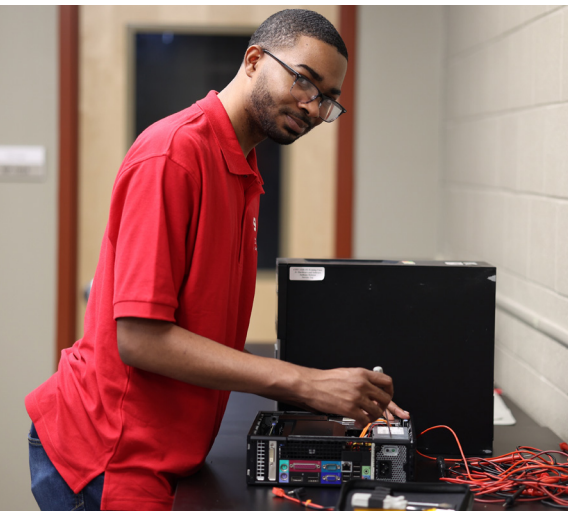


# SOUTHWEST

TENNESSEE COMMUNITY COLLEGE



southwest.tn.edu

# FACULTY HANDBOOK

Approved by Faculty Senate, February 2023

Southwest Tennessee Community College is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability or age in its program and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Executive Director of Human Resources and Affirmative Action, 737 Union Avenue, Memphis, TN 38103, (901) 333-5760.

# Table of Contents

<b>Purpose</b> .....	<b>4</b>
<b>General Information</b> .....	<b>5</b>
Mission .....	5
Equity Statement.....	6
Vision.....	7
History.....	7
EEO/TITLE IX/SECTION 504/ADA.....	8
Website.....	8
Specific Faculty Responsibilities .....	8
Summary of Duties and Responsibilities of the Central Administration .....	11
Accreditation.....	13
Governance .....	13
<b>Faculty</b> .....	<b>14</b>
Academic Freedom and Responsibility : 5.02.03.30 .....	15
Faculty Appointments.....	17
Academic Ranks and Titles.....	18
Tenure .....	19
Promotion in Academic Rank.....	20
Salary Increase for Promotion in Rank .....	23
Faculty Promotion Process .....	23
Faculty Proficiency in Oral and Written English.....	23
Faculty Workload.....	24
Faculty Development.....	26
Faculty Evaluation .....	26
Faculty Grievances and Complaints .....	27
Professional Ethics.....	29
Professor Emeritus.....	33
Outside Employment (TBR Policy No. 5:01:05:00).....	33

<b>Academic Policies and Procedures.....</b>	<b>35</b>
Curriculum Review .....	35
Curriculum Development.....	36
General Education.....	36
Classroom Management.....	38
Final Examination Schedule and Grades.....	41
Course Grade Appeals.....	42
Auditing Classes.....	43
Academic Advising .....	43
ACT and Compass Tests .....	43
Student Academic Success Seminar (ACAD 1100) .....	44
Digital Learning.....	46
<b>Leave and Fringe Benefits.....</b>	<b>47</b>
Retirement .....	47
Grant-in-Aid.....	49
Tuition-Free Classes at State Institutions .....	49
Education Tuition Reduction for Children of State Employees.....	49
<b>Student Services .....</b>	<b>50</b>
Confidentiality of Student Records.....	50
Student Academic Load .....	51
Approval for Class Overloads .....	51
Repeated Courses .....	52
Student Orientation .....	52
Financial Aid.....	52
Graduate Exam .....	53
Student Due Process .....	53
<b>Business and Financial Affairs .....</b>	<b>54</b>
Travel.....	54
Paychecks .....	55
Computer Resources .....	55
Vehicle Operation on Campus .....	56
Campus Police and Public Safety Department.....	56
Keys.....	57

<b>Appendix 1</b> .....	<b>58</b>
Forms.....	58
<b>Appendix 2</b> .....	<b>59</b>
Guidelines for Promotion and Tenure .....	59

## Purpose

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

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

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

TBR Policies: <https://policies.tbr.edu/>

SOUTHWEST Policies and Forms: <https://www.southwest.tn.edu/policy/index.php>

SOUTHWEST Catalog: <https://www.southwest.tn.edu/catalog/index.php>

# General Information

## Mission

At Southwest Tennessee Community College, community is our middle name. As a teaching, learning and equity-centered college, our students pursue associate degrees and technical certificates and engage in workforce development training to prepare them for the demands of an evolving marketplace. Our ability to change and adapt to uplift our students and serve our community makes us unique. At Southwest, we believe everyone deserves an opportunity.

To fulfill its mission, the college provides:

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

- Offers Associate of Applied Science, Associate of Arts, Associate of Science, Associate of Fine Arts and Associate of Science in Teaching degrees, academic and technical certificate programs, and courses that prepare students for transfer, employment, and career advancement in areas that include allied health sciences, nursing, business, computer technologies, criminal justice, education, and engineering and related technologies, while continually developing new programs in emerging fields
- Offers a general education program to improve student communication and mathematical skills, critical thinking, cultural awareness, and personal and civic responsibility
- Provides customized training, specialized courses, continuing education, and assessment services to meet personal, career, and workforce development needs
- Provides developmental education to strengthen basic academic skills
- Offers an Honors Program for creative and academically talented students.
- Develops articulation agreements and collaborative activities with high schools, technology centers, colleges, and universities to ensure smooth educational transitions for students



- Develops and sustains effective partnerships with business, industry, and community agencies to foster economic development and workforce preparation
- Initiates public service activities and educational collaboratives dedicated to life-long learning and the improvement of the community at large
- Creates opportunities for enrichment and personal growth through social, cultural/artistic, multi-cultural, and athletic activities
- Utilizes technology reflecting current business and industry standards
- Provides student support services to increase opportunities for success
- Promotes academic excellence by supporting effective learning with quality instruction, a free exchange of ideas, and enhanced educational experiences through honors programs.

## **Equity Statement**

Southwest Tennessee Community College affirms its commitment to equity, inclusion and supporting the success of all our community members. We strive to create a campus culture where each individual, including students, staff, and faculty can thrive. The College stands ready to help every student succeed. To ensure success is attainable for all students at Southwest, we are committed to reviewing and adjusting: Our curriculum to ensure that it is in line with the evolving workforce; Our policies and procedures to ensure we provide effective and efficient services; Our expectations, which will in turn encourage student success. Our Faculty and Staff will advance the College's equity goals with the full support of College leadership. To position our faculty and staff to be agents of change, we are committed to: Diversification efforts in hiring, retention and promotion policies; Professional development opportunities leading to efficient services to our community; Sustainable work/life balance for the College's employees.

## **Vision**

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

## **History**

Southwest Tennessee Community College draws on the legacies of two colleges, Shelby State Community College and State Technical Institute at Memphis, which were consolidated on July 1, 2000. The College was authorized when House Bill Number 1742 was passed by the General Assembly on May 28, 1999, and approved by the Governor on June 17, 1999. Southwest Tennessee Community College welcomed Dr. Tracy Hall as President in 2015.



## **EEO/TITLE IX/SECTION 504/ADA**

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

## **Website**

Southwest Tennessee Community College maintains a website where information about the College and its academic programs and policies is available. The Academic Calendar that contains dates important to registration, admissions, and special events is an important web resource for faculty and students. Please visit the SOUTHWEST Home Page for the latest information. The web address is <http://www.Southwest.tn.edu>.

## **Specific Faculty Responsibilities**

1. The primary obligations of a Southwest Tennessee Community College faculty member, whether ranked or unranked, are to teach effectively. Also, it is required to adhere to all Southwest and TBR policies at all times.
2. Each faculty member, both full and part-time, is required to meet punctually all assigned classes on scheduled meeting days.

- a. If a faculty member is prevented from meeting classes because of illness or emergency, the responsibility for covering the class rests with the department chair.
  - b. If a faculty member plans to take authorized professional leave, he/she is responsible for planning for the class(es) and having the arrangements approved by the department chair prior to requesting authorization for such leave.
3. A faculty member shall not routinely dismiss a scheduled class earlier than its scheduled duration. A faculty member may, however, for good cause occasionally dismiss a class earlier.
  4. Each faculty member shall conduct class and maintain good order in a manner that is conducive to promoting an effective learning environment.
  5. Each faculty member must provide a course syllabus to each student enrolled in his/her class using the platforms required by the College. The syllabus should be available to students from the first day of class.
  6. Each faculty is responsible for keeping records of student progress for determining final grades. Please note that Southwest Policy 2:00:00:00/31 mandates the required use of the learning management system.
  7. Each faculty member must submit final course grades, report attendance (LDAs), and submit academic progress reporting to the Records Office on time and in the prescribed format.
  8. Copies of current syllabi must be filed with the department chair each semester.
  9. Copies of course Records and/or Grade Books as requested by the chair.

Faculty members must retain appropriate course materials and records—i.e., examinations, papers, attendance rosters, etc. for six months after the conclusion of the semester in which the course is completed, excluding the

summer sessions. At the end of the semester, or at the end of summer sessions, a copy of grade records/ book, last date of attendance, and a copy of the syllabus must be submitted to the department office. These records will be retained in the department office for five years so that they can be consulted if necessary. Course materials for students who have been assigned an Incomplete (I) grade will be retained for one full semester after the conclusion of the semester in which the final grade was assigned.

10. In order to foster student learning, students must be permitted to review exams, to be given the correct answers to exam questions, and to understand how the examination scores were computed.
11. A common textbook is used whenever two or more sections of a course are offered. In such cases, all full-time faculty members in the discipline shall participate in the selection of textbooks.
12. During the fall and spring semesters, a faculty member is required to schedule and post a minimum of ten office hours per week in a period of not less than 4 days a week to provide academic advice to students. Office hours must be scheduled at times appropriate for the class schedule and the convenience of students. Faculty teaching Distance Education courses must hold eight regularly scheduled office hours on campus within a period of not less than four days per week, with two additional virtual office hours that may be held at any location. Faculty members are expected to work a total of 37.5 hours per week. Office hours shall be posted outside the faculty member's office, and a copy shall be filed with the department chair and the dean.
13. All full-time faculty who teach in summer sessions are required to post and keep adequate office hours, scheduled at times that are convenient to students enrolled in their classes.
14. Faculty members are expected to participate fully and productively in the governance of the College and in activities that promote the achievement of its mission and goals. Such participation normally includes student

advice/mentorship, membership on college–wide or departmental committees, curriculum and grants development, and other forms of institutional service or professional and public service.

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

## **Summary of Duties and Responsibilities of the Central Administration**

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

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

This position also provides leadership for workforce development and continuing education, libraries, off-campus locations and centers, academic grants, retention efforts and dual enrollment.

**Chief Financial Officer and Administration Services.** This position is responsible for maintaining sound fiscal management and for developing policies in the areas of finance and financial aid and is directly responsible to the President. This office also provides leadership in the areas of bookstore, cafeteria, childcare, human resources, purchasing, and facilities maintenance.

**Vice President of External Affairs.** This position assists the President in promoting the College in the community, organizing fund raising activities, grant writing and oversight, and maintaining alumni relations.

**Associate Vice President of Human Resources.** This position serves as Chief Human Resources Officer of the college, and provides vision and creative leadership to Southwest in all areas of human resources management as well as serving as the college's Affirmative Action Officer. This position reports directly to the President.

**Vice President of Student Affairs.** This position serves as chief administrator for student and enrollment services and reports directly to the President of the College. Responsibilities of this position include developing and managing annual and long-term student enrollment and retention goals. This position also directs Admissions, Records and Recruitment, Counseling and Advising, and Career Service as well as other college activities. This position represents the College to community groups and state agencies on issues pertaining to students.

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

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

## **Accreditation**

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

## **Governance**

The Tennessee Board of Regents (TBR) is the legal body responsible for all

Tennessee Community Colleges and Tennessee Colleges of Applied Technology excluding the University of Tennessee system. The responsibility of the Board is to employ the System Chancellor and define his duties and select and employ the presidents of the institutions. The Board also develops and approves system-wide policies, confers tenure, and approves promotions in rank of faculty; prescribes curricula and requirements for diplomas and degrees; and approves the operating and capital budgets of each institution.

### **Coordinating Board**

The Tennessee Board of Regents is one of two higher education systems in the state of Tennessee, the other being the University of Tennessee system.

Coordination between the two systems is furnished by the Tennessee Higher Education Commission (THEC) for budgetary and capital outlay requests, state master plan for higher education, need and location of new higher education institutions, and approval of new academic degree and certificate programs.

## **Faculty**

### Definition of Faculty

According to the Tennessee Board of Regents, the term "faculty" shall be limited to regular, full-time personnel at institutions whose regular assignments include instruction, research, and/or public service as a principle activity, and who hold academic rank as professor, associate professor, assistant professor or instructor, senior instructor, or master instructor, and as senior vocational teacher, intermediate vocational teacher, vocational teacher. Institutions may limit, but may not expand the scope of the definition of faculty for the purposes of this policy.

\*Reference: Tennessee Board of Regents: 5.02.01.00, <https://policies.tbr.edu/policies/definition-faculty>.



## **Accreditation Standards**

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

## **Academic Freedom and Responsibility : 5.02.03.30**

### **Purpose**

The purpose of this policy is to establish the criteria and process regarding academic freedom and responsibility at community colleges and technical colleges governed by the Tennessee Board of Regents.

### **Definitions**

**Academic Freedom** - freedom in the classroom in discussing his or her subject, being careful not to introduce into the teaching unrelated subject matter, freedom in research and in the publication of the results, and faculty participation in institutional governance.

**Academic Responsibility** - responsibility for the development and delivery of educational programs and services to students, obligation to participate in tenure and promotion review of colleagues as specified in policy, and obligation to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities.

**Policy/Guideline** - Each college in the System is required to develop a policy on academic freedom and responsibility. As a minimum, institutional policies must cite, be in compliance with, and incorporate all the procedures outlined in Board Policy 5.02.03.30. Once the institution has developed its policy, it must be forwarded to TBR System Office for review and approval by the Chancellor or the Chancellor's designee.

### **Procedures**

1. Minimum institutional policy requirements:
  - a) The following policy of the Tennessee Board of Regents on academic freedom and

responsibility is applicable to all colleges within the System. The statement in Article II on academic freedom and responsibility may be adopted by each college, or a college may adopt an alternative statement, provided that the statement is consistent with the procedures set forth herein.

- b) College policies on academic freedom and responsibility must cite and specifically acknowledge compliance with the Board Policy on Academic Freedom and Responsibility (5.02.03.30). Likewise, college policies must embody and communicate clearly as a minimum all provisions, definitions, and stipulations of the Board policy.

## 2. Academic Freedom and Responsibility

- a) The faculty member is entitled to freedom in the classroom in discussing his or her subject, being careful not to introduce into the teaching unrelated subject matter.
- b) The faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties, including and consistent with any and all policies pertaining to clinical and research practices. Research for financial gain must be based upon an understanding with the authorities of the institution, which is documented and signed by the faculty member and the appropriate academic officer(s).
- c) The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, they should be free from college 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 the profession and the college by the faculty member's utterances. Hence, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak for the college.
- d) Academic freedom is essential to fulfill the ultimate objectives of an educational institution --the free search for and exposition of truth--and applies to teaching, research, and faculty participation in institutional governance. Freedom in research is fundamental to the advancement of truth, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. Faculty participation in institutional governance is fundamental to the development and maintenance of effective academic policies, national and regional accreditation, and shared responsibility for the delivery of educational programs and services to students.

1. Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, failure to carry out assigned duties, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct - these and other grounds as set forth in TBR Policy 5.02.03.70 may constitute adequate cause for dismissal or other disciplinary sanctions against faculty members.
- e) The right to academic freedom imposes upon the faculty an equal obligation to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities. The faculty member has an obligation to participate in tenure and promotion review of colleagues as specified in policy. Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter.
- f) While academic tenure is essential for the protection of academic freedom, the full benefits and responsibilities of academic freedom extend to all individuals teaching in the TBR System, whether or not they are eligible for tenure.

## **Sources**

### **Authority**

T.C.A. § 49-8-203

### **History**

April 2, 2004; Board Meeting, Dec. 13, 2012; Revised September 20, 2013; Revised TBR Board Meeting September 19 & 20, 2019.

## **Faculty Appointments**

Appointments to the Southwest Tennessee Community College faculty may be temporary, term, tenure-track, or tenured. Initial appointments will be made at any faculty rank for which the candidate is qualified. Faculty Appointments, Policy 5:02:07:00/50 reflects TBR Policy, 5.02.07.00. This policy outlines types of faculty appointments and addresses the TBR Policy action that term appointments of greater than 6 years should have a process for conversion to tenure track.

**Temporary Appointments.** Temporary appointments are appointments made to meet a short-term

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

**Term Appointments.** Term appointments are annual appointments made in the interest of a specific programmatic need of undetermined duration in the career programs. Term appointments are made for a single academic year and expire automatically at the end of that period.

**Tenure–Track Appointments.** Tenure-track appointments are those that may lead to a positive recommendation for tenure upon successful completion of a probationary period. Tenure-track appointments may be terminated with proper notice during the probationary period. Where a term appointee is granted a tenure-track appointment, up to three years of service under the term appointment may be credited toward the tenure-track probationary period. A tenure–track faculty member may be granted annual tenure-track appointments for a maximum probationary period which may not exceed seven years. Subject to an exception for special circumstances, a tenure–track faculty member must serve a five-year probationary period before being recommended for tenure. When a faculty member, on a tenure-track appointment, completes the sixth year of the probationary period, the faculty member will either be recommended for tenure by the president, or will be given notice of non-renewal of the appointment following the seventh year of service. Tenure is granted by the Tennessee Board of Regents upon the recommendation of the President and the Chancellor. Please see TBR Policy 5:02:02:30 for further information regarding faculty appointments.

### **Academic Ranks and Titles**

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

### **Unranked Faculty**

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

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

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

### **Tenure**

<https://www.southwest.tn.edu/policy/section5/5-02-03-01-38.pdf>

<https://policies.tbr.edu/policies/academic-tenure-community-colleges>

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

**Termination of Tenure for Curricular Reasons.** The employment of a tenured faculty member may be terminated because (1) a program is deleted from the curriculum or (2) because of substantial and continued reduction of student enrollment in a field. A procedure of due process is defined within TBR Policy 5.02.03.70.

**Termination of Tenure for Reasons of Financial Exigency.** A tenured faculty member may be terminated as a result of financial exigency at an institution subject to Board declaration that such financial conditions exist. Personnel decisions (including those pertaining to tenured faculty) that result from a declaration of financial exigency at a Board of Regents institution will comply with the Board Policy on Financial Exigency (5.02.06.00).

**Termination for Adequate Cause.** TBR Policy 5:02:03:70 sets forth the conditions under which a faculty member may be terminated for adequate cause. The policy also explains how the faculty member will be afforded due process throughout the termination proceedings.

## Promotion in Academic Rank

Promotion in rank is recognition of past achievement of the individual being considered for promotion. In addition, the advancement in rank is usually recognition of future potential and a sign of confidence that the individual is capable of greater accomplishments and of assuming greater responsibilities. The policy of the Tennessee Board of Regents is to make promotions strictly on consideration of merit tempered by institutional and fiscal considerations. All teaching faculty are expected to possess adequate teaching skills. However, candidates from the teaching faculty recommended for promotion or tenure should also be judged on the basis of their contributions to the institution in the public service area (including professional activities and applied research where applicable).

<https://www.southwest.tn.edu/policy/section5/5-02-02-01-37.pdf>

The following defines minimum criteria that distinguish between academic ranks. Faculty must demonstrate minimum criteria to be eligible for promotion in rank. Promotion must be sequential in each rank. Application is officially made when the completed dossier is submitted to the department chair as outlined in the timeline contained in this policy. To be eligible for promotion, a faculty member must be in a term, tenure-track, or tenured appointment. Faculty in temporary appointments are appointed in rank but are not eligible for promotion in rank. Temporary appointments may not be converted to term, tenure-track or tenure appointments (TBR 5:02:07:00 – Faculty Appointments in Community Colleges).

### A. Instructor

- Potential ability in teaching, service/outreach, and scholarship/create activities/research.
- As determined to be appropriate for the instructional discipline, either an Associate degree and properly documented competencies in the teaching discipline (i.e., Career

Studies) or an earned Master's degree or higher from an accredited institution with at least 18 semester hours (or equivalent quarter hours) at the graduate level in the instructional discipline or related area.

- Evidence of good character, mature attitude, and professional integrity.

## **B. Assistant Professor**

- Documented evidence of ability in teaching, service/outreach, and scholarship/research/creative activities.
- As determined to be appropriate for the instructional discipline, either a Baccalaureate degree (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution with at least 18 semester hours (or equivalent quarter hours) at the graduate level in the instructional discipline or related area plus at least three years full time experience as a faculty member at an accredited institution (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree).
- Evidence of good character, mature attitude, and professional integrity.
- Must have completed two years at the current rank prior to applying for promotion.

## **C. Associate Professor**

- Documented evidence of high-quality professional productivity in teaching, service/outreach, and scholarship/creative activities/research.
- As determined to be appropriate for the instructional discipline, either a Baccalaureate degree (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution with at least 18 semester hours (or equivalent quarter hours) at the graduate level in the instructional discipline or related area.
- Must have completed three years at the current rank prior to applying for promotion and have a minimum of six years of full time experience (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree) as a faculty member at an accredited institution.
- Evidence of good character, mature attitude, and professional integrity.



#### **D. Professor**

- Documented evidence of sustained high quality professional productivity in teaching, service/outreach, and scholarship/creative activities/research.
- Earned doctorate or TBR recognized terminal degree from an accredited institution in the instructional discipline or related area with at least 18 semester hours (or equivalent quarter hours) at the graduate level in the instructional discipline or related area. TBR, using national discipline standards, has compiled a list delineating “terminal” degrees in each discipline. Each community college may also petition the Board for ‘equivalent work experience credit’ when a candidate has not obtained a terminal degree but has a record of extraordinary achievement in a given field. The equivalent work experience credit may include teaching experience or other experiences such as experience gained as an administrator, counselor, librarian, journeyman, or the like.
- Must have completed five years in the current rank and have a minimum of ten years full time experience as a faculty member at an accredited institution (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree) prior to applying for promotion.
- Documented evidence of teaching excellence and superior contribution to student development or superior scholarly or creative activity. The absence of such evidence may prevent advancement to the rank of professor. Since there is no higher rank, promotion to professor is taken with great care and requires a substantial level of achievement. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the college and the larger academic community.
- Evidence of good character, mature attitude, professional integrity, and a high degree of academic excellence and professional responsibility.

Note: Minimum criteria may be waived if approved by the college president when a candidate offers extraordinary qualifications in lieu of the stated minimum rank criteria.

Such approval must be supported by evidence of the extraordinary nature of the qualifications. For example, a candidate with recognized, national prominence and expertise might qualify for such a waiver.

Note: For a complete description of the Southwest Tennessee Community College/TBR policy and protocol concerning faculty employment, promotion, and tenure see the Southwest Tennessee Community College website.

TBR Policy No. 5:02:02:01/37

## **Salary Increase for Promotion in Rank**

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

## **Faculty Promotion Process**

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

## **Faculty Proficiency in Oral and Written English**

Pursuant to TBR Policy 5:02:01:03: The following represent minimum guidelines for

evaluating faculty in this area. At minimum candidates shall demonstrate:

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

No individual shall be appointed to a teaching position or recommended for tenure in such a position on any campus, or other institutional unit of an institution or technology center, unless the Dean confirms in writing to the Associate Vice President that such individual can communicate effectively with students in the English language.

## **Faculty Workload**

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

**Summer School.** All full-time faculty on academic year appointments may be eligible to teach during the summer term for extra compensation. Summer teaching by nine-month faculty depends upon budgetary considerations, student need for particular courses and programs of courses, pursuant to TBR policy (5:02:04:10). Summer teaching by regular academic year faculty is compensated at the rate of 1/32 of their academic year salary per semester hour of teaching load. The maximum summer and

intersession pay may not exceed 25 percent of the preceding academic year salary; however, except as needs are determined by the institution, a faculty member may teach and be compensated for eight semester hours for the summer term.

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

<b><u>Rank Overload Rate (Per Credit Hr)</u></b>	
Professor	\$800
Associate	\$750
Professor	
Assistant	\$700
Professor	
Instructor	\$650

The adjunct faculty rate is \$640.00.

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

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

## **Faculty Development**

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

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

## **Faculty Evaluation**

Evaluation is a continuous process designed to improve the performance of those being evaluated. Like all College employees, and as required by TBR and SACS, all employees are evaluated regardless of tenure status. Under the faculty evaluation system, faculty who are both tenured and fully promoted faculty can submit the minimum assumed roles to receive a score of 1 on each. Faculty taking this option will not be eligible to receive merit pay. The primary purpose of the faculty evaluation system at Southwest Tennessee Community College is to promote individual and institutional self-improvement.

The Southwest Tennessee Community College faculty evaluation system is designed to

1) communicate clearly to faculty their supervisor's expectations and 2) provide timely and meaningful feedback to faculty so they may monitor their progress toward their goals and objectives. Accordingly, the Southwest Tennessee Community College faculty evaluation system focuses on the goals and objectives of the individual that have been developed to be consistent with the strategic goals of the department, division and college. All faculty members with teaching responsibilities are to be evaluated annually. The full evaluation will include the following components:

- Effective Teaching and Student Learning
- Service/Outreach
- Educational Leadership/Scholarship/Creative Activities/Research

At the end of the academic year, each faculty member in a department will be evaluated by one or more of the following: students, the department chair, peers, and faculty member himself/herself. The various components of the evaluation system will be calculated to determine the faculty member's Overall Performance Review Summary and his/her Evaluation Rating. In addition, strengths and weaknesses and development needs, as well as progress toward Academic Tenure and/or Promotion, will be identified and noted. Policies and Procedures for doing the annual Faculty Evaluation can be found on the Southwest Tennessee Community College Internal Website.

## **Faculty Grievances and Complaints**

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

Complaints and grievance procedures have no application to a termination procedure initiated against a tenured faculty member under Southwest Policy viewed here:

<https://www.southwest.tn.edu/policy/section5/5-02-03-00-30.pdf> or when resolving a complaint initiated pursuant to TBR Policy No. 5:02:02:30 (Faculty Promotion). A

faculty member may not file a formal grievance or complaint related to personnel actions regarding 1) performance evaluation, 2) supervisory counseling, 3) disciplinary warnings, 4) rates of pay, 5) position reclassifications, and 6) position terminations due to reduction in force. Detailed procedures for handling grievances and complaints are set forth in Southwest Tennessee Community College policy 5:02:03:00/30.

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

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

### **Hiring Faculty**

Southwest Tennessee Community College is committed to Equal Employment Opportunity and Affirmative Action in its recruitment and employment practices. The College is similarly committed to hiring and retaining faculty who have distinguished themselves by their excellence in teaching and show promise of continuing to do so. Once the position has been approved for filling and has been advertised, the applications will be prepared by the Human Resource for Certification by the



appropriate hiring administrator and the Director of Human Resources to establish the pool of qualified applicants after the closing date. The Director of Human Resources will forward the applicant pool to the Affirmative Action Officer for approval. Upon the approval of the Affirmative Action Officer, the Chairperson of the Selection Committee will convene with other members of the Selection Committee to review the applications to determine the applicants to be considered for an interview. The interview pool must be forwarded to the Director of Human Resources and the Affirmative Action Officer for approval prior to interviewing any applicants. All appointments of ranked faculty are made by the President on the recommendation of the chief academic officer. In making his or her recommendation, the chief academic officer shall consult with the faculty of the department, the department chair, and the respective dean. The President is the only individual who can make an offer of employment. The successful candidate will be notified of the offer of employment by the Director of Human Resources by telephone or letter after submission of the recommendation to hire form has been submitted. Emergency appointments, as defined by the President, may be filled by direct hire or through the establishment of a pool of qualified applicants from applications on file or through other appropriate means. Emergency appointments may not exceed one year, at which time the position must be advertised and filled competitively. Individuals serving temporary or emergency appointments are not eligible for internal promotion, transfer, or for consideration as internal applicants unless it is determined by the Affirmative Action Officer that the original hire was through a competitive process.

## **Professional Ethics**

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

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

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

<http://www.aaup.org/statements/Redbook/Rbethics.htm>

American Association of University Professors, 1012 Fourteenth Street, NW, Suite #500; Washington, DC 20005.

Faculty will undergo training each year in the following areas:

Sex Discrimination, Sexual Harassment or Sexual Misconduct : 6.01.00.00

<https://policies.tbr.edu/policies/sex-discrimination-sexual-harassment-or-sexual-misconduct>

Sex Discrimination and Sexual Harassment : 6.02.00.00

<https://policies.tbr.edu/policies/sex-discrimination-and-sexual-harassment-0>

Sexual Misconduct : 6.03.00.00

<https://policies.tbr.edu/policies/sexual-misconduct>

## **Professor Emeritus**

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

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

## **Outside Employment (Policy No. 5:01:05:00/48)**

In general, faculty members should receive permission from their supervisors prior to engaging in outside employment. The President can only approve outside employment for efforts that 1) do not interfere with assigned duties and responsibilities or with regular institutional operations; 2) are consistent with the state statute that limits faculty members to teaching no more than two credit courses for extra pay at any higher education institution, 3) do not constitute a conflict of interest or compete with the College's programs, 4) require only a reasonable time commitment from the employee, and 5) are not undertaken with an inappropriate claim that the individual is officially representing the institution in connection with the employment. Southwest policy: <https://www.southwest.tn.edu/policy/section5/Outside%20Employment%20and%20Extra%20Compensation%20to%20Faculty%20for%20Additional%20Assignments.pdf>

This policy applies only to work completed in addition to the individual's full-time job

responsibilities. The policy does *not* apply,

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

### **Alternate Work Arrangements**

5:01:01:20/49- <https://www.southwest.tn.edu/policy/section5/5-01-01-20-49.pdf>  
TBR has had guidelines for alternate work arrangements for several years. During the pandemic, Southwest developed its own policy using TBR guidelines as a basis. When TBR recently updated its guidelines, it became necessary for the College to also make revisions. Please take time to review the comprehensive policy if you are interested in an alternate work arrangement. If you and your supervisor agree to an arrangement, the form attached to the policy should be completed and submitted to the human resources department.

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

### **Identification Car/Name Tags**

In order to be properly identified by campus police officers, fellow employees, and visitors, Southwest faculty and staff are provided with identification cards. All employees are expected to wear their nametags so that they can be readily

identified when students and visitors need assistance. To obtain employee identification cards, employees must show proper documentation to the Student Activities office that produces the identification card.

### **Email and Administrative Computing**

In order to facilitate communication with students as well as the faculty members' department and division, all full-time faculty members should have an email account and access to the BANNER system located on the administrative computer. Faculty members can obtain the authorization form for an administrative computer account from the departmental office.

### **Web for Faculty**

Faculty is expected to use the Banner system (usually accessed through MySouthwest} to:

- enter attendance
- enter academic progress reporting
- enter final grades

## **Academic Policies and Procedures**

### **Curriculum Review**

1. Full-time faculty members are responsible for the continuous review of curriculum to ensure that it is current, that it meets or exceeds the standards of good practice, that it is consistent with the mission of the College, and that it complies with the approved objectives of the Department wherein it best fits.
2. The chief academic officer of the College is responsible for periodically conducting reviews and evaluations of the curriculum. In the exercise of that

responsibility, he or she will solicit advice from the faculty, department heads and deans. However, at the College, the final authority for formally evaluating the effectiveness of the curriculum resides with the Chief Academic Officer.

## **Curriculum Development**

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

## **General Education**

The purpose of the general education core is to ensure that college students have the broad knowledge and skills to become lifelong learners in a global community that will continue to change.

General education provides critical thinking skills for people to continue to seek truths, to discover answers to questions, and to solve problems. Specifically, educated people are literate in and practice the various methods of communication. They recognize their place in the history, culture, and diverse heritages of Tennessee, the United States and the world. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of an engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand the scientific and mathematical views of the world, and they put those disciplines into practice.



Finally, the general education core provides for its citizens the means to make a better living. Above all, perhaps, it enables its citizens to make a better life.

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

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

### **Schedule Changes:**

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

first 14 calendar days of a semester or the first 4 calendar days of a summer term beginning with the first day of classes. A student will not receive a grade, and course will not appear on his or her official record when dropped during this period. After this period dropping a class during the time up to, and including, the last day to drop will result in “W” on the permanent record for the class(es) dropped.

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

## **Classroom Management**

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

**Classroom Misconduct.** Student Conduct and Disciplinary Sanctions Update to address TBR Policy 3.02.00.01 General Policy on Student Conduct & Disciplinary Sanctions (Revised Policy). These changes are primarily related to disciplinary panels and identifying the number of individuals who will serve on these panels.

1. Disruptive conduct shall include but is not limited to, any intentional interference with the normal classroom procedure or the presentation of the instructor and/or other students and the interference with other students' rights to pursue course work.
2. The instructor shall report the incident to the Director of Student Development and the Academic Department Chairperson. The Director of Student Development will meet with the instructor and chairperson to determine the appropriate action before the next class period. If there is disagreement as to readmission, the student will be excluded from the classroom pending a hearing. The hearing shall be conducted by the Student Disciplinary Committee. The purpose of the hearing is to determine whether the student will be readmitted to the classroom. The hearing must be conducted utilizing the appropriate due process procedures (See Southwest Pol. No. 3:00:00:00/0). Students may appeal decisions of the committee to the Dean of Students.
3. If there is agreement for readmission, the student will be readmitted but may be subject to normal disciplinary procedures as set forth in the College's regulations on Student Conduct and Disciplinary Sanctions.

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

without prior approval of the respective department head.

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

***Grade Books.*** Faculty members must retain appropriate course materials and records—i.e., examinations, papers, attendance rosters, etc. for one full semester after the conclusion of the semester in which the course is completed excluding the summer sessions. At the end of the semester or at the end of summer sessions, a copy of grade records/book, last date of attendance and a copy of the syllabus must be submitted to the department office. These records will be retained in the department office for five years so that they can be consulted if necessary. Course materials for students who have been assigned an Incomplete (I) grade will be retained for one full semester after the conclusion of the semester in which the final grade was assigned. Refer to the minimum use policy as stated earlier.

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

***Retention and Progression Standards.*** Reflects TBR Policy 2.03.01.01:

Undergraduate Academic Retention & GPA Standards:

<https://www.southwest.tn.edu/policy/section2/2-03-01-01-10.pdf>

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

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

\*\* Designated Courses Only

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

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

## **Final Examination Schedule and Grades**

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

policy manual. SOUTHWEST Policy No. 2:00:00:00/23.

Note: Instructors should advise the student that an “I” grade can adversely affect their financial aid due to the mandatory completion of the minimal number of hours per semester. The student should contact the financial aid office before the “I” grade is submitted.

## **Course Grade Appeals**

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

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

This includes:

- a. The assignment of a course grade to a student on some basis other than performance in the course.
- b. The assignment of a course grade to a student by resorting to standards different from those which were applied to other students in the class; or The assignment of a course grade by an unannounced departure from the instructor’s previously articulated standards. (Factual and computational errors are included in this definition).
- c. If course did not meet as published in the official College course scheduling system (this excludes situations in which College-wide classes experienced a shift in modality due to unforeseen events or individual emergency situations approved by the division Dean).

The burden of proof rests with the student.

## **Auditing Classes**

Students who do not wish to receive credit or a grade for a course may audit the course if the prerequisites have been met, sufficient prior knowledge exists to warrant auditing the course, or there is a compelling reason to justify auditing the course. Registration for auditing can be accomplished only during the late registration period and will be allowed on a space available basis. Students who audit courses pay the same fees as those enrolling for credit. Registration for audit can be changed to credit no later than the last day of late registration. Registration for credit cannot be changed to audit. Students with mitigating circumstances may request an exception to this policy from the Provost/Executive Vice President for Academic Affairs (SOUTHWEST Policy No. 2:03:00:00/8).

## **Academic Advising**

Students are to check their Southwest email for recommendations from their advisor on classes for the upcoming semester(s). They may call (901) 333-5122 to set up an appointment on any campus. They may also email the advisor assigned to them located on their My.Southwest dashboard and in [Navigate](#). They may then schedule their academic advising appointment in Navigate. Remind students that these options require time for advisors to respond and may cause a delay in response. They should plan ahead and check the advising options offered. For questions, email [advising@southwest.tn.edu](mailto:advising@southwest.tn.edu).

## **ACT and Compass Tests**

- (Note: Southwest Tennessee Community College employs multiple methods of entry in addition to or without the ACT.)
- Potential students under the age of 21 must submit official ACT-National test scores or

pay to take the ACT-Residual Test before enrolling (cannot be used for Lottery Scholarship certification). Placement decisions will be based on valid test scores less than three years old and according to valid ACT sub-scores in English, Mathematics and Reading.

- Potential students 21 years or older and have no transfer credits in English, Reading and/or Mathematics are required to take the COMPASS/ASSET test which is administered at the Testing Center. If valid ACT sub-scores are available, they may be used for placement.

### **Student Academic Success Seminar (ACAD 1100)**

This course provides an orientation to the college environment, acquaints students with study skills, prepares them to integrate traditional study skills with college content areas and emphasizes the academic skills necessary for success in a college setting. This is a three-credit hour course designed for degree-seeking students who have accumulated fewer than 25 semester hours.

### **Academic Honors, Academic Awards, and the Honors Academy**

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

- A. Dean's List.** At the end of each term, a Dean's List is compiled recognizing those students who have distinguished themselves by an outstanding record of academic achievement for the semester just ended. To qualify for the Dean's List, a student must have completed at least 12 credit hours of college-level courses during the term and earned a GPA of 3.00 or higher with no grade of "F". This accomplishment will be noted on their permanent academic record.
- B. Commencement Academic Honors.** Academic Honors are bestowed on students at graduation who earn the associates degree, in recognition of outstanding academic performance. Three levels of distinction are recognized: Summa Cum Laude, Magna Cum Laude, and Cum Laude. In order to graduate with the distinction of Summa Cum



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

- C. **Honors Academy.** The College supports an Honors Academy designed to ensure the best possible education for students who wish to pursue educational enrichment both in and out of the classroom. The Academy is especially directed toward students who want more out of college than mere grades. Our program highlights academic achievement and creative talent, provides educational opportunities for exceptional students, and continuously works toward raising the of 3.25 to maintain membership. Phi Theta Kappa gold stoles may be worn during the graduation ceremony.
- D. **Honors Distinction.** To graduate with honors, a student must complete a minimum of 15 hours with Honors credit, including HONR 1110. Other credits can be gained through either Honors courses or contracted honors courses. Honors distinctions enhances the intellectual and cultural climate of the college community. Although Honors classes are open to all students, there are requirements for students who wish to be full members of the Academy: recently graduated high school students should have a 3.0 high school GPA or a composite score of 21 or better on the ACT. Current Southwest students must have completed all academic developmental courses and have at least a 3.0 GPA with 12 college credits. Students who wish to earn an Honors Diploma must complete a minimum of 15 hours with Honors credit, including Honors Inquiry (HONR 1110). Students wishing to apply should contact the director of the Honors Academy.
- E. **Honor Societies.** Honor societies are national organizations dedicated to the

promotion of excellence in academic pursuits, leadership development, and service to community. In support of these endeavors, Southwest Tennessee Community College maintains an active chapter of Phi Theta Kappa. The chapter requires that students have a 3.5 cumulative grade point average on at least 12 hours to be eligible for induction, have demonstrated leadership ability, and have a record of service to community and neighbor. A student must maintain a GPA of 3.25 to maintain membership. Phi Theta Kappa gold stoles may be worn during the graduation ceremony.

(All of the online, TN eCampus, Hybrid, and Web-Assisted courses listed below require students to have access to a computer, a reliable Internet Service Provider (ISP), a modern web browser, and an e-mail account. Southwest Tennessee Community College supports a computer loan program.)

## **Digital Learning**

Southwest Tennessee Community College offers access to higher education through online learning. These digital learning technologies provide students alternatives to the traditional classroom schedule, location and pace. Digital learning courses offer the same instructional outcomes delivered through a different medium.

### **TN eCampus**

TN eCampus is a partnership of higher education institutions across Tennessee, including Tennessee Tech University, created to provide students with more options for online learning. TN eCampus courses are fully online, although some courses may have proctored midterm and/or final exams. Multiple proctoring options are available for proctored exams, including the use of a virtual proctor, so students can take exams wherever they are. TN eCampus offers course design consultations, instructional technology assistance, small group instructional diagnostics and classroom observations.

### **Hybrid Courses**

A hybrid course is a blend of face-to-face with online learning. A significant part of the course is online and as a result, the amount of time spent in a classroom is reduced but not eliminated. This allows coursework to be scheduled flexibly, promotes independent learning and decreases time spent commuting. Southwest hybrid course sections are identified with an “H” in the section ID (example BIOL 1010 4H1).

### **Web-Assisted Courses**

Web assisted courses meet in a traditional classroom setting, but course assignments outside of the class require use of the Internet. Class time may be supplemented with online activities, information, and coordinated TEAMS class meetings.

## **Leave and Fringe Benefits**

TBR policies: <https://policies.tbr.edu/policies/personnel-policies>

### **Retirement**

1. Except as otherwise provided herein, all regular full-time employees of the Tennessee Board of Regents and of institutions governed by the Tennessee Board of Regents shall be members of a state-supported retirement system, subject to the eligibility provisions of T.C.A. § 8-35-101 et seq.
2. Regular part-time employees are eligible to become members of a state-supported retirement system, but such membership is not mandatory.
3. Pursuant to T.C.A. § 8-35-403 et seq., any individual who is exempt from the Fair Labor Standards Act and who is employed in a state-sponsored institution of higher education may elect either membership in the retirement system or participation in the optional retirement program. Therefore, all regular academic, executive, administrative, and professional employees of the Board and institutions shall have the option of becoming members of either the Tennessee Consolidated Retirement System (TCRS) or the Optional Retirement Program (ORP).
  1. Employees who are members of the TCRS are eligible to retire upon attainment

of appropriate age and years of creditable service, or a combination thereof.

2. Employees who are members of the ORP may retire at any time after separation from service, subject to IRS regulations.
4. Any person who has served as the president of an institution under the Board of Regents for a period of not less than ten (10) years and has attained the age of sixty (60) while being employed by the Board may, upon approval of the Board, be retired as President Emeritus of the institution where they served a minimum of ten (10) years.
  1. For presidents hired after September 1, 2002, this will be an honorary title earned through service with no material benefit other than the honor associated with its granting.
  2. Only for presidents hired prior to September 2002, an annual salary of twenty percent (20%) of the last year's salary, exclusive of perquisites, may be paid monthly from institution appropriations subject to the terms and conditions of T.C.A. § 8-36-714.
5. For either retirement system (TCRS or ORP), the annual limit to employer contributions made on behalf of employees hired after July 1, 1996 will be subject to applicable federal and state limits.
6. There is no contribution limit for employees employed before July 1, 1996.

Additionally, for employees enrolled in the ORP, there is also an annual aggregate contribution limit for contributions to the ORP and 401(k). This limit is defined on an annual basis.

7. Temporary Employment. Any retired member of TCRS (except those receiving a disability retirement allowance) or ORP (except those who have never taken a withdrawal or distribution from his/her account) may return to service in a position covered by this system and continue to draw their retirement allowance under the following conditions:
  1. The retiree must have a break in service for a minimum of sixty (60) days, unless an exception has been applied for and approved.
  2. Retirees employed as teachers by an institution of higher education are limited to 24 quarter hours or 18 semester credit hours.
  3. The entire compensation payable to the retiree for such work should not be

more than 60 percent of the annual full-time salary received by the member in the year immediately prior to retirement. This limit on salary increases by 5 percent for each year since the member's retirement.

8. When a retiree begins temporary employment, they will be required to complete the appropriate form.
  1. TCRS retirees must complete the *Temporary Employment* form and the institutions shall submit the form to the TCRS. The TCRS must be notified by letter when the retiree's temporary employment reaches the 120 day limit and/or when employment is terminated to avoid possible overpayment or suspension of the monthly benefit.
  2. ORP retirees must complete the *Optional Retirement Program (ORP) Part-time Reemployment Certification/Waiver* form for the institution's files.
  3. New forms for TCRS and ORP retirees must be completed for each 12-month period.

## **Grant-in-Aid**

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

## **Tuition-Free Classes at State Institutions**

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

## **Education Tuition Reduction for Children of State Employees**

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

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

The Tennessee Higher Education Commission (THEC) has defined full-time as six months of continuous service. Applications are available in PDF format at the THEC website: <https://www.tn.gov/sos/rules/1540/1540-01-04.pdf> — State Employee Tuition Waivers.

## **Student Services**

### **Confidentiality of Student Records**

It is the policy of Southwest Tennessee Community College to comply with the Family Educational Rights and Privacy Act (FERPA), also known as the “Buckley Amendment,” and all provisions and amendments thereto. In so doing, the College will protect the confidentiality of students and former students’ records. Each faculty and staff member of the College is individually responsible for complying with FERPA, and violations of the Act will subject the employee to disciplinary actions. Except for authorized administrative units that have responsibility for maintaining student records, no unit, component, staff or faculty member may disclose personally identifiable information. The institution reserves the right to disclose directory information. Directory information may be released without the student’s consent. Any student who does not want the following directory information disclosed, must complete a Suppression of Directory

Information Request form (Forms are available in the Admissions and Records Office) and submit it to the Admissions and Records Office. The following information is considered directory information at Southwest Tennessee Community College: 1) name, 2) address, 3) telephone number, 4) major field of study, 5) participation in officially recognized activities and sports, 6) weight and height of athletic team members and sports statistics, 7) dates of college attendance, 8) degrees, certificates and/or awards received, 9) other institutions previously attended. Please consult SOUTHWEST Policy 3:02:03:00/13 (Confidentiality of Student Records) for additional information.

## **Student Academic Load**

- Full-time - A student who enrolls in 12 or more semester hours of credit is considered to be full-time.
- Part-time - A student who enrolls in less than 12 semester hours of credit is considered to be part-time.
- Maximum Load - The maximum number of semester hours of credit in which a student may enroll Fall or Spring Semester at Southwest Tennessee Community College is 18. The maximum number for summer is 15 with no more than 8 semester hours in Summer I or Summer II.

## **Approval for Class Overloads**

In a minimal number of special cases, the Academic Dean will permit students to exceed the academic maximum load for the term. A request to exceed the maximum class load may not be made by students enrolled in learning support courses.

Permission of the Academic Dean is required for any student who wants to enroll in more than 18 semester hours of credit fall or spring semester or for more than 15 hours summer. The appropriate form indicating the Dean's permission must be submitted to Admissions and Records Office personnel.

## **Repeated Courses**

A student may repeat a course regardless of the grade received. However, permission from the Provost/Executive Vice President for Academic Affairs is required to repeat a course in which the student has earned an “A” or “B” grade.

In computing the student’s QPA, only the 1st grade earned in a repeated course will be used and the repeat will not increase the number of attempted hours.

## **Student Orientation**

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

## **Financial Aid**

The primary purpose of financial aid is to provide assistance to students who, without such aid, would find it difficult to attend college successfully. Southwest Tennessee Community College adheres to a nationally established policy and philosophy of financial aid for education. This policy is that students and parents have the first responsibility for financing an education. However, when it is determined that a family cannot meet the educational costs, and then financial assistance may be available. All students are encouraged to apply for aid if they feel they have the need. To determine if there is need for assistance, Southwest Tennessee Community College uses the Free Application for Federal Student Aid, which takes into consideration the factors that affect a family’s financial status.



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

- a. Students should apply early for financial aid; the optimal date is February 15.
- b. Full awards are based on 12 hours, but awards can be made for less than full-time schedules.
- c. Students must earn credit in a minimum of 67 percent of hours attempted each academic year in order to maintain eligibility for financial aid.
- d. Students must maintain satisfactory academic progress.
- e. Pell grant awards are made for a maximum time frame of 150% of the program of study credit hours.
- f. Financial Aid may be used for a maximum of 30 semester hours of Learning Support courses.

## **Graduate Exam**

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

## **Student Due Process**

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

# Business and Financial Affairs

## Travel

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

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

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

## **Paychecks**

The Direct Deposit Program is required of all employees.

## **Computer Resources**

Computer resources at Southwest Tennessee Community College are available to all currently enrolled students, faculty and staff, and others who have been authorized by the college for use in a responsible, ethical, and equitable manner. It is important that all users of the computing facilities conduct their computing activities in this manner since they have access to many valuable and sensitive resources and their computing practices can adversely affect the work of the college and other users. Failure to follow policies may result in loss of computing privileges; computer use may be monitored to protect the system; and the

college may terminate the account of anyone who has been determined to use his or her access for unlawful or unethical purposes or in other contravention of SOUTHWEST Policy 4:00:00:00/14 (Use of Computing and Networking Resources).

## **Vehicle Operation on Campus**

Employees eligible to operate vehicles on campus or designated center sites of Southwest Tennessee Community College must register their vehicles at the Public Safety Office. Faculty is encouraged to respect the areas designated as student parking that are close to the facilities. Employees having a bona fide disability (permanent or temporary) must register their vehicle with the Public Safety/Campus Police Office.

- Designated parking spaces are recognized by the following colors.
  - Red – Faculty and Staff
  - White – Students
  - Green – Visitors
  - Blue – Disabled

## **Campus Police and Public Safety Department**

The Campus Police Department is responsible for the safety and security of the entire Southwest Community. Southwest Tennessee Community College maintains a 24-hour dispatch operation manned by the Public Safety Office personnel, the telephone switchboard operator, or the Evening and Regular Programs Office personnel. Officers on duty are equipped with a radio/telephone and can be reached by calling 901-333-4242 on the Macon Cove Campus and 901-333-5555 on the Union Avenue Campus. Surveillance cameras are located strategically across the campus. These cameras transmit 24 hours a day, seven days a week, to monitors and videotape devices located

in the Public Safety Office. As a public service, Southwest Police and Southwest Security will walk faculty, staff, and students to their cars.

### **Red Emergency Phones**

Red emergency phones are located in all buildings and automatically ring Police Services/Public Safety when the receiver is picked up. These phones are attached to the wall with emergency phone signs near them.

### **Blue Light Emergency Phones**

Blue light emergency phones are strategically located throughout the parking areas of the Macon Cove and Union Avenue Campuses. These phones are wired directly to the communications centers and will be video monitored 24/7. The basic operation of the phone is not complicated and they are extremely user friendly.

For safety purposes, faculty, staff and students should become familiar with the blue light emergency phone locations on the Macon Cove and Union Avenue Campuses. To use the phones, depress the "talk" button on the blue phone box to connect directly to the Southwest police services/public safety dispatcher. Speak clearly; do not yell, and give the following information: your name, your location and the nature of your emergency. Stay on the line with the dispatcher until the Police Services/Public Safety officer arrives, and be ready to give the dispatcher any further required information.

### **Keys**

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

# Appendix

## Appendix 1 Forms

See all forms here:

<https://dynamicforms.ngwebsolutions.com/UserDashboard/PendingForms>

## Appendix 2

### Guidelines for Promotion and Tenure

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

Step	Typical Month	Activity
1	Oct	Vice President of Academic Affairs (VPAA) <b>announces</b> promotion and tenure application process to all full-time faculty. Eligibility requirements for promotion can be found at Southwest Policy for Faculty Promotion ( <a href="https://www.southwest.tn.edu/policy/section5/5-02-02-01-37.pdf">https://www.southwest.tn.edu/policy/section5/5-02-02-01-37.pdf</a> ). Requirements for Tenure can be found at Southwest Policy for Academic Tenure ( <a href="https://www.southwest.tn.edu/policy/section5/5-02-03-01-38.pdf">https://www.southwest.tn.edu/policy/section5/5-02-03-01-38.pdf</a> )
2	Oct	Given the TBR mandated time constraints of this promotion/tenure timeline, faculty who know they meet eligibility requirements should begin compiling their dossiers. Candidates request letters of recommendation from tenured faculty within the department and external to the department (maximum of three internal letters and three external letters). <b><i>(Dossiers are typically due in January.)</i></b>
3	Oct	Each Dean submits to the President of the Faculty Senate the names of tenured faculty members to serve in the pool for the selection of the College Promotion and Tenure Committee. (These tenured persons should be elected by the department and cannot be department chairs, deans, candidates, or relatives of candidates for

		promotion and/or tenure during this year.)
4	Oct	Applicant sends letter of intent to apply for promotion or tenure to the VPAA with copies to the Department Chair and Dean. <b><i>It is the sole responsibility of the faculty member to initiate the promotion or tenure application process by sending the letter.</i></b>
5	Nov	Letter of Intent to apply for promotion or tenure must be received in the VPAA's office by the close of business.
6	Nov	Department Chairs and Deans, in collaboration with Human Resources Office, verify the eligibility of applicants for tenure and send the list to the VPAA.
7	Nov	Department Chairs post and distribute eligibility lists to applicants and departmental faculty.
8	Nov	The Faculty Senate President randomly selects from the elected departmental pool the names of seven faculty and three alternates for the College Promotion and Tenure Committee and seven faculty and three alternates for the College Promotion and Tenure Appeals Committee. The selected names are sent to the VPAA for certification and notification of membership on the committees. The President of the College may add committee members from the overall faculty to achieve balance, (academic representation by discipline) on the committees.
9	Nov	Any faculty member who submitted a letter of intent, who is not verified as eligible, and who wants to appeal, must do so in writing to the VPAA within five (5) working days of the distribution date of the eligibility list.
10	Dec	Appeal decisions on eligibility will be completed by the Promotion and Tenure Appeals Committee and conveyed to the individual and the Provost.



11	Jan	<p><b>Individual faculty who are eligible must submit a formal letter of application and complete dossier to the department chair.</b> The candidate should prepare the dossier according to the required format. Each candidate is responsible for providing the required documentation. The eligible faculty member will place the letters of recommendation in the dossier. <b>The dossier will be made available to the departmental members for review.</b></p>
12	Jan	<p>The department chair convenes the Departmental Promotion and Tenure Committee (consisting of all tenured department members) and will request of them in writing the committee's recommendation of the candidate in the form of a vote to recommend or not to recommend the candidate. <b>The committee will review the dossiers and vote by secret ballot.</b></p>
13	Jan	<p><b>The department chair will send the dossier with the following materials to the Dean</b> of that academic division:</p> <ol style="list-style-type: none"> <li>1. Recommendation letter with specified vote from the Departmental Promotion and Tenure Committee.</li> <li>2. Department Chair's letter of recommendation.</li> </ol>
14	Jan	<p><b>The Dean adds a recommendation and sends entire dossier</b> to the <b>VPAA's Office</b> for distribution to the College Promotion and Tenure Committee.</p>
15	Feb	<p><b>The College Promotion and Tenure Committee votes</b> to recommend or not recommend each applicant by secret ballot. <b>Its recommendations, along with the dossiers, are sent to the VPAA.</b></p>

16	Feb	The VPAA reviews the dossier of each candidate and the recommendations of the Departmental Promotion and Tenure Committee, department chair, dean, and the College Promotion and Tenure Committee. The Provost makes a recommendation to the President of the College on each candidate for promotion or tenure considering qualifications, recommendations, existing needs.
		<b>The VPAA will notify in writing all candidates, those recommended and those not recommended.</b>
17	Feb	Applicants can review their dossiers, including all correspondence.
18	Mar	Any <b>candidate who wishes to appeal</b> the VPAA recommendation <b>must do so in writing to the President within five (5) working days</b> of the notification of the recommendation.
19	Mar	If there are appeals, the President of the College will appoint a Promotion and Tenure Appeals Committee. <b>The President will notify the Promotion and Tenure Appeals Committee in writing</b> no later than one week after the President receives a written appeal.
20	Mar	<b>The Appeals Committee reviews contested case(s) and submits recommendations</b> regarding appeals to <b>the President</b> . The Appeals Committee may obtain clarification on issues from candidates or persons providing recommendations.
21	Apr	<b>The President</b> will review the dossier and recommendations for each candidate, review any appellate action, and <b>submit to the Chancellor a listing of all persons being recommended for promotion and/or tenure.</b>
22	Apr	The President informs the applicants and appropriate supervisors of the college's recommendation.

23	July	Upon notification of action taken by TBR, the President will notify the candidate within two (2) weeks of TBR action. A copy of the letter will be sent to the Provost, Dean, and Department Chair and Director of Human Resources.
24	Aug	Each dossier will be available to the faculty member in the Provost's office at the completion of the promotion and tenure process.

## Dossier Format

All Dossiers will be submitted via digital format. The binder will be subdivided into categories identified below with tab-style dividers.

The cover of the dossier will contain the following information.

1. Faculty member's name
2. Current Rank
3. Department
4. Division
5. Phrase "Dossier for consideration of promotion to the rank of ... and/or tenure for the 2XXX-2XXX academic year"
6. The first page of the dossier will be a table of contents in the format on the following page. Additionally, the tab-dividers will be inserted and labeled to correspond to the main headings identified by capital Roman numbers.
7. The following is a sample dossier.

# Cover

JOHN DOE

ASSISTANT PROFESSOR

ACCOUNTANCY, OFFICE ADMINISTRATION AND CAREER STUDIES

BUSINESS, CAREER STUDIES AND TECHNOLOGIES

DOSSIER FOR CONSIDERATION OF PROMOTION TO THE RANK OF

ASSOCIATE PROFESSOR FOR THE 2XXX-2XXX ACADEMIC YEAR

## Table of Contents

Section	Title	Page number
I.	Letter of Intent .....	81
II.	Letter of application (Summary of Qualifications) .....	82
III.	Letters of Recommendation .....	82
	a. Departmental letters (3 Maximum).....	
	b. External to department (3 Maximum).....	
IV.	Departmental Vote and comments. ....	83
V.	Chair Recommendation Letter.....	83
VI.	Dean Recommendation Letter.....	83
VII.	Teaching.....	83
	a. Summary page/ Introduction.....	
	b. Student Evaluations .....	
	i. All Summary Sheets.....	
	ii. Sampling of Comments.....	
	c. Course/ Curriculum Development .....	
	d. Other.....	
VIII.	Service .....	89
	a. Summary page/ Introduction.....	
	b. College.....	

c.	Public.....	
d.	Professional.....	
IX.	Professional Development.....	90
a.	Summary page/ Introduction.....	
b.	Scholarship.....	
c.	Creative Activities.....	
d.	Research.....	
e.	Other Development Activities.....	
X.	Collegiality.....	91
a.	Summary page/ Introduction.....	
b.	Other.....	
XI.	Annual Evaluations.....	92

**I. LETTER OF INTENT**

Below is a sample letter of intent  
 July 19, 200XXX

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

Dear Dr. XXXX:

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

Sincerely,

Sample E. Faculty

Assistant Professor

Accountancy, Office Administration, and Career Studies

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

## **II. LETTER OF APPLICATION**

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

1. Teaching quality
2. Curriculum/course development

3. Advising
4. Service to the Department, Division, or College
5. Scholarship
6. Creative Activities
7. Research
8. Development activities
9. Collegiality

### **III. LETTERS OF RECOMMENDATION**

#### **a. Departmental**

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

#### **b. External to Department**

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

### **IV. DEPARTMENTAL VOTE AND COMMENTS**



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

**V. CHAIR'S RECOMMENDATION LETTER**

Please insert and number a blank sheet in this section. The Department chair will

replace this sheet with his or her letter of recommendation for the faculty member.

**VI. DEAN'S RECOMMENDATION LETTER**

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

**VII. TEACHING**

Teaching Summary Page/ Introduction

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

**TEACHING SUMMARY**

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## **Teaching Philosophy**

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

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

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

I also believe that my students have duties to me, to their fellow students, and to themselves. I believe that these duties support me in fulfilling my duties to students.

Thus, I believe that it is the students' responsibility to be supportive of the teacher and fellow students by being:

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

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

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

## **Teaching Summary**

### **1. Evaluations of the instructor by students**

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

### **2. Evidence of curriculum development and improvement activities**

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

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

contact with local industry professionals.

### **3. Evidence of recruitment activities utilized to increase enrollment**

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

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

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

### **4. Evaluations of the instructor by supervisors**

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

rating. Further, in his 2001-2002 evaluation, he received all ratings at the “Very Good” to “Outstanding” level.

### **Student Evaluations of faculty member**

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

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

ACCT 2190101	<u>3.55</u>
3.74	
Overall Average	3.91

\* Average scores refer to the arithmetic mean.

Insert Summary pages of all available course evaluations here

### **Selected student comments from evaluations**

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

### **Course/ Curriculum Development**

Include evidence of course and/or curriculum development here.

## **Other**

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

## **VIII. ADVISING**

### **Summary Page**

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

## SERVICE

### **IX. Summary page**

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

#### **College Service**

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

*College service* refers to activities other than teaching and scholarship performed at the department or college level. It is expected of every faculty member; indeed, colleges could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. College service includes, but is not limited to, serving on departmental committees, and participating in College activities and on college committees.

More extensive citizenship functions, such as a leadership role in the Faculty Council/Senate, membership on a specially appointed task force, advisor to a college-wide student organization, and membership on a college search committee should be taken into account in consideration for tenure.

**X. Public Service**

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

The *outreach or public service* function is the college's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted.

Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the College. A vital component of the College's mission, public service must be performed at the same high levels of quality that characterize the teaching and research programs.

**XI. Professional Service**

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

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



## **XII. PROFESSIONAL DEVELOPMENT**

### **Professional Development Summary Page**

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

#### **Scholarship**

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

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

#### **Creative Activities**

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

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

#### **Research**

This section should include detailed documentation of the faculty member's

performance in the area of research.

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

### **XIII. COLLEGIALITY**

#### **Summary page**

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

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

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

### **XIV. ANNUAL EVALUATIONS**

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Insert copies of all annual evaluations in this section.