaptation of Subject Matter and Instruction
- Appropriate, transparent, and unbiased evaluation of students  
Documentation of Appropriate, Transparent, and Unbiased Evaluation
- Evaluation of teaching and the use of evaluation data to achieve improvement  
Documentation of Evaluation and the Use of Evaluation Data
- Incorporation of applicable, up-to-date subject matter into one's courses  
Documentation of Incorporation of Applicable and Up-to-Date Subject Matter
- Participation in seminars or workshops with evidence of application to teaching  
Documentation of Participation in Seminars or Workshops with Application to Teaching

- Implementation, as appropriate, of innovative teaching strategies;  
Documentation of Implementation of Innovative Teaching Strategies
- Development of courses and curricula, as appropriate, in response to new opportunities or changing needs of students  
Documentation of Development of Courses and Curricula
- Direction of student research projects or creative works, as appropriate, above and beyond expected course load and duties  
Documentation of Direction of Student Projects

### **Student Evaluations of Instruction**

In the box below, please upload student evaluations of instruction for all courses for the most recent two years.

### **Course Syllabi**

In the box below, please upload syllabi for all courses taught during the most recent two years.

### **Scholarly and/or Professional Development Activities**

As the handbook explains, candidates for tenure and/or promotion and Graduate Faculty are expected to demonstrate scholarly competence in their subject matter areas. For all other faculty members, scholarly activity (original research, scholarship, and creative endeavors) is encouraged but not required. Professional development activities (such as participation in formal coursework, seminars, workshops and other specialized training programs related to updating and extending one's knowledge within one's academic field, enhancing one's teaching effectiveness, or adding new areas of expertise to the existing programs of the University) are expected of all faculty members. In the box below briefly describe how you have met or exceeded these expectations. Describe your scholarly and/or professional development activities since the time of your last evaluation.

- Scholarly and/or Professional Development Activities  
Documentation of Scholarly and/or Professional Development Activities

### **Service**

In the box below describe your service to the University since your last evaluation and accomplishments resulting from that service. Include service on governance committees, task forces, and ad hoc committees, along with any special responsibilities requested by the administration. Also summarize any professional or community service accomplishments. Include only those community service accomplishments that were done pro bono and that were specifically related to your academic discipline.

- Service to the University  
Documentation of Service to the University
- Service to the Profession  
Documentation of Service to the Profession
- Service to the Community  
Documentation of Service to the Community

### **Advising**

In the box below describe your role in student academic and/or career advising since your last evaluation. Include an assessment of your principal strengths and weaknesses in the area of advising, and mention steps that you have taken to address any weaknesses

- Advising

### **Faculty Development Plan Reflection**

In the box below reflect on your most recent Faculty Development Plan. Which objectives were successfully achieved? If any objectives were not achieved, explain the reasons including any obstacles to success.

- Faculty Development Plan Reflection

### **Next Two Years Faculty Development Plan**

Use the boxes below to evaluate yourself. What areas would you like to sustain or strengthen? How do you plan to do that? List 2 or 3 specific objectives for each achievement over the next two years in each of the three performance areas below. Each objective should include activity, expected result(s), and completion date.

- Teaching and Advising
- Scholarship and Professional Activities
- Service to the University and to the Community
- Extramural Teaching and/or Extramural Activities for which you are compensated (see chapter VI of the Faculty Handbook)

### **Peer Reviews / Observations of Teaching**

Below upload at least two written peer reviews / observations of your teaching.

- Peer Review / Observations of Faculty Member's Teaching

### **Other Comments**

In the box below add any other comments that you would like to make.

Comments

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## **Tenured School Faculty Step**

The tenured School faculty are to confer regarding the faculty member's performance and then to compile and submit below their written report to the School Chair. The report will include (1) a list of the participating tenured faculty members; (2) suggestions for enhancing the faculty member's progress toward the grant of tenure; (3) the majority and minority report, if applicable; and (4) the summary anonymous vote on whether the faculty member is progressing satisfactorily toward the grant of tenure.

- Tenured School Faculty's Report
  - Tenured School Faculty's Minority Report (if applicable)
- 

## **School Chair and Provost Step**

The School Chair is to compile his or her own written assessment of the faculty member's progress and to share that assessment, along with the tenured faculty's assessment, with the faculty member. The School Chair will forward both assessments, along with his or her written summary of the meeting with the faculty member, to the Provost and Vice

Chancellor for Academic Affairs, who will then meet with the faculty member and School Chair together to review the assessments.

The report of the School Chair should include the Chair's assessment of whether the faculty member is progressing satisfactorily toward tenure as well as suggestions for enhancing the faculty member's progress toward the grant of tenure.

- School Chair's Report
  - School Chair's Summary of Meeting with Faculty Member
- 

## **Provost Step**

The Provost and Vice Chancellor for Academic Affairs will review the material submitted by the faculty member, the reports of the Tenured Faculty Members and the School Chair, and the summary of the Chair's meeting with the faculty member. The Provost and Vice Chancellor for Academic Affairs will then schedule a meeting with the faculty member and School Chair together to review the assessments.

At this meeting, the Provost and Vice Chancellor for Academic Affairs will deliver his or her assessment of whether the faculty member is progressing satisfactorily toward tenure as well as suggestions for enhancing the faculty member's progress toward the grant of tenure.

- Provost's Report
-

Appendix E  
Procedural Guidelines Regarding Teaching



## Procedural Guidelines Regarding Teaching

All faculty members are expected to adhere to the following procedural guidelines:

1. Provide a syllabus for each course that conforms to the guidelines given in Appendix I of this handbook; post an electronic copy of each syllabus on the appropriate course website; and submit an electronic copy of each syllabus to the Office of the Provost.
2. Track students' attendance regularly on the University's SIS software as directed by the Registrar.
3. Record mid-term and final course grades on the University's SIS software as directed by the Registrar.
4. Grade and return student work in a timely manner so that students know their standing in your classes.
5. Meet all classes regularly, systematically, promptly, and for the full class period; through substitutes, make-up sessions, or other means assure that the absence of the faculty member will not adversely affect the quality of instruction to which the students are entitled. All absences, except for illness, must be approved in advance by the Provost and Vice Chancellor for Academic Affairs (through the appropriate HR procedures).
6. Administer final exams in all courses; approval not to administer final examinations or to change the time of a final examination must be requested from the Provost and Vice Chancellor for Academic Affairs. With the exception of physical education activities courses, instructors are not to administer final examinations during the last week of regularly scheduled classes.
7. Schedule regular and sufficient office hours, and post the office hours for the benefit of the students, and to provide a schedule showing teaching periods and office hours to the School Chair and to the Provost and Vice Chancellor for Academic Affairs; full-time faculty members should schedule at least 8 office hours per week; part-time faculty members should schedule at least one office hour for each three-credit course; in addition, faculty members are expected to be accessible to administrators and students between the last day of examinations and graduation day.
8. Serve as a faculty mentor to students, not to exceed 20-25, who are enrolled in a given curriculum, usually within the faculty member's particular academic discipline.
9. Deal personally with student absences, including absences resulting from illness.
10. Handle cases involving cheating and plagiarism according to the University's Academic Honor Code.
11. Attend regularly scheduled faculty, school, and program meetings.
12. Serve on one or more University committees annually.
13. Participate in opening convocation, commencement, and other special events that may be called; faculty members wear full academic regalia appropriate to the highest degree attained. Full-Time faculty members are expected to participate in these programs.

Appendix F  
Requirements Related to Working from Home



## To UT Southern Faculty: Requirements Related to Working from Home

Though these are very different times, expectations for faculty are the same as always, whether faculty work from home, teach totally on-line, or teach synchronously or asynchronously using TEAMS. Faculty members are expected to adhere to the Procedural Guidelines and Demonstration of Teaching Effectiveness, as outlined in the Faculty Handbook. Below are very specific ways in which faculty are expected to teach classes during these uncertain times.

1. Over-communicate and over-prepare in every way you can.
2. Have your syllabus ready on day 1, with topics—if not full assignments—every week.
3. Have all of your lecture PowerPoints and assignments online and available for student access at Moodle or CAMS.
4. MAKE SURE you have the technology and technology skills you need to teach/advise/mentor/tutor from your home. If not, get with the IT office immediately. It is your responsibility to make sure you are able to teach your classes using technology. Your instruction at must have a camera and a mic on your compute so students are able to see your face and you can see theirs; you must be proficient in TEAMS. If you have the hardware but need some professional development, reach out to Haley Kinder, who will help you. Dr. Mattingly and Dr. Cathey have TEAMS and MOODLE both on a Moodle site.
5. MAKE SURE your students in each class have the technology and technology skills they need to participate in your class. If NOT, be quickly in touch with Cedrick Nkulu, Haley Kinder, and Casey Capps. Quick intervention is key.
6. Make sure on your syllabus that you have accounted for the last 4.5 hours of the class, time usually allotted for after Thanksgiving.
7. Send the Provost your plan to teach each one of your classes. Will you be teaching face to face? Synchronously? Asynchronously? How do you plan to cover the additional 4.5 hours of the class, after Thanksgiving.
8. Run your day as if you were on campus, so always respond to email and phone calls, as if you were on campus, 9-5. Please refer to “Procedural Guidelines Regarding Teaching,” in the Faculty Handbook.
9. Check and return emails multiple times during the day.
10. Have a camera and a mic, which are on at all times you are teaching or talking with students and colleagues.
11. Attend meetings—faculty, program area, division, committee-- that same way, via camera and mic; as the Faculty Handbook states, “Attend regularly scheduled faculty, division, and program meetings.”
12. Over-communicate, monitor and document how you communicate in regards to student progress, which will need to be more than follow-up emails: you will want to have whole-group, small-group and certainly individual TEAMS meetings, at the very least; make sure you keep a good handle on student work, student attendance, student participation, and student progress. Hold review sessions as needed. Check attendance more than usual. Keep in constant contact with the Director of Academic Advising ([ccapps6@utsouthern.edu](mailto:ccapps6@utsouthern.edu)).
13. Identify students who may need tutoring early in the semester. Either send them yourself or work with Casey Capps.
14. Hold Office Hours on TEAMS and communicate those hours with students, faculty, and staff.
15. If you have any concerns about confidentiality or FERPA, check with the Registrar or with Academic Advising.
16. Per usual, please alert your school chair and Dianne Bass if you are ill or will not be teaching a class.

17. As we have done for spring and summer, please let Jamie Hlubb know if there is reason for you not to be on campus, related to the pandemic.
18. Take care and we will all pray for safer times.

## Appendix G

### Promotion and Tenure Portfolio Guidelines

Note: This appendix is a copy of the template available on, and to be submitted through, the Watermark software.

**Application for Promotion and Tenure –  
Professor X  
Candidate Step**

**Submitted Aug 20, XXXX  
by Professor X**

**Application for Tenure and/or Promotion**

The application for tenure or promotion should be a complete, accurate, cumulative, and concise portrait of the candidate's professional growth and achievements. The application portfolio is the candidate's opportunity to make a positive case for his or her candidacy, the candidate's opportunity to describe and to present evidence of professional performance that merits the awarding of tenure and/or promotion. It is essential, therefore, that the portfolio be guided by the performance expectations outlined in the College's *Faculty Handbook*.

The application must follow the organizational format of this portfolio template and must include certain prescribed documents. Within these limitations, however, the candidate retains a significant amount of freedom. The candidate, after all, is making a persuasive case for his or her own candidacy. And it is ultimately the candidate who decides how best to make that case by choosing, within the boundaries of this portfolio template, what to discuss or not, what to emphasize or not, what to document or not.

However he or she chooses to make the case, the candidate should remember that the portfolio will be seen by a variety of reviewers in addition to one's faculty colleagues—including the Chancellor, the President, and the Board of Trustees. It is essential, therefore, that the material be presented in such a way that even those reviewers outside the candidate's own discipline can understand the nature and the significance of the candidate's accomplishments. The candidate should also remember that narrated activities and supporting documentation are not necessarily self-explanatory; it is the candidate's responsibility both to indicate the importance of such activities and to explain the relevance to those activities of any referenced documents.

Sample successful portfolios are available for review from the Office of Academic Affairs; it is strongly recommended that candidates review them prior to compiling their own portfolios.

The portfolio consists of requested administrative information, the candidate's narrative responses to specific items, and documentary evidence in support of those narrative responses.

General Note: This portfolio software allows one to link or electronically refer to other documents within the portfolio. Candidates are encouraged to include whatever materials/documents they think will help make the case for their candidacy and to refer to them as appropriate within their narratives. Documents in support of teaching effectiveness, for example, might include course materials developed, assignments, graded student products, evidence of course or curricular revisions, peer evaluations, evidence of professional development in teaching, evidence of supervision of student projects, or other evidence of teaching excellence. Candidates may refer to the syllabi or student evaluations that are included. Documents in support of scholarly activity and professional development might include copies of scholarly products; citations/digital copies of creative activities, exhibitions, or performances; evidence of participation in workshops or conferences; evidence of grant proposals. And so on.

**Application Form**

In the box below please supply a signed Application for Promotion and Tenure form.

- Application Form for Promotion and Tenure

## **Biography**

In the box below please supply a brief biographical sketch.

- Biography

## **Curriculum Vitae**

In the box below please supply a current curriculum vitae.

- Curriculum Vitae

## **Internal Letters of Recommendation**

In the box below please supply at least three letters of recommendation from UT Southern colleagues. At least one must be from a colleague housed in a different school, and at least one must focus on the candidate's service to the institution. Note: These letters are in addition to the letter that the school chair will be submitting directly to the Promotion and Tenure Committee. Note also: Elsewhere in this document, you will be asked to propose at least one external reviewer who can supply a letter of recommendation. Letters from external reviewers will be solicited directly by the school chair.

- Internal Letters of Recommendation

## **Statement of Teaching Philosophy**

The Statement of Teaching Philosophy (not to exceed 1500 words) should be a purposeful and reflective essay about the candidate's teaching beliefs and practices. The narrative should include not only the candidate's beliefs about the teaching and learning process but also concrete examples of the ways in which the candidate enacts these beliefs in the classroom.

The Statement may address any or all of the following:

- Your conception of how learning occurs
- A description of how your teaching facilitates student learning
- A reflection of why you teach the way you do
- The goals you have for yourself and for your students
- How your teaching enacts your beliefs and goals
- What, for you, constitutes evidence of student learning
- The ways in which you create an inclusive learning environment
- Your interest in new techniques, activities, and types of learning

- Statement of Teaching Philosophy

## **Demonstration of Teaching Effectiveness**

In this section the candidate should persuade the reviewers that he or she has met or exceeded the University's expectations for teaching effectiveness. The candidate should make his or her case; the candidate should not assume that any attached documents speak for themselves. In the boxes below, the candidate should address each identified element of teaching effectiveness. The reviewers understand that the candidate may have more to say about some elements than others, but the candidate should address all twelve elements, linking to supporting documentation as appropriate.

In the final box, evaluation of teaching and the use of evaluation data to achieve improvement, the candidate should explicitly address the most recent two years' student evaluations--summarizing the evaluations, highlighting whatever strengths and weaknesses were mentioned by students, and describing actions taken to address any weaknesses.

- Adherence to procedural guidelines and policies regarding teaching  
Documentation of Adherence to Procedural Guidelines and Policies
- Use of teaching strategies designed to encourage critical thinking and intellectual development  
Documentation of Use of Teaching Strategies to Encourage Critical Thinking and Intellectual Development
- Use of teaching strategies designed to engage and motivate students  
Documentation of Use of Teaching Strategies Designed to Engage and Motivate Students
- Adaptation of subject matter and instruction to the needs of the students  
Documentation of Adaptation of Subject Matter and Instruction
- Appropriate, transparent, and unbiased evaluation of students  
Documentation of Appropriate, Transparent, and Unbiased Evaluation
- Incorporation of applicable, up-to-date subject matter into one's courses  
Documentation of Incorporation of Applicable and Up-to-Date Subject Matter
- Participation in seminars or workshops with evidence of application to teaching  
Documentation of Participation in Seminars or Workshops with Application to Teaching
- Implementation, as appropriate, of innovative teaching strategies  
Documentation of Implementation of Innovative Teaching Strategies
- Development of courses and curricula, as appropriate, in response to new opportunities or changing needs of students  
Documentation of Development of Courses and Curricula
- Direction of student research projects or creative works, as appropriate, above and beyond expected course load and duties  
Documentation of Direction of Student Projects
- Advising and mentoring of students  
Documentation of Advising and Mentoring Students

## **Evaluation of Teaching and the Use of Evaluation Data to Achieve Improvement**

### **Course Materials**

In the boxes below, please supply student evaluations from all courses for the most recent two years and syllabi from all courses for the most recent two years.

### **Formal Review of Instruction**



In the box below please supply at least one formal review of instruction from a peer/supervisor. This review should have occurred within the prior academic year.

### **Demonstration of Scholarship and Continuing Professional Development**

In this section the candidate should persuade the reviewers that he or she has met or exceeded the University's expectations for scholarship and professional development. The candidate should make his or her case; the candidate should not assume that any attached documents speak for themselves. In the boxes below, the candidate should address any scholarly activity (original research, scholarship, or creative endeavors), any professional development activities (such as participation in formal coursework, seminars, workshops, and other specialized training programs related to updating and extending one's knowledge within one's academic field, enhancing one's teaching effectiveness, or adding new areas of expertise to the existing programs of the University), and any grant-writing activity.

The reviewers understand that the candidate may have more to say about some items than others, but the candidate should address all three items, linking to supporting documentation as appropriate. The reviewers understand, as well, that information supplied here will duplicate information supplied elsewhere in this application, such as in the curriculum vitae.

- Scholarly Activity

Demonstration of Scholarly Activity

Professional Development Activity

Demonstration of Development Activity

- Grant-Writing Activity

Demonstration of Grant-Writing Activity

### **Evidence of Service beyond Teaching and Mentoring**

In this section the candidate should persuade the reviewers that he or she has met or exceeded the University's expectations for service. The candidate should make his or her case; the candidate should not assume that any attached documents or any lists of committee memberships speak for themselves. In the boxes below, the candidate should address any service to the institution (such as service on governance committees, task forces, and ad hoc committees; administrative duties; and any special responsibilities requested by the administration), any service to the profession, and any service to the community. The candidate should include only those community service accomplishments that were done pro bono and that were specifically related to the candidate's academic discipline.

- Service to the Institution

Demonstration of Service to the Institution

- Service to the Profession

Demonstration of Service to the Profession

- Service to the Community

Demonstration of Service to the Community

### **Annual Evaluations**

In the boxes below, please supply the two most recent annual self-evaluations and two most recent evaluations by the School Chair and Provost.

- Two Most Recent Annual Self-Evaluations

- Two Most Recent Evaluations by School Chair and Provost
- 

## **External Reviewer Nomination Step**

- Candidate CV
- Additional Documents for the Potential External Reviewer

Please recommend two possible outside reviewers, providing a brief description of each one's qualifications. The external reviewer should be qualified to evaluate the applicant's scholarship.

---

## **External Reviewer Approval Step**

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## **External Reviewer's Letter of Recommendation Step**

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## **Tenured School Faculty Step**

Tenured Faculty Committee Chair, please upload the tenured faculty's report to the School Chair in the box below. The report should include the manner of taking and recording a formal, anonymously cast vote of the tenured faculty on whether the candidate should be recommended for tenure. A simple majority of the tenured faculty will constitute a positive recommendation. This report is advisory to the School Chair.

- Report of the Tenured Faculty



Appendix H  
Promotion and Tenure Application Cover Sheet

# Application for Promotion and Tenure

Applicant \_\_\_\_\_  
Division \_\_\_\_\_

Date \_\_\_\_\_  
Department \_\_\_\_\_

Applying for: \_\_\_\_\_ Promotion to Full Professor  
\_\_\_\_\_ Promotion to Associate Professor  
\_\_\_\_\_ Tenure

## 1. Credentials

\_\_\_\_\_ I hold the terminal degree appropriate for my discipline.

\_\_\_\_\_ Degree Held    Degree is in \_\_\_\_\_

## 2. Length of Service

\_\_\_\_\_ Date of Initial Appointment to Martin Methodist College

\_\_\_\_\_ Initial Rank at Appointment

\_\_\_\_\_ Years Allowed toward Tenure at Appointment

\_\_\_\_\_ Current Rank    \_\_\_\_\_ Date Appointed to Current Rank

\_\_\_\_\_ Length of Time in Current Rank at UTS (including current year)

## 3. Certification by Provost

\_\_\_\_\_ The candidate is eligible to make this application.

\_\_\_\_\_

Provost

\_\_\_\_\_

Date

## 4. Signature

\_\_\_\_\_

Candidate

\_\_\_\_\_

Date

Appendix I  
Syllabus Guide

## SYLLABUS GUIDE

All syllabi are to include the following information. A copy of each syllabus should be sent electronically to the Office of the Provost and also uploaded on the course website in CAMS.

### I. General Information

- A. Course Name
- B. Course Number
- C. Instructor's Name
- D. Semester Taught
- E. Classroom Building and Room Number
- F. Office Phone Number
- G. Instructor's Office Hours

### II. Course Orientation Statement

- A. Prerequisites
- B. Number of Hours Credit
- C. General Statement Concerning Course
- D. Nature of Course Content

### III. Instructional Methods and Resources

- A. Whether approach is predominantly lecture, project, self-paced, individualized, auto-tutorial, etc.
- B. Adopted Textbook and Supplementary Resources, Videos, Etc.

### IV. Statement of Goals and Expected Learning Outcomes, Skills, and Knowledge to Be Acquired (Including Attitudes if Appropriate)

In addition to the course learning outcomes, any course carrying general education credit must also identify the course's general education learning outcome(s):

- Each general education syllabus should have a clearly labeled general education section, and
- Each general education section should clearly identify these three elements:
  - The general education core requirement being fulfilled
  - The general education learning outcome(s) being developed, and
  - The method of assessment

#### General Education Core Requirement and Learning Outcome

This course fulfills a General Education Core Requirement in \_\_\_\_\_. This course contributes to the development of General Education Student Learning Outcome/s \_\_\_\_\_. Students' progress toward achieving this outcome will be assessed through \_\_\_\_\_ [writing/essay assignment, oral presentation, problem set, laboratory report, embedded exam questions, etc.]

### V. Work Tasks Expected of Students

- A. Term Papers
- B. Outside Reading

- C. Memory Work
- D. Projects, etc.
- E. Class Participation
- F. Reports
- G. Field Experience (if required)
- H. Outline Showing Important Completion Dates

VI. Class Attendance Policy

- A. Policy on make-up examinations or other work
- B. Penalty, if any, for work turned in late

VII. Statements Regarding Students with Disabilities and Confidentiality

A. In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be offered reasonable accommodations. The Office of the Vice President for Academic Affairs will certify a disability and advise faculty members of reasonable accommodations.

B. The following statement **MUST** be included in the course syllabus:

A student must inform the instructor, as soon as possible, of any special concerns or classroom needs. To receive accommodations based on a disability, a student must provide the instructor with documentation from the Office of Academic Affairs, located on the second floor of Colonial Hall. Course requirements cannot be waived, but reasonable accommodations may be provided.

C. The following Confidentiality Statement should be included also:

While your work is generally viewed as belonging only to you, and considered to be private communication between you and the instructor, certain circumstances could arise which would necessitate your instructor sharing your work with others. If a faculty member reasonably believes the content of a student's written work reflects a possible danger to the author or to a third party, the faculty member may take reasonable steps to prevent harm. This includes, but is not limited to, disclosure of the contents as the faculty member in his/her discretion deems appropriate. The College, its officers, trustees, and employees shall have no liability to the student or to any third party as a result of the disclosure of non-disclosure of information contained in students' academic work.

VIII. Academic Disruption Policy

A. State your expectations for student behavior in the class and any penalties for behavior that disrupts the classroom. It is expected that students will be cordial, courteous, and respectful of faculty members and fellow students.

IX. Academic Integrity

A. Remind students that the College has an Academic Honor Code, which is included in the Student Handbook and the Catalog, and that any academic infractions will be reported.

X. Evaluation

A. Grading Policy



- B. Dates and Types of Texts/Exams
- C. Exam Make-up Policy
- D. Other Factors in Assigning Final Grade

Appendix J  
Constitution and By-Laws of Faculty Senate and  
By-Laws of Standing Committees

# FACULTY SENATE CONSTITUTION THE UNIVERSITY OF TENNESSEE SOUTHERN

## **Preamble:**

Conscious of our commitment to the traditions laid in place by Martin Methodist College, the 151 years of service which lies behind us, and the future which lies before us, the Faculty of the University of Tennessee Southern seeks to advance the welfare of the University, promote harmony within the academic community of Administration, Faculty, and Students, and encourage the professional participation of the Faculty in determining the educational policies of the University. The faculty proposes to continue these goals through the transition from the Martin Methodist College Faculty Organization and Faculty Senate to the University of Tennessee Southern Faculty Senate.

Realizing that the Faculty of the University forms the creative force and foundational structure of our higher education learning environment, we, the faculty, recognize that we have a responsibility to participate actively in policy-making related to admission and retention of our students, curriculum, and credit-bearing standards, the conferring of degrees, and any policies that contribute to the continued well-being of the University and its constituents. For these reasons, we propose and adopt the constitution of the Faculty and the Faculty Senate.

## **Article I:**

The faculty of The University of Tennessee Southern shall be represented in the determination of educational policies of the University by an elective assembly, The Faculty Senate of The University of Tennessee Southern.

## **Article II:**

Functions and powers of the Faculty Senate:

**Section 1** - The Faculty Senate shall exercise such powers as are provided for herein and shall perform such duties as the Board of Trustees or the Chancellor of the University may from time to time prescribe.

**Section 2** - The duties of the Faculty Senate:

- a. it shall be the duty of the Faculty Senate to inform the President and the Board of Trustees of the University of its activities.
- b. it shall be the duty of the Faculty Senate to make its agenda, minutes, and decisions available to the faculty at large.
- c. it shall be the duty of the Faculty Senate to recommend to the Vice Chancellor for Academic Affairs the composition of standing and ad hoc committee assignments of faculty.
- d. it shall be the duty of the Faculty Senate to schedule at least two faculty assemblies per semester.
- e. to make recommendations, review and revise with appropriate faculty and staff processes involved with initial appointment, promotion, ranking, tenure and dismissal of Faculty.
- f. to amend this Constitution of the Faculty Senate by a two-thirds vote of the total membership of the Faculty Senate with five days' notice.
- g. to be represented on the Leadership Council by the President of the Faculty Senate.
- h. to review policy on admissions and to recommend or propose revisions in such policies by the committees of the University on admissions.

### **Article III:**

The membership of the Faculty Senate:

**Section 1** - All members of the Enfranchised Faculty shall be electors in accordance with the following definitions:

- a. Full-time Faculty: full-time faculty assignments subject to University policy on promotion and tenure and any provisions in individual contracts of employment.
- b. Part-time Faculty: full-time assignments, but these individuals combine part-time teaching with other duties, such as coaching, administrative duties, etc. These individuals are under contract and qualify for the general rights, privileges and benefits accorded all full-time faculty.

**Section 2** - The Faculty Senate shall consist of members chosen in the following manner:

- a. One Senator from each school now existing or to be created by the University shall be elected by the enfranchised members of each school.
- b. Every member of the Enfranchised Faculty who has attained the rank of Instructor, Assistant Professor, Associate Professor, or Professor (or their equivalent for Library Staff), and who has been associated with The University of Tennessee Southern for at least one year immediately prior to the election shall be eligible to become a Senator.
- c. There shall be one Senator-at-large for each ten (10) faculty members or fraction thereof in excess of sixty (60) Enfranchised Faculty.
- d. The Senate shall reapportion Senator-at-large seats each election year to reflect population figures. This reapportionment shall be ratified by a majority vote of the Faculty Senate.
- e. In any and all cases of ties, both for school Senators and Senators at-large, decisions shall be made according to the following principles: first, the faculty member having the highest or higher academic rank shall be deemed elected; second, the faculty member having the greatest or greater seniority of service to the University shall be deemed elected. Failing these, a run-off election between or among the tied shall be held.

**Section 3** - Regular elections of School Senators and Senators-at-large shall be held during April. The election of Senators-at-large shall follow the announcement of School Senators. The term of office for all Senators shall be two years commencing with the first Faculty Senate meeting the following fall and terminating with the first full meeting two years thereafter.

**Section 4** - All members of the Faculty Senate shall be eligible for reelection.

**Section 5** - In case of death, resignation, or inability to serve on the part of any Senator, there shall be no special election except as may be otherwise determined by the Faculty Senate.

**Section 6** - The Faculty Senate shall elect from its own membership a President, a Vice President, a Secretary, and a President Elect by simple majority vote. The Faculty Senate shall be judge of its own elections, succession of officers, conduct of its members, and by-laws.

- a. The Faculty Senate President and President Elect will be elected from and by the members of the Senate. The President will serve a three-year term. The President will stay as ex-officio member of the Senate for one year after the term is up.
- b. In the fall semester of the President's last year in office, the Senate will elect a President-elect from its body. In order to ensure a smooth transfer of leadership and to aid the President Elect in

gaining needed experience and knowledge to lead the Senate, the President Elect will “shadow” the President the six months preceding the taking of the office of President.

- c. This policy for election of President of the Senate assures an effective term limit for President of the Faculty Senate that provides time to establish oneself in the leadership role while allowing for turnover in representation from various Schools. This policy also provides for a smooth transition during changes in leadership.
- d. The University of Tennessee Southern shall participate in the University of Tennessee System Faculty Council (UFC). This council brings together representatives of the faculties of the University of Tennessee Knoxville, University of Tennessee Chattanooga, University of Tennessee Martin, University of Tennessee Health Science Center, and University of Tennessee Southern to address system-wide matters of interest. UT Southern shall have two representatives. The President of the Senate shall serve as a representative during his or her term of office. An additional faculty member elected by the faculty shall serve a three-year term as representative beginning July 1 in the year elected. Any full-time tenured faculty member holding academic rank may be elected to serve. Elections shall be held in the spring semester prior to the beginning of the term. The President-elect shall have the responsibility for polling the faculty members for nominations and conducting the election. Should the faculty representative be unable to complete the three-year term, the President of the Senate, at his or her discretion, may appoint a replacement or request another election to complete the three-year term.

**Section 7** - Regular vocal, but nonvoting and non-seconding representatives in the Faculty Senate:

- a. The Faculty Senate shall receive and recognize one member of the Athletic department chosen to represent the department within the Faculty Senate.

#### **Article IV:**

The meetings of the Faculty Senate:

**Section 1** - Regular meetings:

- a. The Faculty Senate shall schedule no fewer than three regular meetings during the academic year, one each at the beginning, the middle, and the end of the academic year.
- b. The President of the Faculty Senate shall normally be the presiding officer at meetings of the Senate. In the President’s absence, the Vice President shall preside over the assembly. Should neither be present, the Senator who is senior in academic rank and length of service to the University shall be the presiding officer.
- c. A majority of the Faculty Senate membership shall constitute a quorum.
- d. The President of the Faculty Senate shall order an advisory referendum of the entire enfranchised faculty if such a referendum is requested by: 1) a majority of the Faculty Senate membership, or 2) a petition signed by twenty percent of the enfranchised faculty.
- e. Any member of the Faculty may attend any regular or special meeting of the Faculty Senate and shall have the privilege of the floor but shall not make nor second motions nor vote.

**Section 2** - Special meetings:

- a. The President of the Faculty Senate may call a special meeting of the Faculty Senate at any time. In the absence or disability of the President, the Vice President of the Senate may call a special meeting.
- b. Upon written request of one-quarter of the total membership of the Faculty Senate, the President of the Senate must convene a special meeting within two weeks of the receipt of the request.

- c. Special meetings of the Faculty Senate shall follow the same procedures as regular meetings except as otherwise specified in by-laws.

**Section 3 - Voting:**

- a. Decisions of the Faculty Senate shall be made by a majority vote of those present. The presiding officer shall enjoy voice and vote in all proceedings of the Faculty Senate.

**Adopted April 9, 2008  
Updated Spring 2015  
Updated Summer 2018  
Updated Spring 2022**

## FACULTY SENATE BY-LAWS

The University of Tennessee Southern  
Pulaski, Tennessee 38478

### Article I:

The rules contained in *Robert's Rules of Order Revised* shall govern the Faculty Senate in all cases to which they are applicable, and in which they are not inconsistent with the Constitution and By-Laws of the Faculty Senate.

When it is known to the Senate that one of its members will be unable to attend Senate meetings for more than one semester, his or her seat shall be declared vacant.

### Article II: Election of Senate Officers

Section 1. The election of Senate officers is to be by secret ballot on nominations from the floor until completed.

Section 2. Nominations and elections of each officer of the Senate are to be held separately.

Section 3. The Senate can elect officers not provided for by the Constitution.

Section 4. All officers of the Senate, except the President, shall hold office one year, and shall be eligible for re-election. (See Article II, Section 6 of the Constitution for the procedures for electing the Senate President and for the length of the President's term.)

### Article III: Duties of the President

Early in the academic year, the President of the Faculty Senate shall arrange a calendar of regular meetings of the Senate in consultation with the proper officer of the Administration of the University. The President of the Faculty Senate, at the last regular meeting of the Senate, in the spring academic session, shall, with the approval of the Senate, indicate the day and the time for the first convening of the Faculty Senate in the next academic year. The call for regular meetings, along with their agenda, shall be sent to the members of the Faculty Senate at least five days before the meetings. Minutes of the meetings shall be sent to the members within fifteen days after the meetings. Publication of agenda does not, however, preclude the introduction of other subjects for deliberation or decision.

The President of the Faculty Senate must refer all substantive items of business to the appropriate committee upon receipt on the floor. However, new business may be considered immediately and without referral to the committee with approval of a majority of the Senate.

### Article IV: Committees of the Faculty Senate

Section 1. The Senate shall create such standing and ad hoc committees as it deems proper.

### Article V: Order of Business

Section 1. The order of business shall be:

- Minutes
- Announcement by the President
- Special orders
- Reports of standing committees
- Reports of ad hoc committees

- Unfinished business
- New business

Section 2. At the request of a Senator, any item can be recalled from the committee to the floor with the approval of a majority of the Senate.

Article VI: A roll call vote requested by any Senator must be taken and recorded.

Article VII: The By-laws of the Senate may be amended by a two-thirds vote of the Senate with five days' notice.

**Adopted April 9, 2008**  
**Updated Spring 2015**  
**Updated Spring 2022**



## **BYLAWS OF STANDING COMMITTEES (Updated fall 2018)**

### **Standing Committees (Open to all faculty)**

#### **ATHLETIC COMMITTEE:**

The Athletic Committee serves in an advisory capacity to the Chancellor on the Intercollegiate Athletic Program and seeks the support of the university community for all athletic programs. The Committee shall make recommendations on the policy, scope, planning and evaluation of the intercollegiate athletic program and specifically will be consulted when new sports are added. It will advise in decisions concerning questions of eligibility of student-athletes.

Membership on the Committee is composed of the Faculty Athletic Representative (Chair), and six voting members, to include one faculty representative from four different academic schools, one student designated by the SGA, and the Student President of the Student Athletic Advisory Board, and the Athletic Director as an ex officio member. The faculty representatives will rotate membership every three years, as well as rotate among the six academic divisions (where applicable).

#### **CORE CURRICULUM COMMITTEE**

The core curriculum committee functions to review on a regular basis the components of the general education requirements of the University and to assist the Director of Accreditation and Institutional Effectiveness and the Provost and Vice Chancellor for Academic Affairs in the assessment of the core and in evaluating the results of such assessments. Changes recommended by the committee as a result of assessments will be directed to the Provost and Vice Chancellor for Academic Affairs and to the Curriculum and Academic Policy Committee for action.

The committee shall consist of seven faculty members (representing the various components of the core and regularly involved in teaching classes in the core) and the Director of the First Year Experience (FYE) Program. The Provost and Vice Chancellor for Academic Affairs and the Director of Institutional Research shall serve as ex officio members. The committee shall elect a chair annually from its membership.

#### **FACULTY DEVELOPMENT COMMITTEE**

The overall purpose of the Faculty Development Committee is to identify needs, interests, and sources for faculty development related to the CTE and more broadly.

The Director/s of the Center for Teaching Excellence will Chair the committee. Members of this committee will include the Director of Distance Learning and one member from each Academic School.

#### **HONORS PROGRAM COMMITTEE**

The Honors Program Committee provides guidance, direction and oversight to the University's Honors Program. The Council consists of the Honors Program Director/s and at least one representative from each academic school

as appointed by the Provost.

## **INTERNATIONAL STUDIES COMMITTEE**

The International Studies Committee serves to provide a framework for standard policies and procedures for the University's globalization growth initiatives. The committee serves to coordinate and develop policies related to student and faculty initiatives related to international study, both inbound and outbound.

The committee shall consist of the Director of International Studies (chair), the International Student Advisor, the Director of Business Services, and six faculty members, one from each academic school. The Provost and Vice Chancellor for Academic Affairs shall serve as an ex officio member.

## **LIBRARY COMMITTEE:**

The function of the Library Committee is to advise and work with the Library Director in the development, management and evaluation of library resources and services and to serve as a liaison between the faculty and the library.

In addition, the committee will review annually the status of the library and make recommendations on improvements for the library including, but not limited to: (1) planning, development and maintenance of the physical plant and the collection; (2) methods of promoting student library use; (3) improvement of the library's effectiveness for teaching; (4) distribution of funds to budget areas and departments; and (5) rules and regulations. The committee will also consider and report to the faculty any matter concerning the library which should receive faculty attention.

The composition of the committee shall consist of six faculty members, with at least one from each academic division, and two students. The Library Director chairs the committee, and the Provost and Vice Chancellor for Academic Affairs serves as an ex-officio member.

The committee will meet at least once each term during the school year. Unscheduled meetings may be called when deemed necessary by the chair.

## **PROMOTION AND TENURE COMMITTEE:**

The Promotion and Tenure Committee serves to receive and evaluate applications from faculty for promotion in rank and/or for tenure. The committee is composed of five tenured faculty members who hold the rank of Professor, to include the Faculty Senate Chair, if qualified. The committee accepts and reviews faculty members' applications and makes recommendations to the Vice Chancellor for Academic Affairs according to the process detailed in the Faculty Handbook.

## **POST-TENURE REVIEW COMMITTEE**

The Post-Tenure Review Committee serves to receive and evaluate submissions from faculty undergoing post-tenure review. The committee is composed of five tenured faculty members who hold the rank of Professor. The committee accepts and reviews faculty members' submissions and makes recommendations to the Vice Chancellor for Academic Affairs according to the process detailed in the Faculty Handbook.

## **SCHOLASTIC STANDING AND RETENTION COMMITTEE**

The Scholastic Standing and Retention Committee has two groups of members: one, composed of three-to-four

faculty members, serves in an advisory capacity on issues related to student retention and in proposing policies and procedures that will serve to improve student retention; the other, composed of members who serve due to their position, oversee the University's readmit procedures.

The Provost and Vice Chancellor for Academic Affairs serves as Chair of this committee. Membership includes the Associate Vice-Chancellor for Admissions and Prospective Student Services, Registrar, Director of the First Year Experience, Director of Financial Aid, a representative from the Business Office, a representative from Student Life, and three-to-four faculty.

### **SERVICE LEARNING COMMITTEE**

The purpose of this committee is to organize and enhance service learning at the University. Committee membership includes Faculty Service Learning Liaison (Chair) and 6 faculty members appointed by the Vice Chancellor for Academic Affairs.

### **SUSTAINABILITY COMMITTEE**

The Sustainability Committee works to encourage environmental awareness and a stewardship view of the University's responsibility to be mindful of the earth's natural resources, to be aware of our impact on the environment of southern Middle Tennessee and northern Alabama, and to embrace our responsibilities to promote sustainability on campus and in the lives of our students, administration, staff, faculty, and alumni.

Membership includes the Chancellor of the College (ex-officio), Director of Maintenance, Director of Food Services, Vice Chancellor and Director of Athletics, and president of the student Sustainability Club. Faculty representatives include those who teach courses in the Sustainability academic program and others who have interest in sustainability.

### **TECHNOLOGY INFRASTRUCTURE COMMITTEE**

The purpose of the Technology Resources Committee is to assist the University in the development, maintenance and evaluation of technology resources and services on campus. Specifically the Committee will establish policies and procedures to govern use of university owned information technology hardware and software, to consider and make recommendations regarding the acquisition and allocation of technology resources on campus, to promote the use of technology throughout the campus, and to assist in the evaluation of technology resources and services.

The Technology Resources Committee will meet as necessary to maintain technology usage policies and procedures and to consider the acquisition of new purchases of computer hardware or software. A committee recommendation should be prerequisite to any new purchases of hardware or software

Membership includes the Program Coordinator of Computer Information Systems, the Director of Instructional Technology, the Director of Distance Learning, the Registrar, and the Director of the Library, along with three-to-four faculty members.

### **GENERAL EDUCATION CURRICULUM COMMITTEE**

The purpose of the General Education Curriculum Committee is to review and approve course/curricular changes to the General Education Curriculum, to oversee assessment of the General Education learning outcomes, and to make recommendations concerning General Education.

Committee membership consists of the Provost and Vice Chancellor for Academic Affairs (ex-officio), the

Registrar (ex-officio), the Director of Accreditation and Institutional Effectiveness (Chair), the Director of First Year Experience, and five-to-seven faculty drawn for disciplines that contribute heavily to the General Education curriculum.

## **ADMINISTRATIVE COMMITTEES (Convened As Needed)**

### **FACULTY APPEALS COMMITTEE**

The Faculty Appeals Committee functions to review, as necessary and as detailed in section 4.2 of the Faculty Handbook, any faculty member's general appeal of a decision affecting his/her employment as a faculty member. Special appeals (as defined in section 4.2 of the Faculty Handbook) fall outside the purview of this committee. The Committee shall be composed of six faculty members who hold the rank of Associate Professor or higher, one from each academic school and elected by the full-time faculty members in the school. Should an appeal involve a decision made by a member of the committee, that individual shall excuse himself/herself from the committee during the appeals process. No administrator may serve on the committee. The committee shall follow the procedures detailed in section 4.2.2 of the Faculty Handbook.

## **Standing Committees (Restricted)**

### **ACADEMIC COUNCIL**

The Academic Council is composed of the Provost and Vice Chancellor for Academic Affairs, who serves as Chair of the committee, the Chairs of the Academic Schools, the Director of Library Services, and the Registrar.

Academic Council is the official leadership body of the faculty, advising the Provost and Vice Chancellor for Academic Affairs on administrative matters relating to the academic program and academic policies of the University. Normally, faculty members may have input on Council matters through the appropriate School Chairs or through the various Faculty Committees.

### **CURRICULUM AND ACADEMIC POLICY COMMITTEE:**

The purpose of the Curriculum Committee is to review and approve course/curricular changes or changes in academic policies, to disseminate that information to the faculty, and to recommend changes to the academic administrative leadership of the University. Any school may propose curricular revisions or revisions of academic policy to the committee following the procedures/templates available from the provost's office.

Committee membership consists of: The Provost and Vice Chancellor for Academic Affairs, who serves as Committee Chair, the School Chairs, all Program Coordinators, the Director of the Library, the Director of the Student Resource Center, the Director of the First Year Experience, the SACSCOC Liaison, and the Registrar. The Curriculum and Academic Policy Committee meets monthly or as necessary to review curricular matters.

Curricular proposals affecting the general education curriculum must first be reviewed by the General Education Core Committee before coming to this committee. Curricular proposals affecting the graduate curriculum must first be reviewed by the Graduate Council before coming to this committee

Minutes of all meetings will be maintained and disseminated to all committee members.

### **COMMITTEE ON ALTERNATIVE INSTRUCTIONAL DELIVERY**

Membership includes the Provost and Vice Chancellor for Academic Affairs, Director of Distance Learning, Director of Academic Computing, Grow Your Own Coordinator, Director of Academic Advising, and three-to-four faculty.

## **GRADUATE COUNCIL**

The purpose of the Graduate Council is to review and approve graduate curricula, review and approve graduate program policy proposals, and review and recommend applications for appointment to graduate faculty. The Council is chaired by the Provost and Vice Chancellor for Academic Affairs. Voting membership includes the graduate faculty, all directors of a graduate program, and the Provost and Vice Chancellor for Academic Affairs. Ex officio, nonvoting members are the Director of the Library, and the Registrar or representative of the Registrar, and the SACSCOC Liaison.

The Council shall meet at least once a semester or as needed and shall be convened by the Provost. The Council is charged to:

1. Review curriculum, program, and policy changes submitted by a graduate program.
2. Recommend students for candidacy to the Provost and Chancellor.
3. Coordinate with University staff responsible for preparation of the academic catalog.
4. Prepare and submit a yearly report to the Faculty Senate and Curriculum and Academic Policy Committee concerning Graduate Council activities.
5. Review applications for appointment to graduate faculty and make recommendations to the Provost (in accord with section 5.1.5 of the Faculty Handbook).

## **STANDING COMMITTEES APPOINTED BY DIVISION, OR ADMINISTRATOR**

### **EDUCATION DIVISION COMMITTEES**

#### **PARTNERSHIP AND COLLABORATION COMMITTEE**

The primary purpose of this committee is to discuss the planning and implementation of educational collaboration and cooperation strategies between UT Southern, Giles County Schools, and other local education agencies – LEA). The committee generally meets twice each year to discuss topics of concern to both the university and the school system.

Membership consists of the Chair of the School of Education, the Director of Teacher Education, the Provost and Vice Chancellor for Academic Affairs, the Administrative Associate for Education, the Administrative Associate for the Provost, and members of LEAs, including teachers, principals, and central office personnel.

#### **TEACHER EDUCATION COMMITTEE**

The Teacher Education Committee collaborates regularly for the purpose of program planning and evaluation of all facets of the teacher education curriculum. The committee consists of professors of Business, English, History, Religion, Science and Professional Education. A teacher and an administrator from the public school system also participate. The duties of the committee include, but are not limited to, the following:

- Interviewing students desiring to be admitted to the education program
- Admitting candidates to the education program
- Admitting candidates to clinical practice
- Approving candidates for recommendation for licensure from the State of Tennessee
- Approving program policy changes
- Approving additional programs

- Discussing and voting on existing program changes/improvements
- Approval of courses for Admission to the Alternate Route in Elementary Education
- Hearing and voting on student appeals of program policies
- Discussing and voting on special circumstances as they arise

## **INSTITUTIONAL ASSESSMENT COMMITTEE**

The Institutional Assessment Committee provides guidance and oversight to the University's institutional effectiveness efforts. The committee oversees the University's ongoing academic and administrative assessment and accreditation activities. Membership consists of six faculty members (one from each school) and one representative from each of the major administrative units. The committee is chaired by the Director of Accreditation and Institutional Effectiveness.