



Faculty Handbook

Approved by the Tusculum University Board of Trustees June 2021

Table of Contents

Preface.....	3
1.1 Intent of the Faculty Handbook.....	3
1.2 Mission, Vision, and Values.....	4
1.3 Brief History of Tusculum University	4
Academic Administrative Organization	6
2.1 Office of Academic Affairs.....	6
Faculty Appointment & Evaluation.....	9
3.1 Faculty Appointments.....	9
3.2 Faculty Qualifications and Rank	12
3.3 Faculty Orientation	14
3.4 Faculty Evaluation	15
Faculty Reappointment.....	16
3.5 Disciplinary Action	31
3.6 Termination of Employment	32
3.7 Appeal of Termination	33
Faculty Rights & Responsibilities.....	34
4.1 Academic Freedom	34
4.2 Professional Ethics.....	34
4.3 Student Behavior	35
4.4 Faculty Responsibilities	39
4.5 Faculty Development & Recognition.....	42
APPENDIX A: FACULTY CONSTITUTION & BYLAWS.....	48
Preamble	48
Article I: Functions, Responsibility, & Authority of the Faculty	48
Article II. Membership, Voting, & Elections.....	49
Article III. Officers	51
Article IV. Meetings	52
Article V. Organization of Faculty Standing Committees	54
Article VI. Committees.....	55
Article VII. Amendments	63
Article VIII. Bylaws	64

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 **Error! Reference source not found.**), 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. The Provost may also update titles and job descriptions of academic positions listed under 2.1 Office of Academic Affairs. 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 not needing further review by the Chair of Faculty Affairs the changes will take effect immediately and do not need to be submitted for consideration to the Academic Effectiveness Committee of the Board of Trustees. The Chair of Faculty Affairs will report any such changes to the Faculty Affairs Committee and include the changes in the next committee report to the full faculty. Other non-substantive changes, after approval by the Faculty Affairs Committee, take effect immediately and do not need to be submitted for approval to the Academic Effectiveness Committee of the Board of Trustees. Substantive revisions of policies recommended by the Faculty Affairs Committee are reviewed and presented with a recommendation by the Provost or the President to the Academic Effectiveness Committee of the Board of Trustees, which reviews and recommends changes to the full Board for approval.

Any changes to the Faculty Handbook approved by the Board of Trustees will be communicated to the Chair of the Faculty Affairs Committee by the Provost. The Chair of the Faculty Affairs Committee will make the changes to the document of the Faculty Handbook and will submit them to the Provost for verification and publication on the University website. The chair of Faculty Affairs will notify faculty of approved changes to the handbook.

1.2 Mission

Tusculum University Mission Statement:

Building on a rich Presbyterian heritage and a pioneering spirit, Tusculum University provides an active and experiential education within a caring Christian environment to inspire civic engagement, enrich personal lives, and equip career-ready professionals.

For more on Tusculum University's vision and values see the We Are Pioneers webpage <https://web.tusculum.edu/about/>

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.

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. 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. 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.

College Deans (Academic Affairs)

The University has five colleges that operate under the supervision of the Provost: the College of Business, the College of Civic & Liberal Arts, the College of Education, The College of Nursing, and the College of Science, Technology, & Mathematics. 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 colleges 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 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 Tusculum University employee with faculty rank holding appropriate discipline-specific academic credentials 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 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 Assessment Coordinator

The General Education Assessment 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, in coordination with the office of Institutional Research and Effectiveness, identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. The General Education Assessment Coordinator serves as a member of

the General Education Committee but does not chair the committee. The General Education Assessment Coordinator will receive a course release for a minimum of 3 workload hours per semester.

2.2 Academic Programs

Tusculum University defines academic programs at the major level. Each academic program is led by a full-time Tusculum University employee with faculty rank holding appropriate discipline-specific academic credentials.

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.

Tusculum University defines a full-time faculty member as a teaching-focused member of the academic community whose primary responsibility is teaching the base number of workload hours specific to their rank as defined in the faculty handbook. Teaching workload is calculated prior to any release. (For voting purposes within the Faculty Assembly and standing committees, the constitution includes an allowance for individuals whose primary purpose is not instruction, but whose responsibilities are closely related to the full-time faculty. These individuals are granted faculty rank by the Faculty Council and are not included in what the institution deems to be full-time faculty.)

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

recommendation from the faculty member's department chair, the faculty member's college dean, the Faculty Affairs Committee, and the Provost. 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. 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.

A Faculty member who came to Tusculum as a Visiting Assistant Professor and then transitioned to Assistant Professor may petition to count up to three years at the rank of Visiting Assistant Professor towards the number of years required for a multi-year appointment or towards the number of years at the rank of Assistant Professor required for promotion if they are able to document for each year they seek to count that they performed at the level of an Assistant Professor across the categories of evaluation, namely, teaching, service, and research/professional engagement. (This opportunity does not include people who worked for Tusculum as adjunct instructors. Nor does it include [in the case of promotion] years at the level of Visiting Assistant Professor at other institutions.) Documentation must be submitted with either the Reappointment Form or the promotion portfolio. Each evaluator will also include in the recommendation a position on which years, if any, should count towards the multi-year appointment or promotion. Faculty members may also choose not to count years at the rank of Visiting Assistant Professor towards the number of years required for a multi-year appointment.

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 Status Policy

Purpose

This policy provides the criteria for eligibility and privileges of emeritus status at Tusculum University.

Emeritus Title

The title of "Emeritus" is not an entitlement but an honor that may be conferred on faculty and staff members holding faculty rank who retire after having served the University in a distinguished manner for a significant period of time. The title conferred upon achievement of emeritus status shall be the last held before retirement followed by "Emeritus."

Administrators and directors with faculty rank who are awarded emeritus status may select either their administrative or faculty rank title followed by "Emeritus."

Benefits

Upon request, emeritus faculty members may receive Tusculum University publications as well as agendas and minutes of University Faculty Meetings. They may attend meetings of the University and departmental faculty upon invitation but may not vote at these meetings. The University will continue to include the name of emeritus faculty in the University's list of faculty in publications.

Emeritus faculty members may be assigned office space as available and as needed, although they have lower priority than active members of the faculty and staff. Other facilities may be made available to them if the facilities are not needed by active faculty members and if it is possible to provide these facilities within budgetary constraints.

In addition, faculty will automatically retain their University computing privileges when they are granted emeritus status. They may maintain their existing e-mail address upon becoming an emeritus faculty member.

The emeritus title does not confer any employment status, rights, or entitlements.

Criteria

Each nominee for emeritus status must have held faculty rank for at least 10 years and demonstrated distinguished service to Tusculum University. In exceptional cases, a faculty member who has joined Tusculum University late in a distinguished career and has served the University for five years or more may, upon retirement, be granted emeritus status. Persons holding faculty titles modified by "adjunct" or "visiting" cannot be granted emeritus status.

Nomination Process

Nominations for emeritus status must be initiated within two years following retirement. The title "posthumous emeritus" may also be awarded to faculty who die before retiring. These nominations must be initiated within two years following death.

The chair or dean of the faculty member's academic unit initiates the recommendation for emeritus status. The Dean shall submit these documents, including his or her recommendation, to the Faculty Affairs Committee. The Faculty Affairs Committee will provide these materials along with a recommendation to the Provost. The Provost will send them along with his or her recommendation to the President and the Board of Trustees for consideration and final approval.

Nomination materials should include:

1. An updated curriculum vitae.

2. A nomination letter that includes a substantive narrative addressing how the nominee qualifies for emeritus status. The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence of outstanding service to the University should be cited in sufficient detail.

Revocation.

The University may revoke emeritus status, however conferred, at any time for good cause. The President is authorized to make the decision to revoke emeritus status. The President shall inform the affected individual and shall notify the Board of Trustees, for information purposes, as well as the appropriate dean or administrative officer.

Review

Conferral and revocation of emeritus status is not subject to review under any of the University's grievance procedures.

Notification:

If approved for Emeritus status, the Provost will notify the Emeritus individual and will announce the conferral of the status to the faculty at large at the next faculty assembly. Additionally, the individual will be recognized formally at the next graduation ceremony.

Recipients of an honorary degree must be a person of such character, personality, personal effectiveness, and standing that he or she would bear the title with honor to Tusculum University, and additionally must have had a distinguished career in a vocation or field of service and/or have provided exceptional service to Tusculum University to the broader community.

Honorary Degree Nominations

Nominations for honorary degrees made by faculty may be made by submitting a letter of recommendation detailing the individual's qualifications to the Faculty Council. The Faculty Council will review the nomination and, if approved, will forward it to the University President with a recommendation. After review by the President, the nomination will be forwarded to the Honorary Degree Sub-Committee of the Academic Effectiveness Committee of the Tusculum University Board of Trustees.

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 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. 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, 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 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. 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 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.

The Provost will consider the recommendation(s) and any materials submitted and will fill in the Provost portion of the Faculty Reappointment Request Form. The Provost 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 will make a recommendation to the President. The Provost 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 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 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"/> 2 nd of 3 <input type="checkbox"/> 3 rd of 3 <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's name (print)	
Provost'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.

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 and by the President. Decisions about promotion in rank are subject to approval by the Board of Trustees. Scholarship and professional development from other institutions may be used in applications for promotions, provided there is (1) a record of continued scholarship and professional development since joining the University and (2) the scholarship occurred at the same rank (Assistant/Associate) as the candidate's current rank. Alternatively, a candidate may negotiate for special considerations in their initial contract.

Faculty who exceed expectations for attaining the rank of Associate or Full professor may apply 1 year early for the promotion. Faculty who wish to have the opportunity to apply more than one year early for promotion must secure the right to do so through their initial contractual negotiations.

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 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. The Faculty Member also fills out the Faculty Promotion Request form and sends it to the department chair. At a minimum, the portfolio must include the following:

- A cover page that highlights how the faculty member's achievements, as documented in the portfolio, in the categories of Teaching, Scholarship & Professional Engagement, and Service, meet the requirements for promotion to the rank being sought.
- 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 promotion. 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. The dean and/or chair reviews are intended to be an independent review of the portfolio against the expectations for promotion. A faculty member who has begun the process of seeking a promotion may choose to withdraw from the promotion process at any point.

On or before 15 November, the department chair reviews the portfolio, writes a signed and dated recommendation with rationale to the college dean, and fills out the Faculty Promotion Request Form. The chair sends a copy of the recommendation and the Faculty Promotion Request form to the college dean, with a copy to the faculty member. The faculty member uploads the chair's recommendation to his/her portfolio. 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), writes a signed and dated recommendation with rationale to the Faculty Affairs Committee and fills out the Faculty Promotion Request Form. The dean sends a copy of the recommendation and the Faculty Promotion Request form to the Faculty Affairs Committee, with a copy to the faculty member. The faculty member uploads the Dean's recommendation to his/her portfolio. 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 written and signed recommendation with rationale to the Provost and fills out the Faculty Promotion Request Form. The Faculty Affairs Committee sends a copy of the recommendation and the Faculty Promotion Request form to the Provost with a copy to the dean and 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 who makes a recommendation to the President. The Provost fills out the Faculty Promotion Request Form and sends a copy to the chair of the Faculty Affairs Committee, the dean, and the faculty member. The President uses these materials to make a recommendation to the Board of Trustees. The President fills out the Faculty Promotion Request Form and sends a copy to the chair of the Faculty Affairs Committee, the dean, and the faculty member. The Board of Trustees 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. 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

Faculty Promotion Request Form	
Faculty member's name	
Faculty member's signature	
College/department/program	
Date	
Current Rank	

Rank Sought	
Department Chair's Name (or appropriate supervisor)	
Department Chair's Signature (or appropriate supervisor)	
Date	
Promotion Recommended?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Dean's name (or appropriate supervisor)	
Dean's signature (or appropriate supervisor)	
Date	
Promotion Recommended?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Chair, Faculty Affairs (name)	
Chair, Faculty Affairs (signature)	
Date	
Promotion Recommended?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Provost's name	
Provost's signature	
Date	
Promotion Recommended?	<input type="checkbox"/> Yes <input type="checkbox"/> No
President's Name	
President's Signature	
Date	

Promotion Recommended	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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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 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 research published in an academic journal (may be a journal of undergraduate research).
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.

When there is a change in the promotion procedures and/or requirements as indicated by a change in the Faculty Handbook language, faculty members employed prior to the change who apply for promotion may elect to use either the current Faculty Handbook or any Faculty Handbook from the previous two academic calendar years, not to exceed the number of years employed by Tusculum as a full time faculty.

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

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 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 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 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 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 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

Academic Misconduct

This section details the procedures to be followed by instructors when reporting student's academic misconduct cases.

Instructors wishing a clarification of sanctions and the procedures below are directed to the Chair of the Admissions and Standards Committee. Definitions of academic misconduct and a description of the stage sanction system are available in the Academic Catalog.

1. Sanctions:

Stage 1 - In a case of unintentional or doubtful plagiarism, the student receives a written warning from the faculty member. Whether the student receives an "F" for the assignment is up to the faculty member. The action is reported to the Admissions and Standards Committee and to the Provost's office.

Stage 2 - This stage is for an offense after a Stage 1 violation reported in a different course, or for a first offense in which the student knowingly and willfully engages in academic misconduct, as determined by the faculty member. At a minimum, the student receives an "F" for the assignment; whether the student receives an "F" for the course is up to the faculty member. The student will be required, within a month (not counting academic breaks) of notification from the faculty member or conclusion of an appeal process, to complete an online course on academic misconduct and meet with the faculty member and their advisor following completion of that online course. Failure to complete the course and conference with faculty will result in an automatic escalation of the offense to Stage 3. The action is reported to the Admissions and Standards Committee and to the Provost's office.

Stage 3 - Stage 3 is for a second Stage 2 violation in the same or different course or an automatic escalation from Stage 2 as described above. The penalty is an "F" in the course. The student will be required, within a month (not counting academic breaks) of notification from the faculty member or conclusion of an appeal process, to meet with the Provost regarding the violation. Failure to meet with the Provost will result in an automatic escalation of the offense to Stage 4. The action is reported to the Admissions and Standards Committee and to the Provost's office.

Stage 4 - Stage 4 is for a knowing and willful academic misconduct violation following a Stage 3 violation in the same or different course or an automatic escalation from Stage 3 as described above. The penalty is an "F" in the course and suspension or dismissal from the University - a matter that is recorded on the student's transcript. Decisions on suspension or dismissal are made by the Admissions and Standards Committee. A suspension would become effective the semester following the decision from the Admissions and Standards Committee. Students suspended for academic misconduct may not be readmitted until one semester (as appropriate to their program of study) from the date of their suspension.

2. Appeals:

When appealing an accusation of academic misconduct, a student must follow the procedures described in the "Academic Misconduct Appeals" section of the university catalog. Class withdrawal does not supersede the active misconduct case.

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

Disclosure of Information Related to Dual Credit Students

The Family Educational Rights and Privacy Act (FERPA) is a federal law that may afford parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

When a student is enrolled in both a high school and Tusculum University, the two schools may exchange information on that student based on legitimate educational interest. If the student is under 18, the parents still retain rights under FERPA at the high school and may inspect and review any records sent by Tusculum University to the high school. The high school is the only appropriate venue for this type of information disclosure.

Tusculum University faculty and staff who are approached by parents of high school students should refer the parent(s) back to the high school for any and all information. All other related communication should occur between Tusculum University faculty/staff and the student in question.

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									

10 AM	M/Th 9:30		T/F 9:30			M/Th 9:30		T/F 9:30	
11 AM	M/Th 11:00		T/F 11:00			M/Th 11:00		T/F 11:00	
12 PM									
1 PM	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
2 PM	M/Th 2:00		T/F 2:00			M/Th 2:00		T/F 2:00	
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 off-site, fully online, or via a hybrid modality require the same quality, integrity, and 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, 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. Participation in this workshop is mandatory for all faculty members. Individuals who cannot participate must seek permission from the Provost. 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. 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 Policy

1. Eligibility

The purpose of the 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.

- A University-Cycle Sabbatical is a sabbatical generally taken every seven years where the University absorbs the cost of the faculty member's absence from normal duties.
- A faculty member may apply for a first University-Cycle sabbatical in his or her 6th year as a full-time faculty member at Tusculum, with sabbatical to be taken in the 7th year. The sabbatical may be either a semester or a year in length.
- In the 6th full academic year after completing a sabbatical, a faculty member is eligible to apply for the next University-Cycle sabbatical for the following year.

- A faculty member who does not apply in the sixth year of the cycle, may apply in any subsequent year.
- An unpaid leave of absence does not count as a year of service nor does it erase the accrual of previous years of service.
- Time on sabbatical does count as a part of the appointment period for multi-year appointments.
- Faculty members who secure adequate outside funding may apply for sabbatical outside the normal seven-year cycle, either before the first seven-year period, or between seven-year periods. Taking a sabbatical funded by outside sources does not reset the University-Cycle sabbatical timeline. Faculty members will be expected to work at least two years between sabbaticals
- If a faculty member's proposal is recommended for approval by the Faculty Affairs Committee and approved by the provost, but the applicant's sabbatical is deferred by the provost for budgetary or staffing reasons, then the applicant's accepted proposal requires no resubmission. The proposal will be given the highest priority by the Provost among the approved sabbatical applications in the following year. The deferral does not alter his/her place in the cycle: in these circumstances, the faculty member will again be eligible for a sabbatical seven years from the date originally requested for the deferred sabbatical.
- All rights, privileges and benefits as a faculty member as granted by the faculty handbook and appointment letter continue through the sabbatical leave, including, but not limited to pay, benefits, etc.

2. Application Procedure & Review

- Faculty members wishing to apply for a University-Cycle sabbatical must submit their application to their department chair for review by September 15th.
 - The department chair sends his/her recommendation together with the application to the faculty member's dean, with a copy to the faculty member by October 1st
 - The dean sends his/her recommendation together with the application and the department chair's recommendation to the Faculty Affairs Committee and the Provost, with a copy to the faculty member by October 15th
 - The Faculty Affairs Committee sends its recommendation to the Provost, with a copy to the dean and faculty member, by November 1st
 - The Provost provides the President with the recommendations, together with his/her own, with a copy to the Faculty Affairs Committee, Dean and faculty member by Nov. 15. The president makes the final decision on sabbatical requests.
 - The Provost provides the faculty member with the decision, with copies to the Faculty Affairs Committee and Dean, by December 1
 - The faculty member shall have the right to respond in writing to negative recommendations.
- Faculty applying for a non-University-Cycle Sabbatical may adjust the deadlines to accommodate the guidelines of the funding source.

3. Format of Sabbatical Request

The sabbatical request must include a clear and concise statement of not more than five (5) pages detailing:

- a. What will be done during the sabbatical
- b. How the faculty member's proposed sabbatical leave will:
 - i. Enhance teaching/scholarship and foster significant intellectual, professional growth or renewal
 - ii. Substantively benefit the applicant's discipline(s) and the University;
- c. How the faculty member will document the effectiveness of the sabbatical at its conclusion

Reviewers will evaluate the proposal's merit using the above criteria. If the proposal is found to be meritorious, the reviewer will recommend approval. The Provost may recommend approval with a deferral based on budgetary or staffing needs.

4. Conditions

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

- 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. If a faculty member is released by the University for any reason other than for cause, they are not required to reimburse the costs for sabbatical.
- Submission of a written report on the project to college dean, to the Provost, 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.
- Agreement to disseminate the results of the sabbatical project to the broader Tusculum University community, when appropriate.
- Acknowledgment of Tusculum University as being a supporter of the project.
- No sabbaticals shall be granted for the taking of employment for pecuniary advantage elsewhere, and a member on Sabbatical shall not render service for compensation in another institution or enterprise without prior written approval of the Provost or the Provost's designee. Provided full disclosure is made in the application materials, this condition does not preclude retention of pre-existing employment (whether or not related to the objectives of the leave), or acceptance of a contract grant, or fellowship that materially aids the sabbatical. Violation of any

condition of this subsection may lead to immediate suspension of the sabbatical pay and may result in disciplinary action.

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. Full-time personnel with Faculty rank granted by the Faculty Council or other faculty committee previously empowered to do so.

Full-time administrators, including college deans, assistant or associate vice presidents, and Cabinet officers, are not voting 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 during the first week 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.

In the event of a situation that makes in-person meetings impossible or inadvisable, on the initiative of the chair or a signed petition from 25% of the faculty membership, the faculty may consider suspending in-person voting requirements and holding synchronous electronic meetings for a period of up to 90 days. The suspension of in-person requirements may be voted on electronically through university email, or by other means as determined by the chair as long as the identity of those voting can be confirmed. A majority vote of the faculty is required to approve or renew this

suspension, which may be renewed as the situation requires. During these electronic meetings, all regular business may be conducted in the absence of a quorum. The total number of votes required for any action remains the same as they would be if a quorum were present.

Section 5. Faculty Workshops

During the fourth and/or fifth week 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 during the second week 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 during the third week 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 Nursing
5. one faculty member from the College of Science, Technology, & Mathematics
6. one faculty member elected at large
7. the Provost *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.

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 Nursing
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 Financial Aid or designee
2. Registrar or designee
3. Executive Director of Student Persistence & Engagement or designee
4. Director of Academic Advising or designee
5. 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.

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 Nursing
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 Financial Aid or designee
2. Vice President of Athletics and University Initiatives or designee
3. Registrar or designee
4. Director of Academic Advising or designee
5. Director of Student Support Services or designee

Meetings: The Admissions and Standards Committee meets in regular session once per month during the academic year. 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 and dismissal.
5. Review and make recommendations to the Provost on student appeals regarding course grades and academic misconduct.
6. Adjudicate cases of academic misconduct, suspension, and dismissal, subject to appeals to the Provost.

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 Nursing, elected in alternate years
4. the Provost or designee

Non-voting members:

1. Vice President of Enrollment Management and Financial Aid or designee
2. Registrar or designee

Meetings: The Graduate Curriculum Committee meets in regular session once per month during the academic year.

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 Assessment Coordinator or designee

Non-voting members:

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

Meetings: The General Education Committee meets in regular session once per month during the academic year.

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

1. Coordinate a general education component at the undergraduate level that:
 - a. Is based on a coherent rationale.
 - b. Is a substantial component of each undergraduate degree program.
 - c. Ensures breadth of knowledge, including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.
2. Coordinate the collection and review of course-level student learning outcome assessment data within the General Education Program in cooperation with the General Education Assessment Coordinator.
3. Coordinate the ongoing development and improvement of the General Education Program in support of the University's mission and the learning outcomes of academic programs.
4. Make recommendations to the full faculty on the composition of and requirements for 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 Nursing
5. one faculty member from the College of Science, Technology, & Mathematics
6. one faculty member elected at large
7. the Provost or his/her designee

Meetings: The Teaching and Professional Growth Committee meets in regular session once per month during the academic year.

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 during the first week 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 "In-Service" 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.