

4. Instruction

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Instruction

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CHAPTER 4: INSTRUCTION

I. THE UNIVERSITY'S CONCERN FOR GOOD TEACHING

Auburn University recognizes that the classroom experience represents something of a partnership between student and professor. For the partnership to be successful, each has a right to expect certain things of the other: just as the professor may expect students to meet their responsibilities which he or she has made explicit on such matters as instructional objectives and evaluation procedures, so the student should expect the professor to meet his or her obligations also. The University believes that each faculty member in conducting classes should exhibit high standards of professional behavior through his/her scholarship, personal integrity, and enthusiasm for the profession of teaching.

More specifically, each professor has a responsibility to himself or herself and to his or her students:

1. To state, in writing at an early meeting of the class, specific course objectives and the manner in which they are to be attained.
2. To exercise care in the organization and presentation of all materials toward the end of achieving the stated instructional objectives.
3. To state, in writing at an early meeting of the class, grading and evaluation procedures, including:
 - a. the grading system and method of determining the final grade;
 - b. the relative importance of assigned papers, quizzes, examinations, class preparation, and participation;
 - c. the approximate schedule for examinations (other than the final exam); and
 - d. the policy on unannounced quizzes.
4. To arrive promptly at all scheduled classes. If absence is anticipated, the class should be informed in advance of contingency arrangements.
5. To maintain regular, posted office hours each week for conferences with students.
6. To grade and return examinations within a reasonable period of time.

The University's concern for good teaching is spelled out in the Board of Trustees Policies Manual. The following excerpt (pp. C-1-2), "Position on Quality Instruction," was adopted in 1989.

The Board of Trustees views the instruction of students as the foremost activity of Auburn University. It is proud of the outstanding levels of quality achieved throughout the institution in preparing graduates to enter the professions, graduate programs and leadership positions in all walks of life. To underscore and support this process, the Board identifies those characteristics that it views to be central to the teaching/learning process.

1. Class sizes, particularly at the freshman and sophomore levels, should be sufficiently small to provide for individual student attention and opportunity for free exchange of ideas.
2. Faculty teaching loads should not be so burdensome as to preclude the availability of faculty for individual or small-group counseling, advising, and informal discussion with students.
3. Early in their Auburn career, all students should have opportunity for exposure to the University's best scholars. Senior faculty should have some teaching responsibility at the lower division level.
4. Particular care should be exercised to assure that those who have classroom instructional responsibility possess strong communication skills.
5. Innovative teaching approaches should be encouraged. To foster creativity in the instructional arena, a "learning center" should be organized to assist any faculty member who may desire its use. Junior faculty should be supervised carefully to assure that support is provided as needed.
6. The curriculum should reflect a desire that graduates be effective in communication and reasoning skills, as well as being well founded in the major discipline.
7. There should be an honors program and other similar opportunities for the exceptionally talented and curious student.
8. Outstanding teaching will be recognized and rewarded.
9. The Board supports a regular, validated, and effective faculty evaluation system that relies upon student, peer, and administrator input. Such a program should have performance improvement as its primary goal.
10. The Board will strive to provide adequate operating budgets, so that support materials are available to enhance the teaching/learning process.

Teaching is a dynamic and complex activity, and learning is an individual process. The Board of Trustees recognizes that a wide variety of teaching methods are available, that no singular approach is superior to others, and that circumstances dictate the style most appropriate. The Board recognizes and congratulates the faculty and administration on their ability to attract to Auburn high quality students. By endorsing this statement, the Board desires that faculty, department heads, and deans be aware of its interest in and support of their dedicated efforts to offer Auburn students the highest possible quality of instruction.

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2. TEACHING LOADS

The University recognizes the impossibility of creating a "teaching load" formula that would be applicable to the complex academic programs embraced by the various colleges, schools and departments. Considerable flexibility is given to the individual department head, in consultation with the dean, in assigning faculty workloads to meet the department's instructional, research, and public service commitments. Faculty workloads are regularly reported to the Provost and are utilized by the Central Administration of the University in budgetary management of the academic program.

Although there is no set teaching load formula at the University level, normally every attempt is made to give appropriate reduction in the classroom assignments of those faculty significantly engaged in research, graduate teaching, the direction of graduate student theses, or University service. Such reduction should be applied equitably to all eligible faculty. However, the University believes it is important that senior faculty who have distinguished themselves through research and publication be directly involved in undergraduate

teaching.

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3. RESOURCES FOR IMPROVED TEACHING EFFECTIVENESS

A. TEACHING GRANT-IN-AID PROGRAMS

Department heads, individual faculty members, and academic deans are encouraged to work together for the innovation and improvement of instruction. One avenue through which the University will support such efforts, to the limit of available funds, is the Teaching Grant-in-Aid program. Both competitive and discretionary grants are available through the Office of the Provost. The purpose of the Teaching Grant-in-Aid program is to encourage improvement of teaching through financial support of selected projects (competitive awards may be funded up to a maximum of \$15,000 and discretionary grants to a maximum of \$1,000). Projects should directly benefit the teacher, the students, and the University's overall teaching program. Full-time faculty are eligible to apply. The call for proposals for competitive grants is issued by the Provost, typically during the fall semester with a spring semester deadline for application. Funding of projects may commence June 1 and include support of summer teaching improvement activities. Discretionary grants may be considered anytime throughout the year. From time to time, grants may be designated by the University for the advancement of particular instructional programs, such as Computer-Aided Instruction. Grants typically are restricted to the support of such items as:

- 1. Personnel support, such as programming, secretarial, or graduate assistant;*
- 2. Release time, usually limited to part-time release for one semester;*
- 3. Summer term support to participate in teaching improvement activities;*
- 4. Consulting and travel expenses for inviting experts in teaching effectiveness to conduct workshops;*
- 5. Purchase of non-routine instructional equipment and supplies;*
- 6. Publication assistance.*

General and specific regulations and instructions for applying for both competitive and discretionary Teaching Grants-in-Aid are contained in TGIA Form 400, "Policies and Procedures Governing the Auburn University Teaching Grant-In-Aid Program" available from the Office of the Provost.

An application for a competitive grant should consist of:

- 1. The "Application for Competitive Teaching Grant-in-Aid" (TGIA Form 100) with original signatures of the department head and dean;*
- 2. A one-page abstract of the proposed work;*
- 3. A detailed research proposal using the "Outline for Competitive Teaching Grant-in-Aid Application" (TGIA Form 200);*
- 4. A faculty vita.*

The original and six copies of the application (not exceeding ten pages, including attachments) must be submitted to the Provost no later than announced deadlines. Applications are considered by the Teaching Grant-in-Aid Committee which is a subcommittee of the Teaching Effectiveness Committee. Recommendations of the committee are sent to the Provost. The Provost then selects projects for funding and processes the appropriate documents to activate the grant. The Teaching Effectiveness Committee showcases faculty who have been awarded teaching grants.

Requests for funding for a discretionary grant should be made on TGIA Form 300, "Application for Discretionary Teaching Grant-in-Aid." The original and two complete copies should be submitted to the Provost.

The Office of the Provost supplies other TGIA Forms of interest: TGIA Form 500 "Request for Extension of TGIA Award," TGIA Form 600 "Teaching Grant-in-Aid Final Report," TGIA Form 700 "Guidelines for Computer-Aided Instruction Proposals," and TGIA Form 800 "Criteria for Evaluating Teaching Grant-in-Aid Proposals."

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B. GENERAL FEE EQUIPMENT FUND

The General Fee Equipment Fund is another resource for the improvement of instruction. A portion of the student fees are set aside for the purchase of teaching aids, equipment, and programmatic changes. The monies are disbursed by the Provost to each college/school. Each dean may establish guidelines and restrictions for its use. Application for instructional equipment funds is made through the department head to the academic dean.

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C. UNIVERSITY LECTURES PROGRAM

The University Lectures Program may be utilized by faculty members to invite speakers to Auburn University to complement an instructional program. Application for funding is made through the Office of the Provost. That Office can provide the following forms: "Guidelines and Procedures for University Lectures Program" and "Application for University Special Lectures Program Support." The Lectures Committee considers the applications. Requests for financial support should be made at least one month in advance of the anticipated program. Preference is given to lecture programs with interest beyond one class; large audience appeal is desired.

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D. PROFESSIONAL IMPROVEMENT LEAVE

A Professional Improvement Leave may be awarded for faculty development. One semester of leave with pay may be requested for each four years of full-time service (see details in Chapter 8). Applications for Professional Improvement Leave shall be made through department heads and deans. These academic administrators shall be asked to provide additional information, and all applications must have their support. A written copy of the action taken by these administrators, with the additional information, shall be supplied to the applicant. The purpose of the leave should be consistent with departmental missions and goals. The

application form, faculty vita, prospectus detailing the nature of the study, and other supporting documents should be forwarded to the Provost at least one semester in advance of the requested leave.

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4. EVALUATION OF TEACHING

The University views the evaluation of teaching as an on-going process which relies on multiple assessment measures. One such measure is the University's computerized Teaching Effectiveness Survey for gathering student perceptions. Faculty members are required to have this standardized instrument administered in their classes one semester per year, usually fall semester.

Departments send completed cover sheets and scan sheets to the Division of University Computing for analysis.

Administration procedures for the survey are explicit. Each college/school, department or faculty member may include "optional questions" or evaluation materials in addition to, but not in lieu of, the University's survey. While their classes are being evaluated, faculty members shall not be present in their classrooms. Persons conducting class evaluations shall encourage students to print their comments. It is recommended that handwritten comments be typed before they are given to faculty members, after final grades have been awarded. It is inappropriate for faculty members to contact students to discuss individual evaluation responses. The class data from the scan sheets and any additional comments from the students are reported to the faculty member; the department head also receives the data on each class and each faculty member evaluated.

These data along with other assessments of teaching will be used in the yearly review of each faculty member by his or her head, in the third year review by the department, and in review for promotion and/or tenure by the department, and by the school/college and University-level committees. In addition, the academic dean receives data from each department without identifying faculty information. The departmental data yield a college/school summary which is distributed to the Provost.

Faculty and the various departments are urged to employ additional measures of teaching effectiveness. Possibilities include alumni assessments, employer assessments of matriculated students, evaluations from persons or organizations external to the University for which the faculty member consults or provides instructional services of some kind, and administrator assessment of performance. An important method of assessment is evaluation by professional colleagues.

Peer evaluations, mandated by the Board of Trustees, may be achieved in a variety of ways. Faculty members and/or departments should develop an appropriate peer evaluation strategy or strategies. Evaluation by professional colleagues might include the following:

1. Evaluation of the faculty member's syllabi, tests, handouts, and other materials used in class.
2. Evaluation of the faculty member's preparation of students for subsequent courses in the field.
3. Evaluation of the faculty member's work in a team teaching situation by his or her partner.
4. Comparison of the faculty member's work with that of others teaching the same course.
5. Observation of the faculty member's classes.

6. Evaluation of a portfolio developed by the faculty member in which he or she presents him or herself as a teacher. The portfolio might include a general statement on teaching philosophy; syllabi with detailed information on course content and objectives, teaching methods, reading and homework assignments, and student evaluation procedures; materials that show the extent of student learning, such as scores on standardized tests taken before and after the course, term papers and laboratory manuals, and work from the best and poorest students; a list of courses taught with enrollment and grade distributions; etc.

To further confirm the University's concern for quality instruction and instructional programs, the Teaching Effectiveness Committee, the Curriculum Committee and the Core Curriculum Oversight Committee have been established. These committees are charged with carrying out a process of continuing evaluation and enhancement of instructional programs and evaluation of proposed changes in the curriculum.

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5. AWARDS

The University, and units within the University, offer formal recognition of meritorious teaching and of scholarly achievements in the broader sense. Through private gifts and state matching funds, the University obtains and retains eminent scholars. Many colleges and the University itself also offer positions of endowed chairs or salary enhancement for exceptional faculty.

In addition, the Auburn University Alumni Association supports a number of Alumni Professorships, Alumni Professorships are non-renewable and carry an annual \$3,500 salary supplement for five years. Nominees must be tenured faculty members, at the rank of professor or associate professor, with direct responsibilities in two or more of the institutional missions of instruction, research, and outreach. Nominees must have demonstrated exceptionally meritorious performance, distinctive competence, and potential for continued high productivity and excellence in at least two of the three institutional missions. Although years of distinctive service and quantity of contributions may be a selection criterion, the quality of performance during years of service is the primary consideration in identifying recipients. To ensure that less senior faculty receive serious consideration, the committee reviewing nominations shall be asked to consider the period of time over which the contributions have been made. Continuation during the five-year appointment shall be contingent upon the recipient maintaining the high level of performance that initially warranted the appointment. The title "Alumni Professor" or "Alumni Associate Professor" shall be relinquished at the end of the appointment period.

The Provost shall issue the annual call for nominations during January of every year. The call shall be directed to academic deans, department heads/chairs, and faculty members. Nominations may be initiated by individual faculty members or department heads/chairs, and shall be prepared in the format of promotion dossiers. Nominations shall be reviewed and endorsed at the level of the department head/chair and dean, and nominees shall be informed in writing of the action taken by these academic administrators.

The Alumni Professorships Committee shall review nomination dossiers and shall recommend recipients to the Provost who shall make recommendations for appointment to the President.

The highest honor a faculty member can achieve on the Auburn campus is the designation of Distinguished University Professor. The President bestows this honor, with concurrence of the Board of Trustees, following recommendations from the Distinguished University Professor Committee that acts on nominations of the various departments and schools in response to a call from the Office of the President. The number of Distinguished University Professors cannot exceed one percent of the full-time faculty.

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6. ACADEMIC REGULATIONS

Faculty members are expected to know and observe the following academic regulations. The publication, the Tiger Cub, elaborates on many of these regulations.

A. CLASS ATTENDANCE AND RELATED PROCEDURES

A student is expected to attend all scheduled University classes. College work proceeds at such a pace that regular class attendance is necessary to receive proper instruction. Specific policies regarding class attendance are the prerogative of the individual faculty member. The faculty member shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.

The student is expected to carry out all assigned work and to take examinations at the class period designated by the instructor. Failure to carry out these assignments or to take examinations at the designated times may result in an appropriate reduction in grade, except as enumerated below.

The faculty member shall determine the policy regarding grading which he or she feels is best for the course. This policy shall be presented to the class, in writing, at the beginning of the semester and will govern the actions of the faculty member in the course.

Arrangement to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences (as defined by the Tiger Cub) shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within two weeks from the time that the student initiates arrangements for it. Instructors are encouraged to refrain from giving make-up examinations during the last three days prior to the first day of final examinations. The format of make-up exams and opportunities for students to make up work other than major examinations are at the discretion of the instructor whose make-up policies should be stated in writing at the beginning of the term. A faculty member will be expected to excuse absences for:

1. Illness of the student or serious illness of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.
2. The death of a member of the student's immediate family. The instructor shall have the right to request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate University personnel to document the student's participation in such trips.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

The regularly accepted time for class to begin shall be on the hour or half hour. If the instructor does not appear within 20 minutes after the hour, it may be assumed that the class is canceled. All classes shall be dismissed promptly at the appropriate end time.

It is University policy that all classes will meet as scheduled on the last day before and the first day after holiday periods designated by the University.

Unresolved problems regarding class attendance and/or procedures should be referred to the Student Academic Grievance Committee.

7. Classroom Behavior Policy.

AUBURN UNIVERSITY POLICY ON CLASSROOM BEHAVIOR

INTRODUCTION

The goal of Auburn University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge, and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor. Disagreement expressed in a civil fashion, eccentricity, idiosyncrasy, and unconventional behavior are not, per se, disruptive to the classroom experience. These sanctions are intended only to preserve the classroom as a place to pursue knowledge, exchange ideas, and share opinions in an atmosphere of tolerance. Students have the responsibility of complying with behavioral standards. Faculty have a professional responsibility to set reasonable limits on the expression of opinions while treating students with dignity, respect, and understanding while guiding classroom activities.

At the classroom level, clear guidelines for behavior and early intervention are the foundation for an intellectually stimulating experience for students and instructors alike. Instructors are encouraged to include in their syllabi guidelines for classroom behavior. Instructors who state these guidelines early and enforce them at the first appearance of disruptive behavior prevent minor episodes of classroom misconduct from escalating into serious confrontations and help transgressors to avoid the more serious consequences of such actions.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
- monopolizing discussion
- persistent speaking out of turn
- distractive talking, including cell phone usage
- audio or video recording of classroom activities or the use of electronic devices
without the permission of the instructor
- refusal to comply with reasonable instructor directions
- employing insulting language or gestures
- verbal, psychological, or physical threats, harassment, and physical violence

POLICY

1. When confronted with disruptive, but non-threatening behavior, the instructor should issue a general word of caution to the class as a whole rather than to a particular student so as not to exacerbate the problem.
2. If a general caution directed to the entire class does not stop the disruptive activity, the instructor should endeavor to meet in private with the disruptive student. The resulting discussion should include a description of the problem, the reason it is disruptive, and the consequences of continued violations of classroom behavior guidelines.
3. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom for more than one class period, for an extended period, or on a permanent basis normally requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs. The department head/chair or dean may negotiate a withdrawal from the course or a transfer of the disruptive student to a different course section or course, if, in his or her opinion, a different instructor and different classmates would defuse the situation and provide the disruptive student with a new learning opportunity.
4. If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean documenting the incident and actions taken.

Instructors and administrators must maintain records related to all material disruptive incidents and any actions taken concerning them. Nothing in this policy is intended to infringe or restrict the educational process or the academic freedom of Auburn students or instructors.

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B. VIOLATIONS OF HONESTY AND INTEGRITY

Auburn University expects students to pursue their academic work with honesty and integrity. Violations of this principle are enumerated in the Tiger Cub. Briefly, violations include:

1. The possession, receipt, or use of any material or assistance not authorized in the preparation of an assignment or during tests.
2. Giving assistance to another in such practices.
3. Furnishing in any way material containing future examination questions or answers.
4. Plagiarism (submission of work that is not one's own without proper acknowledgment).
5. Attempting to alter an assigned grade.
6. Other actions delineated by the instructor.

The "University Academic Honesty Code" may be found in the SGA Code of Laws cited in the Tiger Cub.

An "Easy Guide to Reporting Honesty Cases" appears in the Tiger Cub. An instructor with evidence of a violation of honesty should report the case to the Academic Honesty Committee. This helps ensure that sanctions can be consistent and that multiple offenders can be caught.

A student may charge another student with a violation of the honesty code. A faculty member charging a student should follow these standard procedures:

1. The faculty member should try to meet with the student and tell the student that he or she plans to report the incident. The faculty member should assume the student is innocent and allow the student to attend class and take exams.
2. Within 15 days, the faculty member should send the student a letter with copies to (a) the Provost, (b) the student's dean, (c) the faculty member's dean, and (d) the faculty member's department head. This letter should pinpoint the date and describe the alleged violation but details of evidence may be omitted. The letter to the student should also describe the sanctions, if any, that the faculty member is recommending.
3. The faculty member should send all incriminating evidence, plus a full description of what happened, to the Provost. This material will be supplied to the Academic Honesty Committee. At this point the Provost will issue the formal letter of charge to the student. The letter will state that if the student desires a hearing, he or she must respond in writing, within five days, to the Provost. Whether the student waives the right to a hearing or not, he or she is asked to respond to the charge with a written statement.
4. If the student elects to have a hearing before the Academic Honesty Committee, the faculty member will be asked to appear. The faculty member and the student may bring witnesses.
5. Following the hearing (or if the hearing was waived, following review of the evidence) the Academic Honesty Committee will meet to decide on the case and on recommended sanctions, if any. The committee will forward its recommendations to the Provost.
6. The faculty member will be informed by the Provost of his or her decision and have the right to appeal the decision to the President.

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C. STUDENT ACADEMIC GRIEVANCE

At times, alleged academic grievances may arise which cannot be resolved through informal discussion between student and professor or through student consultation with the academic department head and dean. A formal procedure, approved by the Student Senate and the University Senate, has been established to resolve such issues. The complete "Student Academic Grievance Policy" is printed in the Tiger Cub and faculty members should be aware of its contents.

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D. EXAMINATIONS AND REPORTING OF SEMESTERLY GRADES

Faculty members are referred to the Auburn University Bulletin, "Examinations and Grades," for a detailed definition of the grading system.

The following regulations apply to the administering of all announced tests and final examinations:

Announced tests in undergraduate courses will be administered at a regularly scheduled meeting of the course. Exceptions to this regulation may arise in specialized courses requiring performances or oral tests, and in multiple-sectioned laboratory classes requiring practical laboratory tests. A faculty member with a sound reason for scheduling a test at a time other than the regularly scheduled meeting time must obtain approval from the department head prior to the beginning of the semester and must

present written notice of the change to the class during the first few days of the semester. A rescheduled test should not interfere with other scheduled academic endeavors of the students involved, and an appropriate reduction in regularly scheduled class time should be given to compensate for the rescheduled test period.

A faculty member is encouraged to refrain from giving announced tests on the last three days prior to the first day of final examinations, since it is generally recognized that tests given during this period may interfere with student preparation for final examinations.

A final examination is a desirable means of evaluation in most undergraduate courses. In unusual circumstances, performance tests, term papers, research projects or other forms of evaluation appropriate to the objectives of the course may be substituted for final examination with approval of the department head, who will report his or her action to the dean and Provost. A faculty member not giving a final examination is to present to the class at the beginning of the semester a written description of the method by which final grades will be determined.

Final examinations will be administered during the hours specified in the semesterly examination schedule. Due to the specialized nature of many small upper-level undergraduate courses and graduate courses, deviations from this requirement are sometimes warranted. Such deviations are to be approved by the Provost, and rescheduled examinations must not interfere with scheduled academic activities of the students involved. The professor teaching a 600-level course shall determine whether a formal final examination is appropriate.

For detailed regulations on special examinations, e.g., those allowed because of a student's absence from a final examination due to illness, obligation to report for active military duty, etc., faculty are referred to the Tiger Cub.

Grades on examinations or in courses may not be publicly posted using students' names or social security numbers. If a faculty member wishes to post grades, he or she must do so in such a manner that no student can be personally identified by others.

Grades in all subjects are reported to students by the University after the end of each semester.

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E. GRADE ASSIGNMENT FOR COURSES DROPPED

No penalty shall be assigned for dropping a course on or before mid-semester. A student who withdraws from a course prior to the tenth class day will have no grade assignment; however, after the first ten days a W (Withdrawn Passing) grade will be recorded for the course.

A course may be dropped with a W after mid-semester only under unusual conditions. When approval for dropping the course under such circumstances is granted by the student's dean, a W may be assigned only when the instructor indicates that the student is clearly passing the course. Otherwise, a grade of WF (Withdrawn Failing) is assigned.

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F. RETENTION OF EXAMS BY FACULTY

Final examinations or similar evaluative material that has not been returned by faculty members should be retained by faculty members until the first day of the third semester after the final grade has been assigned.

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7. THE GRADUATE SCHOOL

A. THE GRADUATE COUNCIL

The governing body of the Graduate School is the Graduate Council. Graduate Council members represent the Graduate Faculty as a whole rather than the particular areas from which they come.

The Council is advisory to the President and acts on regulations and policies governing all graduate study and graduate degrees and on curriculum requests and proposals for new graduate programs, and assists the Dean of the Graduate School in carrying out regulations and policies. The Council helps to formulate changes in Graduate School policy. All actions of the Graduate Council are subject to the University President's review and approval. All general policy recommendations of the Graduate Council shall be reviewed by the University Senate before going forward to the President.

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B. THE GRADUATE FACULTY

1. INTRODUCTION

Auburn University maintains a Graduate Faculty in accord with the requirements and recommendations set forth in SACS Criteria for Accreditation: Commission on Colleges, 11th ed., 2000, Section 4.8.2.3. These are quoted below:

Institutions offering either master's or specialist degrees must demonstrate a high level of faculty competence in teaching and scholarship. Institutions offering doctoral degrees must demonstrate the research capability of the faculty members teaching in these programs. Eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized.

All institutions must have adequate resources to attract and retain a qualified faculty, especially in the disciplines in which doctoral programs are offered. Faculty members responsible for the direction of doctoral research must be experienced in directing independent study. In addition, those engaged in graduate teaching should demonstrate, by their involvement in institutional activities, their commitment to the academic community, the institution they serve, their students, and their academic disciplines.

Each faculty member teaching courses at the master's and specialist degree level must hold the terminal degree, usually the earned doctorate, in the teaching discipline or a related discipline. . . . All faculty members teaching courses at the doctoral degree level must hold the earned doctorate in the teaching discipline or a related discipline.

The Commission recognizes that in unusual cases institutions may appropriately include as graduate faculty members those who have demonstrated exceptional scholarly or creative activity, or professional experience, but who may not possess the required academic credentials.

The Criteria further elaborates (Section 4.3.5):

The effectiveness of a graduate program depends largely on the scholarly stimulation obtained when a group of students interacts with faculty in complementary specialties. For this reason, graduate faculty members should be productive, creative scholars, readily accessible to their students. The institution must provide an environment which supports and encourages scholarly interaction and accessibility

among the faculty and students consistent with the quantitative intent of the Criteria.

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2. GRADUATE FACULTY MEMBERSHIP

Each department which offers a graduate degree shall develop and submit to the Graduate Council for approval a plan specifically detailing how those faculty members involved in teaching, directing research, or rendering other service to the program are selected and reviewed. New plans and modifications of approved plans may be submitted at any time. Guided by SACS criteria, the Graduate Council shall approve or disapprove the plans submitted. Department heads shall be responsible for ensuring that their departments comply with their approved plan.

While departmental plans may differ considerably, depending on local variables and on the nature of graduate instruction and research across the disciplines, all plans should include two main sections, one setting forth standards for appointment and one detailing procedures to be followed by the departments in determining whether faculty members have met those standards.

The following guidelines shall be observed:

1. All plans shall set forth specific and relevant standards for graduate faculty membership in the department in question. Where appropriate, plans may set forth distinct standards for the various levels of involvement in the graduate program, such as directing graduate student research, teaching graduate courses, serving on examining or advisory committees, or rendering other service to the graduate program.
2. All plans shall clearly state the term of appointment. No term shall exceed 7 years. Plans should contain criteria and standards for reappointment.
3. All plans shall specify clear and appropriate review procedures to be followed in considering candidates for initial appointment, and, where appropriate, reappointment. All plans that provide for more than one kind of appointment shall also specify appropriate procedures for considering changes in the kind of appointment.
4. All plans shall provide a coherent rationale for the criteria and procedures they propose.

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3. NOMINATION AND REVIEW OF CANDIDATES

Candidates are nominated for Graduate Faculty membership and for renewal of membership in accord with the timetable set forth in their department's plan or in response to a call for nominations issued each fall semester by the Dean of the Graduate School. This call is timed to coincide with the Provost's call for nominations for promotion and tenure.

Each department shall review candidates for graduate faculty membership in accord with the plan approved by the Graduate Council.

Nominations shall be forwarded by department heads through the Dean of the College/School to the Dean of the Graduate School. Each nomination shall include 1) a letter from the department head which explains how the candidate's record and performance meet approved standards and demonstrates that the department has followed approved procedures, and 2) a vita from the candidate including the Standard Biographical Data

sheet supplied by the Office of the Provost. It is recommended that the candidate submit the same vita compiled for consideration for promotion and tenure.

If the Dean of the Graduate School is satisfied that the candidate has met the criteria for his or her department and that the nominating department has complied with its approved plan, he or she shall recommend to the President the candidate's appointment.

If the Dean of the Graduate School judges that the candidate has not met approved criteria or that the nominating department has not followed approved procedures, he or she shall notify the nominee and the department head that the nomination shall be forwarded to the President with a recommendation against appointment. In such a case, the candidate may request an independent review of his or her credentials before the recommendation goes to the President. The Dean of the Graduate School shall then appoint an ad hoc review committee to render an independent assessment and recommendation. The committee shall be composed of three graduate faculty members from the candidate's discipline or from one closely related to it. The Dean of the Graduate School's recommendation and the ad hoc committee's recommendation shall then go forward to the President, whose decision is final. A candidate who is turned down at the department level may also request an independent review of his or her credentials by a similar committee. Such requests shall be sent to the Dean of the Graduate School through the department head.

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4. PERIODIC REVIEW OF DEPARTMENT PLANS

The Graduate Council shall conduct periodic reviews of existing plans and of departmental compliance. Typically, these shall be timed to coincide with the SACS accreditation reviews.

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8. TEXTBOOKS

Textbook orders for each instructional semester are placed with the Auburn University Bookstore and the private book stores in the city of Auburn through a University-wide system. Individual faculty orders are secured at the departmental level (on a specially prepared adoption form) and sent directly to local bookstores. Faculty are asked to cooperate fully in placing their orders well in advance and to utilize the University system, which is devised to ensure that textbooks will be available to students at all book stores and that instruction will not be impeded during the early part of the semester because texts are not available.

Faculty involvement in the writing or editing of textbooks published and marketed through national or regional publishing houses is regarded by the University as a legitimate and praiseworthy form of scholarly activity. At times, however, faculty members may wish to develop instructional materials for local use in their own classrooms. These nontraditional, duplicated packets or booklets of materials may be used supplementary to or in place of traditional textbooks.

The Auburn University Bookstore, working directly with the faculty member, obtains copyright clearance for duplication of all requested materials in advance of distribution. The AU Bookstore then reproduces, binds, and distributes the instructional material at cost plus overhead with no profit or revenue accruing to either the department or the faculty member. This system ensures that Auburn University and Auburn University faculty are not illegally using copyrighted material and exposing the University to liability and embarrassment. University endorsement has also been given to a procedure whereby individual faculty members, with the approval of their department heads, may arrange to have manuscripts for classroom use printed (only after

obtaining copyright clearance) and sold by commercial duplicating services exterior to the campus.

Faculty shall refrain from selling textbooks or instructional materials directly to the students. Such practices are questionable financially and ethically.

Selection and production of instructional materials by faculty is essential to providing quality instruction. The freedom to choose instructional materials is central to the principle of academic freedom. Auburn University encourages faculty to publish instructional materials through reputable publishers that are marketed and used nationally. If such materials produced by a faculty member are appropriate for use in the faculty member's classes and if the sale of such materials produces financial gain for the faculty member or his immediate family, faculty may (a) assign the material and choose not to accept financial gain that might result from royalties or other income generated by the sale of such materials by students enrolled in the faculty member's class, or (b) turn the decision for selecting teaching materials over to an alternate responsible entity (e.g. a department chair or a departmental committee) qualified to determine if the materials are appropriate. Each department will develop a methodology for identifying the alternate responsible entity.

The production of instructional materials such as workbooks, answer sheets, or custom texts intended for use either exclusively or primarily at Auburn University shall be considered part of the faculty member's assigned duties. It is expected that such shall be provided to the student at departmental or university expense, or at most, the cost of reproduction through a commercial reproducer.

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9. SECRETARIAL AND CLERICAL ASSISTANCE

Secretarial assistance is customarily provided faculty members within their departments. Such assistance is usually limited to the handling of correspondence or the preparation of classroom materials, although use of the secretarial staff by faculty to assist in preparation of professional manuscripts normally is available within the departmental framework. Such work, of course, should not be permitted to interfere with or retard the handling of official University or departmental work. In the case of a textbook, laboratory manual, syllabus, or other publication for which the faculty member may receive financial compensation, the cost of preparation normally is borne by the individual faculty member.

The University operates Temporary Office Services to provide temporary secretarial or typing service to departments. This is an auxiliary service and the work performed is charged at cost to the department for which it is done. All arrangements for this type of temporary service should be made through the University Personnel Services (Langdon Hall), where Temporary Office Services is located.

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10. INSTRUCTIONAL MEDIA PROGRAMS

Through the Office of Information Technology (OIT), the University provides assistance to faculty members who wish to employ media and technologies to enhance their instruction, research and/or outreach efforts. Two divisions of OIT serve these purposes: The Instructional Multimedia Group and the Media Production Group.

The Instructional Multimedia Group (IMG), staffed by technical experts and faculty members, promotes the effective use of educational technology by conducting academies in which participants receive the instruction, assistance, and feedback necessary to complete an educational product; by offering seminars in the use of

WebCT, PowerPoint, and other popular software; and by maintaining a faculty help line. The IMG also offers one-on-one consulting, assistance with multimedia design and implementation, and a fully configured computer lab for use by faculty members.

The Media Production Group (MPG) includes producer/directors, a graphic artist and multimedia engineers whose professional experiences includes nationally broadcast documentaries, multimedia for state and federal agencies and instructional multimedia for on-campus and distance applications. The MPG collaborates with faculty members in the design and execution of professional quality multimedia, offers a fully configured broadcast-quality studio, multi-camera and location production services, editing and duplication services, as well as graphic design (web and print) and animation services. In addition, OIT offers videoconferencing, satellite television downlink and audio/video streaming services.

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11. GUIDELINES FOR INSTRUCTING STUDENTS WITH SPECIAL NEEDS

Faculty should be aware of resources available for students with special needs. A faculty member has an obligation to accommodate a student's special needs so that the student can participate in his or her class. *Some of the pertinent resources are cited below; others are described in the Tiger Cub.*

AU Speech and Hearing Clinic: 1199 Haley Center (#4-9600). Provides evaluation and treatment services for a variety of communication disorders. These services include accent reduction for speakers of English as a second language; corrective help for articulation, language, voice and stuttering disorders; and help following neurological damage and hearing loss, including the fitting of amplification devices and aural rehabilitation.

Diagnostic and Evaluation Clinic: 1234 Haley Center (#4-5943). Provides individual evaluation and testing services for persons of all ages, including the areas of academic achievement, intellectual/cognitive skills, and vocational skills.

Auburn University Medical Clinic: Drake Center (#4-4422 and #4-2352). Provides medical screening and referral services as well as office treatment of routine non-emergency complaints, on a fee-for-service basis.

International Liaison: 310 Martin Hall (#4-2353). The Office of Admissions provides an international liaison/admissions counselor for recruiting and servicing the needs of international scholars and students.

Program for Students with Disabilities: 1234 Haley Center (#4-5943). Ensures student's disability is appropriately documented; recommends reasonable accommodations which may include, but are not limited to: priority registration, specific equipment in the resource room, extended time on exams, exam proctors, alteration in test format, notetakers, readers, support groups, etc. Program personnel also refer students to available campus resources and provide information to faculty regarding student needs. Under Section 504 of the Rehabilitation Act, students with any of the following disabilities qualify: orthopedic problems, learning disabilities, deafness or hearing impairment, blindness or visual impairment, communication disorder, epilepsy, cerebral palsy, diabetes, psychological disorder, cancer, heart disease, muscular dystrophy, multiple sclerosis, AIDS, alcoholism, drug addiction, or perceptual handicap. Reasonable accommodations for students with disabilities must ensure maximal participation in academic programs.

Reading Center: 5040 Haley Center (#4-6881). Offers diagnostic and tutoring services to enhance reading comprehension and study skills.

Career Development Services: 303 Martin Hall (#4-4744). Provides services to students relative to career counseling, career testing, and career placement. It also provides information on summer jobs,

internships, and job search assistance.

Academic Support: 315 Martin Hall (#4-5972). Includes Testing Services, Study partners Program, "Learning Skills" audio-cassette program, and Supplemental Instruction.

Vocational Rehabilitation Services: 1104 Haley Center (#4-4473). Provides a variety of services to qualifying persons, including: evaluation and assessment; counseling and guidance; physical restoration; training and related services; maintenance, equipment and transportation; job development and job placement; and post-placement assistance.

The Writing Center: 3183 Haley Center (#4-5749). Provides tutorial aid in prewriting, outlining, organization, grammar usage, style, and documentation. The Center is a service of the Department of English and is open to students, faculty, and staff.

University guidelines and policies of related interest include the following two pamphlets:

"Guidelines for Dealing with High-Risk Students and/or Students in Need of Psychological Treatment"

"Guidelines for Dealing with AIDS and AIDS-Related Conditions"

Additional information can also be found in the Tiger Cub.

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