



Teaching Resources

Fourth edition

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"Parents raise their children to become independent adults; success for a doctor means the patient doesn't have to come back for a year. When we're doing our job right in higher education, for each student we become less and less necessary..."

Sarah Gibbard Cook on comments made by Dr. Marcellette Williams,
former interim chancellor, University of Massachusetts–Amherst

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"If you remember nothing else from this course, remember this.

Remember all the poor teachers you had and don't do the things they did that made you say they were poor teachers."

A quote attributed to Dr. L.H. Newcomb, professor of agricultural education at The Ohio State University, from winter quarter 1980, Agricultural Education 631 Methods of Teaching Agriculture

SACS Requirements for Teaching Credentials

The University of Tennessee is accredited by the Southern Association of Colleges and Schools, which has minimum requirements for teaching at the university. The University guidelines on credentials are:

“The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accord with the guidelines listed below.

“The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

“For all cases, the institution is responsible for justifying and documenting the qualifications of all its faculty.

- Faculty teaching general education courses at the undergraduate level must possess an earned doctoral or master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching baccalaureate degree courses must possess and earned doctoral or a master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). At least 25 percent of the discipline course hours in each undergraduate major are taught by faculty members holding the terminal degree – usually the earned doctorate – in the discipline.
- Faculty teaching graduate and post-baccalaureate course work must possess an earned doctorate/terminal degree in the teaching discipline or a related discipline.
- Graduate teaching assistants must possess a master’s degree in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned an periodic evaluations.

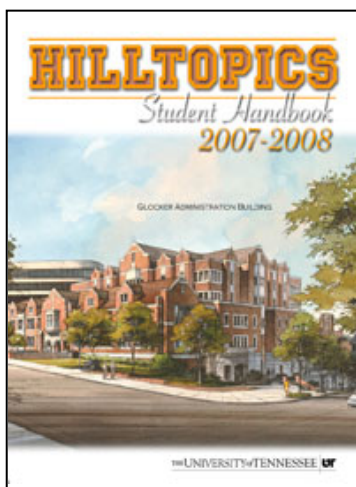
The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

The institution provides evidence of ongoing professional development of faculty as teachers, scholars, and practitioners.

Classroom Responsibilities of Students and Teacher

The mission of the College of Agricultural Sciences and Natural Resources is to prepare students in natural and social sciences-based professional academic programs for careers in agriculture, natural resources and other arenas. The CASNR academic programs accomplish the by:

- Providing strong general education with a foundation in fundamental knowledge, an understanding of the human experience, a global perspective, and a foundation in communication skills (visual, oral and written);
- Building on the natural and social sciences by providing experiential learning that applies gained knowledge to problem-solving situations using critical thinking and analytical skills;
- Providing student-centered educational programs where students engage in the process and take responsibility for their education;
- Providing a diverse and global perspective to the educational program.



In order to accomplish our mission, faculty are engaged in the teaching process both in and outside the confines of a classroom. Faculty provide learning opportunities through laboratory and field instruction, independent study, and student organizations.

The University of Tennessee, Knoxville, provides each student and faculty member a copy of *Hilltopics*, the student handbook (see <http://dos.utk.edu/hilltopics/>), which contains policies related to student conduct, student responsibilities, and faculty responsibilities related to creating secure and respectful conditions conducive to "the freedom to learn." This responsibility is

"shared by all members of the university community".¹

The *Guidelines for Faculty* section provides general guidance on how faculty are to conduct themselves with regards to organizing courses, conducting courses, and creating an atmosphere for teaching and learning. Each faculty member should review this section annually to ensure s/he is meeting the minimum expectations of the university.

The *Guidelines for Students* section provides general guidance to students regarding their responsibilities of adequate preparation, academic integrity, observation of deadlines, class attendance, obtaining academic advice, appropriate selection of courses, observance of university deadlines, and student/faculty relationships. Those responsibilities that relate to course work

¹ *Hilltopics Student Handbook 2008-2009, Introduction*, <http://dos.utk.edu/hilltopics/>

should be addressed on the course syllabus and reviewed on the first day of the semester so all students understand their role in their education.

Professional Courtesy in the Classroom

An issue not addressed in *Hilltopics* is professional courtesy in the classroom. One simple activity, if all faculty would adopt, could make the university environment an even more enjoyable workplace – when class is done, leave the classroom in good condition.

1. Start and end your class on time. Students need to be able to get to their next class. Since there are no synchronized clocks on campus, it is critical that everyone respects the official start and end times for class periods.



2. Erase the chalkboard or whiteboard at the end of class. Don't make the next person clean up after you.
3. Ask students to pick up all papers, including newspapers, and either take the papers with them or place the papers in a recycling bin or trash can.
4. If there aren't enough chairs in the classroom, do not take chairs out of adjacent classrooms. You are only creating a problem in the other room. If you have too many students, contact the secretary responsible for timetable in your department to find a larger classroom. If there are significantly fewer students in your class, find a smaller classroom through the departmental timetable secretary. *Just don't move into a different room without having the change reflected in the room scheduling system.* This will cause problems for people scheduling rooms for one time events.
5. If you had students rearrange the tables and chairs, make sure the classroom is put back into order before leaving.
6. Ask students to move chairs under tables when leaving the classroom.
7. Do not allow food or drink in classrooms.

Registrar-controlled classroom: A general classroom that the Ad Astra room scheduling system makes available for all departments to schedule.

Department-controlled classroom: A classroom that in the Ad Astra room scheduling system is restricted to a single one department to schedule.

8. In **registrar-controlled** (general classrooms) and **department-controlled classrooms**, report any damage to furniture, walls, carpeting, lighting, or HVAC to the UTIA Director of Services, 974-7159. If the problems are not reported, there is no way for them to be addressed. *Do not report these problems to the Office of the Dean.* OD

staff would just have to turn around and report the problem to the appropriate office.

9. In **registrar-controlled classrooms**, report any problems with **classroom technology** to IT Engineering at 974-9110. *Do not report these problems to the Office of the Dean or the UTIA Director of Services.* These offices will just have to turn around and report the problem to IT Engineering Support.
10. Training to use the instructional technology in **registrar-controlled classrooms** is handled by the Instructional Technology Center at 974-9670.
11. In **department-controlled classrooms** and teaching laboratories, report **technology problems** to the department head or designated technology support individual in the department. Departments are responsible for the instructional technology housed in departmental facilities. The Office of the Dean is not the responsible party.

Getting Started: An Effective Course Syllabus

Syllabus Case Study

What follows is an actual exchange of emails regarding the course syllabus initiated by a student who believes the faculty member violated an implied contract between that faculty member and the students enrolled in the course. Questions to consider are

1. Is the student correct in stating the syllabus is a contract?
2. Does the faculty member have the right to change procedures part-way through the semester?
3. How should this have been handled
 - a. By the student?
 - b. By the faculty member?
 - c. By the department head?
 - d. By the Dean?

Dr. Warner,

I have a general question about syllabi which you may not be able to help me with, but I felt like you would be the best person to go to with this question. How strictly does the school view the syllabus as a contract between the student and the teacher, and what would be done if the teacher breached the syllabus?

Thank you for your time.

Billy Simple

.....

Dear Billy,

I do not know of a stated position of the University regarding syllabi as "contracts" but I can ask that question of our higher administration. My own viewpoint is that a syllabus is a "guide" regarding course objectives, topics, grading, etc. rather than a contract (which generally requires signatures of all parties indicating agreement on all points, large and small; and any changes to such would likewise require agreement and signatures of all parties acknowledging such). I believe there needs to be some flexibility in every course to allow for changes in topics or teaching activities to address new issues that may suddenly and significantly impact our industries, or to account for student demographics or other aspects that may impact the speed at which some topics should be covered (which in some cases may cause the need to omit some topics). However, regardless of my thinking on this matter, I would still be open to discussing any issues that have caused you to ask this question. I would of course need additional information to gain some sense as to the severity of the issue. For example, is the concern over objectives or topics covered in class or the method or scale of the

grading system? And was any information provided by the instructor to the entire class during the semester that may have superseded what was indicated in the syllabus?

Please feel free to communicate further regarding any of the above.

Dr. Warner,

Dear Dr. Warner,

In this particular instance a method of test giving was given in the syllabus and other information such as being able to use notes during the test, and everything stated in the syllabus regarding testing has been changed for the next exam and the final. There has been an issue of academic dishonesty that has caused this change, but it is known by both the teacher and most of the class who was dishonest and I feel that the entire class is being "punished" for the actions of a couple people. I normally don't make a fuss about this type of thing, but I had a teacher last year who at the last minute changed how our exams were weighted.

While, ultimately it did not affect my grade it made me think in general about the integrity of the syllabus since it did negatively affect some people's grades and made me want to investigate this.

Thank you,

Billy Simple

Dear Dean Watermaker,

Please see the above (in chronological order) from a student in our department. The issue stems from one of our faculty members indicating in the syllabus that tests would be given online; however, following an incident of cheating with the online system (in which the students were caught and admitted to such), the instructor changed to the more traditional method of giving exams on paper during class time.

I indicated to Billy that I would seek input from your office before providing any additional response or considering any course of action on the issue.

Are you aware of any UT or CASNR policies that prohibit or discourage changes of this type to what may have been stated in the syllabus?

Any thoughts would be appreciated.

John Warner

John -

Hilltopics addresses some of these issues. See page 41. Under Guidelines for Faculty, Course Organization, it clearly states the importance of the syllabus. It goes on to state that any changes need to be made "after careful

consideration and consultation with students." The section on Atmosphere for Teaching and Learning states "Both teacher and student should feel that they have come together in the common cause of the pursuit of learning."

No where does it specify a syllabus is a contract. It does allow for alterations of testing and other aspects of a course after thoughtful consideration of the situation.

The Teaching Resources Manual for the college (See <http://casnr.utk.edu/facultystaff/Teachingv2006.pdf>), provides an annotated article on the construct of a course syllabus. It does not specify the syllabus is a contract nor does it include any information regarding how changes to the syllabus happen, should the need arise once the course is initiated. Since that manual is due for revision this year, I will try to address the question raised by the student.

In light of the information provided by the University and the College, it would appear to me that the faculty member has acted responsibly.

Rachel

Purpose of the Course Syllabus

The syllabus is a formal means of communicating information to students. It goes beyond dissemination of the course outline of topics and important dates. Hess and Whittington (2003)² reviewed educational literature regarding the course syllabus and material from the National Council for Accreditation of Teacher Evaluation to conclude that the

"syllabus becomes an integral part of a professor's course that encourages and supports the sort of interactivity and active, purposeful, effective learning that we want to promote...[A] course syllabus will provide the framework and direction sought by professors and students, thus creating the contract that both parties desire, when the syllabus is provide to students and discussed with students on the first day of classes."

While Hess and Whittington refer to the syllabus as "the contract," neither the University of Tennessee nor CASNR view the syllabus as a legal contract. It is a guide to the course that explains what will happen during the course of the semester and the expectations the instructor has for the students and what the students should expect from the instructor. Hilltopics clearly states that all syllabi must be distributed to students and include

² Hess, J.L. and M.S. Whittington. 2003. *Developing an Effective Courses Syllabus*. NACTA Journal 47(3):23-27.

"such matters as required readings, the approximate number of tests, the basis for the final grade with regard to the value to be placed on class recitation, major tests, minor tests, research papers, etc. The syllabus should also state the time and location of the faculty member's office hours. Once such basic principles for the conduct of the course have been announced, faculty should later make changes only after careful consideration and consultation with the students."

Since the syllabus may be the student's first introduction to you as an instructor, you need to pay attention to how you construct the syllabus. Some simple things to consider include³⁴:

- How well you provide direction. Are you stating everything in the negative ("punishing terms") or the positive ("rewarding terms")?
- The details – are you explaining your expectations of the students and letting them know what to expect from you?
- Proofreading and using spell check – if the syllabus is riddled with errors, what does that tell students about the quality of work they can provide you?
- Avoiding the minimalist approach – does the lack of information about how the course is organized and what will be covered convey you are not interested in teaching students, the course, and would rather be off doing something else?
- Detailed guidelines for written assignments such as journal article reviews, lab reports, and topical papers – let students know you care about the quality of their work and are training them to be professional about their work.
- Information about all scheduled events for the course – does your syllabus set the bar or leave the door open for the "I didn't know there was a test today" defense?
- An explanation that you expect participation and what constitute participation. Or is this ignored and students get the message they don't need to come to class?

Minimalist approach:	
Week 1	Chapter 1
Week 2	Chapter 2
...	
Week 15	Chapter 15

³ D'Antonio, M. 2007. *If your syllabus could talk*. Chronicle of Higher Education, July 19, 2007, <http://chronicle.com/jobs/news/2007/07/2007071901c/careers.html>

⁴ Wasley, P. 2008. *Research yields tips on crafting better syllabi*. Chronicle of Higher Education March, 14, 2007, <http://chronicle.com/weekly/v54/i27/27a01101.htm>

Sections of the Course Syllabus

Course Information

The course number and title, the term to which the syllabus applies, and scheduled time and location should appear at the top of the syllabus. Wasley⁵ reported on a study that indicated that “42 percent of syllabi examined did not include when the class was held and 81 percent neglected to mention how many credit hours students would receive.”

PLSC 328 Conservatories:
Management, Operations and
Display (1)
Spring 2008
Wednesday, 3:35 – 5:00 PM
124 Ellington Plant Sciences

Contact Information

Contact information for the professor and teaching assistants (if there are any) should be given on the first page. Information should for each instructor affiliated with the course include: name(s), office address, telephone number, e-mail address, fax number, office hours, and staff assistant contact information (if applicable).

Instructor: Dr. Mary Lewnes Albrecht, Professor
Office hours: Generally in from 8:00 A.M. until 5:00 P.M.; call for an appointment; feel free to communicate via email
Address: 126 Morgan Hall, 2621 Morgan Circle, Knoxville, TN 37996-4500
Phone: 865-974-7303
Fax: 865-974-9329
E-mail: mlalbrecht@utk.edu
Staff: Ms. Rita Brymer, 126 Morgan Hall, 865-974-7303

Course Description and Objectives

Many students do not read the course description in the catalog, whether or not the course is required. They may look at an advising checklist, DARS report, or timetable that list only course numbers and titles. Including the description on the syllabus allows the student to receive a broad overview of the course.

Course Description:

Study of the history, value and role of public garden conservatories. Management, operations, and display of plants in controlled environments for research, conservation, and public education and entertainment. Prerequisite: Plant Sciences 226

⁵ Wasley, P. 2008. *Research yields tips on crafting better syllabi*. Chronicle of Higher Education March, 14, 2007, <http://chronicle.com/weekly/v54/i27/27a01101.htm>

Preparing course objectives helps to fit the course within the context of the curriculum and explain what the skills and knowledge will be gained by taking the course. For required, lower division courses, a statement that helps to put the course in context with the major may also be useful. Also, if the lower division course is a prerequisite to an upper division course, it is helpful to include an explanation of the foundation material covered to help students succeed in the upper division course.

Course Objectives:

Upon completion of the course, the student will be able to:

- Describe the historical periods of conservatory construction
- Develop a conservatory mission statement
- Summarize strategies used to develop educational displays
- Develop appropriate plant signage
- Describe an integrated pest management plan

This course is for students enrolled in the Plant Sciences – Public Horticulture major. Other students who may be interested in enrolling in this course include Biology, Agricultural Science – Agricultural Education, and Ecology majors.

Course Outline

The course outline should evolve over time as the discipline evolves over time. Decisions must be made as to what gets included and deleted each year to meet the needs of the curriculum. If the course serves as a prerequisite for other courses, the instructor should discuss the needs of the other instructors to ensure that all the necessary principles are covered. The course outline should include each class date, the topic that will be covered each day, and the reading assignment that must be completed before class to be adequately prepared for the session. By actually going through the exercise of reviewing the semester calendar and adjusting the class schedule each semester sends a subtle but strong message to students that you care about the course.

Other useful information to include are due dates for assignments, laboratory schedule and lab report due dates (if the course has a lab; unless the lab is a separate course), review dates for tests, quiz and test dates, and the final exam schedule. In highly detailed course outlines, instructors may also include add/drop deadlines, school closings (days when classes are not held), and any seminars or workshops that the instructor wants students to attend.

Academic Standards of Conduct: The Honor Statement

The Honor Statement

"An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

Hilltopics advises faculty members to include the Honor Statement on the course syllabus. Furthermore, it states

"Each faculty member is responsible for defining, in specific terms, guidelines for preserving academic integrity in a course. Included in this definition should be a discussion of the Honor Statement. Faculty members, at their discretion, may also encourage their students to acknowledge adherence to the Honor Statement by 'pledging' all graded class assignments and exams. The form of the pledge may include writing the Honor Statement on the assignment, signing the printed statement, or simply writing 'Pledged.' Additionally, it will be the responsibility of each faculty member to act on any violation of the Honor Statement."

An issue related to the Honor Statement, is the reuse of a paper on a topic that relates to more than one course. For example, a student writes a paper on the history of the potato famine in Ireland for a world history class and then turns around and reuses the paper in a plant pathology course. Is this acceptable? In the minds of most faculty members, it is not; however, in the minds of some students, it is. If you find this unacceptable, clearly state on your course syllabus that you do not accept papers completed for other courses. Hilltopics, Academic Standards of Conduct section, clearly states that each faculty is "*responsible for defining, in specific terms, guidelines for preserving academic integrity in a course.*" Reuse of a paper is a matter of academic integrity. You should be clear on this matter.

Sample Statement on Reusing Papers

Students are expected to complete assignments independently from others, unless otherwise specified. Each paper, lab report, review or similar written assignment needs to be original work. Other course materials are not acceptable because each course has different course objectives and learner outcomes.

Other Recommended Statements

Hilltopics (<http://dos.utk.edu/hilltopics/>) includes information about diversity and students' rights, and should be referenced. Your expectations for students should be clear on the syllabus. Statements regarding the use of technology, use of email and Blackboard (course management system), off-campus field experiences and activities, and specifics relating to student conduct should also be included on the course syllabus. The National Council for Accreditation of Teacher Evaluation also recommends the inclusion of statements addressing:

Off-campus field experience

SAMPLE Off-campus Field Work: There are two required all-day field trips (see course outline). Students are expected to work outdoors and participate in all activities. No sandals or other open-toed shoes are acceptable. Clothing may be soiled, therefore, dress appropriately. Transportation will be provided using University vans. However, should a student decide to use their private vehicle, they must present to the instructor, one-week prior to the field trip or other off-campus activity, a valid driver's license and current liability insurance.

Diversity statement

SAMPLE Technology Use in the Course: You need access to a word processor, email, and the Internet for this course. This course is on Blackboard. I assume your UT email address is active because I do communicate using email. All course materials will be posted to the site; check the site several days before class and read the materials for the class session. Send reflective journal entries to me via email or the Digital Dropbox. Students should have Microsoft Word (preferred word processor) and Adobe Acrobat.

Technology statement

SAMPLE Diversity enriches the educational experience by providing students with the opportunity to learn from individuals who differ from themselves. Diversity strengthens communities and the workplace by preparing students for citizenship in an increasingly complex, pluralistic society, and by fostering mutual respect and teamwork.

Classroom/student conduct

SAMPLE Student Conduct: All students are expected to show respect for their classmates, the instructor and guest presenters. Cell phones and PDA's will be turned off and remain in backpacks or purses. No phone calls will be accepted during class. No text messaging or use of laptops for purposes other than directed instruction is allowed. Students are expected come to class prepared for the day's activity and to actively participate.

Statement of students' rights (Disability Services)

SAMPLE: At the University of Tennessee-Knoxville, the Office of Disability Services provides and assists all students, with documented disabilities, appropriate accommodations. The Office of Disability Services (ODS) is the designated office that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and, develops plans for the provision of such accommodations. If you require accommodations, please contact them at (865) 974-6087 v/t, (865) 974-9552 fax, email: ods@tennessee.edu.

Course Requirements

Students should know what work would be expected over the course of the semester. Examination and assignment due dates should be included in the course outline; weighting or the value of points assigned to each course component and attendance policy fall into this category and may be combined with in the section on how grades are calculated.

SAMPLE: Each student is expected to attend all class sessions since the course only meets for five weeks. You are expected to complete a reflective journal for each class session submitted no later than one hour before the next class session begins. Information on how to write a reflective journal is posted to Online@UT and at the end of this syllabus. It will be discussed during the first class session. The last course journal entry is due no later than February 13 (one week after the last class session). The course grade is based on class participation (25%) and weekly course journal entries (75%).

Grades and Grading Scale

Under Course Requirements, students are made aware of the value of each assignment, quiz, examination and other assessments of student learning, and the value of attendance. The other component is grading. How are

assignments graded? What is the grading scale used? Is there a curve applied to the course at the end of the semester? Are there point reductions if assignments are submitted late? Are late assignments even accepted?

Students come from many different high schools and from different educational cultures. Explain how you do things; don't assume students know this up front. If you don't explain your philosophy of student evaluation to them, who does? Regardless of how you grade and assign grades, you should explain this to them on the course syllabus. Students have the right to know how the final grade for the course is determined.

If you reduce the maximum points awarded on late work, try to present your policy in a positive way. Rather than stating that students will lose 10 percent of the total points for late assignments, reverse that and say that the student is eligible for only 90 percent of the total points. According to work cited by Wasley⁶, students perceived the second statement to be from an instructor who is more approachable and would be more willing to discuss problems with that instructor.

The University of Tennessee does not have a preset grading scale. Beginning with the Fall 2008 semester, the UT Undergraduate Council and Faculty Senate approved a new grading system which allows a faculty member to assign the grades of A=4.00, A-=3.70, B+=3.30, B=3.00, B-=2.70, C+=2.30, C=2.00, C-=1.70, D+=1.30, D=1.00, D-=0.70, and F=0.00. The Graduate Council did not revise the grading scale for graduate level courses. You are encouraged to provide your grading scale on the syllabus.

SAMPLE: All journal entries will be graded for grammar and spelling (50% of the grade) and the quality of the writing (50% of the grade). Each entry will be awarded a maximum of 125 points, for a total of 600 points for the journal entries and 200 points for participation (a maximum of 40 points for each of the 5 class sessions). The maximum number of points earned, therefore, is 800 points. Grades will be awarded using the following scale:

A = 744 to 100 points (93% or greater)
A- = 712- 743 points (89 to 92.9%)
B+ = 688 to 711 points (86 to 88.9%)
B = 664 to 688 points (83 to 85.9%)
B- = 632 to 687 points (79 to 82.9%)
C+ = 608 to 631 points (76 to 78.9%)
C = 584 to 607 points (73 to 75.9%)
C- = 552 to 584 points (69 to 72.9%)
D = 480 to 551 points (60 to 68.9%)
F = less than 480 points (less than 60%)

⁶ Wasley, P. 2008. *Research yields tips on crafting better syllabi*. Chronicle of Higher Education March, 14, 2007, <http://chronicle.com/weekly/v54/i27/27a01101.htm>

Textbook and Other Readings

Provide complete citation of the required textbook and other readings that come from journals or other sources. Complete citation of textbooks includes the ISBN. This number identifies the publisher and the edition of the textbook. It is needed should students want to order the book on-line from outlets other than the University Bookstore. For journal articles, it may not always be possible to provide ahead of time because new research is released during the course of the semester. In such cases, especially with upper division and graduate-level courses, a statement should be included that readings will be assigned throughout the semester.

SAMPLE: Course Resources: There is no required textbook for this course. Over the five-week period, I will post reading materials to Online@UT and expect that you will read these prior to coming to class. I will also post a PDF file of the class session Power Point to aid in the discussion of the topic during class. I will also provide examples of materials we discuss or other documents to provide you with support information.

As a UT faculty member, you need to be aware of a law passed by the Tennessee legislature (May 31, 2007) regarding textbooks used by faculty at Tennessee-state-supported colleges and universities. A memo was distributed on March 11, 2008 (see <http://provost.utk.edu/memoranda/20080311.shtml>) by the Office of the Provost that explains the law and recommended action UT faculty to comply with the law:

On May 31, 2007, the Tennessee General Assembly passed a law designed to control textbook costs at Tennessee public colleges and universities. Before discussing the provisions of the law, and our efforts to meet its requirements, I want to stress that the spirit behind the law is a good one: We all know that the cost of the materials we assign our students affects their ability to succeed in college. This is why all of us already consider carefully the cost of books when crafting our required-reading lists. Many of us may quibble with the specifics of the legislation, but its aim is praiseworthy: All of us want to provide the best-quality education at the most affordable cost for our students.

We will need to alter our book order procedure to comply with the new legislation. The existing book order deadlines of April 01 for fall semester and October 31 for spring semester will have to be followed much more closely, by all faculty submitting requests, in order to demonstrate the required "timely" submission of required textbooks and materials for purchase. The textbook order form will now include a column for the price of each book (please list the retail price for consistency) and will include a line for your signature. Both will be needed before the UT Bookstore can process your order, as we must follow the requirement that "faculty members affirmatively acknowledge the price of the textbooks and materials before an order is completed." Also, please note

that the legislation states: "Faculty members must consider the least costly practices in assigning textbooks and course materials, such as adopting the least expensive edition of a textbook available when educational content is comparable to a more costly edition as determined by the faculty member."

The legislation further orders that textbooks, when the publisher provides them for free, be placed on library reserve or in a place of easy student access. I especially encourage you to donate these examination copies to the Black Cultural Center's Book Loan Program. Doing so will help us fulfill the letter of the law, but far more importantly it will help us meet the needs of students who find the cost of textbook purchases prohibitive. Please deliver the books directly to the Black Cultural Center, or contact Mr. Tierney Bates, Assistant Director of Minority Student Affairs (tbates@utk.edu), for alternative arrangements. Other provisions in the legislation, particularly as they relate to the "bundling" of materials, will be addressed directly by the bookstore management.

I realize that this new law places additional burdens on an already busy faculty. However, we must comply with the new law. In doing so, we will remind ourselves regularly of the costs our students face in college, and yet will be able to assign precisely the materials our students need to earn the best education possible. This may not be exactly a "win-win" solution, but it is a positive outcome to an act of legislation not of our making.

Writing in the 21st Century Classroom

There are numerous resources available about "writing across the curriculum." One good source is *The Teaching Professor* newsletter that has articles written by faculty at other institutions on how they do things, what works and what doesn't work.⁷ The editor also includes summaries of articles found in education journals, books, and on-line resources.

Departments need to discuss the use of term papers and other written assignments in the curriculum.

- How does the student learn to write for the discipline?
- What are the types of documents students need to learn to produce?
- In which courses should they complete different writing assignments?

Disciplines should not rely on the faculty of the English department to be able to teach how students write for different disciplines represented at the university.⁸ It is the responsibility of the faculty in the disciplines to teach students the conventions of the disciplines. It's not just learning the technical skills and language of the discipline that is important. Faculty should not complain if their graduate students don't know how to write. If they weren't trained to write for the discipline as undergraduate students, then how are they supposed to know how to write upon entering graduate programs? In other words –

"Although I teach science courses, I try to emphasize the interrelationship and importance of mathematics and language skills. All of my classes have a written and oral requirement and must include some form of applied problem solving on exams or projects. When students complain, they are no good at math or spelling, my reply has been, "If a basketball player loses a game because of missing a free throw, the next week they practice free throws. If you are terrible at math or spelling, then you need to do more of it and get better." ⁹

⁷ *The Teaching Professor* is published by Magna Publications, Inc., 2718 Dryden Drive, Madison, WI, 53704; Phone 1-800-433-0499; URL: <http://www.magnapubs.com/>

⁸ See <http://web.utk.edu/~ugcouncil/genedrequirement.shtml> for information regarding different types of writing assignments as suggested by the Communicating through Writing Subcommittee of the University General Education Committee. Scroll down to *Tips for Basic Skills Courses*.

⁹ Dr. D.W. Wayne, Department of Plant Sciences, University of Wyoming in his Philosophy of Teaching and Teaching Methodology statement prepared for the USDA National Awards Program for Excellence in College and University Teaching in the Food and Agricultural Sciences

The concept of "practice makes perfect" was mentioned by Gerhardt¹⁰, but it also addresses the responsibility each faculty member has in teaching students acceptable ethical behaviors related to writing:

"In college basketball, the rules are not taught once during a brief orientation and then forgotten. They are repeatedly discussed as the season progresses. As we push young writers into the creative arena, the rules of the writing game should get the same attention. Plagiarism rules are not there just to deter literary thieves. They are codes of honor designed to nurture academic integrity by teaching students to honor the voices of others on the way to finding their own."

The basic message is each faculty member has the responsibility to coach students in writing and in being responsible members of a community; in this case, a community of scientists.

Numerous sites on the Internet offer term papers at a price. Also, students know how to copy and paste from electronic files located on the web or from other students' works, so we shouldn't be surprised if that is what they do. We need to teach them the accepted practices of the discipline.

Faculty members still want students to locate information, process information, write on a topic, and draw their own conclusions. This is still a very necessary part of a college education and a skill employers expect of college-educated people. Faculty members want students to review the literature – that is the peer-reviewed literature. So, how does a faculty member gets students to write a term paper using resources other than the Internet?

The best way to encourage true scholarship is to teach students how to research information. As the instructor, you set the guidelines on what sources should be used, explain or show students how to locate appropriate materials in the library, and give them the format for the literature cited.

The Resource Trifecta¹¹

The "Resource Trifecta" is the pillars of any university library – books, articles, and digital and Web-based resources. All three resources (books, articles and digital) may be what are traditionally know as primary and secondary resources – primary resources being the original works; secondary resources being works that site the original works.

In the case of the sciences, primary resources will be the refereed and edited journals, theses, dissertations and monographs in either print or digital form. Secondary resources are textbooks, review articles in journals or books in print or digital form, and often, web sites.

¹⁰ Gerhardt, D.R. 2006. *The Rules of Attribution*, Chronicle of Higher Education, May 26, 2006, 52(38): B20; <http://chronicle.com/weekly/v52/i38/38b02001.htm>

¹¹ Walker, B.E. 2006. *Google No More: A Model for Successful Research*. The Teaching Professor, 20(2):1,4.

- If you want primary resources, specify primary resources in the guidelines for the course or paper.
- If you will allow citing secondary resources but want to set a limit so that the students seek out the original works, provide this in your guidelines.
- If you want the students to explore the history of the discipline, specify the number of papers written on the topic that were published before a certain date.

By being very specific in your guidelines, you can also minimize the chances of plagiarism or the purchasing of term papers. By setting guidelines on the types of materials students use to gather information for writing their papers, they can be guided to learn how to seek information from various sources.

Sample guideline #1:

For science-based papers:

- Only two review articles are permissible.
- References used must include journal articles published before 1980.
- No more than half the references cited can be web sites.
- Textbooks are not acceptable references.
- A minimum of three scientific journal articles should be included among the references.
- Wikipedia is not considered a primary reference nor is it a scientific, peer-reviewed reference and should not be included. It may be used as a place to give you ideas on how to pursue a topic. Wikipedia is less than the digital equivalent of an encyclopedia.

Sample guideline #2:

For crop or livestock production papers:

- No more than half the references cited may be Extension publications.
- Books, other than the course textbook, may be cited.
- No more than three commercial products information documents may be used.
- All yield models utilized must be cited.

Sample guideline #3:

For issues-based papers:

- No more than half the references cited may be news magazines and newspapers articles.
- No more than two editorials that support the issue and no more than two editorials that do not support the issue may be used.
- Government documents may be used.
- No more than half the references can be web sites that support or do not support the issue.
- No more than four interviews of state or federal employees may be used.
- All facts cited in the paper must be referenced.

A Case Study: Faculty Rights in Revising Courses

An email sent to the Associate Dean

NOTE: Names, discipline and course number changed to protect identities.

What follows is an actual exchange of emails regarding a course revision that required students to write. The faculty member responsible for the course worked with the Chair of the Communicating through Writing Subcommittee of the UT General Education Committee in making course revisions to satisfy the WC requirement. This student believes that the course should not have been taught under the new course syllabus without first notifying students that the course was going to have a larger writing component. Questions to consider are

4. Is the student correct in stating that students need to be notified about major course revisions prior to enrolling?
5. Does the faculty member have the right to make major course revisions without notifying students?
6. How should this have been handled
 - a. By the student?
 - b. By the faculty member?
 - c. By the department head?
 - d. By the Associate Dean?

.....

Re: change of course description?

Let me start by apologizing in advance for not having met you yet. I am a student at CASNAR and am taking [ABC 123] this semester. My MAJOR question that no one knows the answer to is; why have I signed up to participate in a lab course by the course description online and in the 2004 - 2005 catalog, only to find out the structure has changed to a "writing intensive course"???? I am puzzled by this, NO STUDENT was notified of the changes until the first day of classes. The course description online still has not changed. If you could help me understand how this has become and is not an OPTIONAL writing intensive, I would greatly appreciate it!

Thank you for your time,

Sincerely,

.....

Associate Dean Response

Dear –

[Professor XXXXX] submitted a proposal to the Communicating through Writing Subcommittee of the University General Education Committee seeking designation of [ABC 123] as a writing intensive course that meets the requirements for General Education. [S/He] submitted the proposal late this summer and is waiting to hear if it will be approved as a course to meet the Communicating through Writing (WC)

requirement. If approved, a blanket petition will be submitted to allow students taking it this semester to allow its use to meet that particular general education requirement as opposed to taking one of the other courses on the approved list. In the long run, this can benefit your ability in meeting all requirements for graduation.

One goal of the new general education program is to allow courses within the major to be designated as writing intensive to meet the requirement for general education. The concept is to have students build on what was learned about writing in the English 101-102 courses and apply that to the discipline. I suspect there are many other courses being offered by the departments in CASNR that have a significant writing component; faculty just have not sought the writing intensive designation. If you check the most current list, there are four courses offered by CASNR that have received the WC (Communicating through Writing) designation (pages 17-18 in the 2005-2006 catalog).

Regardless of whether or not it receives designation as a writing intensive course, faculty and departments have always had the freedom to revise and revamp courses as they and the department sees fit to meet the needs of the curriculum. As a laboratory course, I would expect students to be writing. If faculty chooses to have students write papers, it is their prerogative. Learning how to express your ideas, defend a position, explain a process, or discuss a question, is part of college education.

Additionally, [Professor XXXXX] taught the course last year. This is [his/her] second year with the course and it is not uncommon for a faculty member to revise considerably a course after having taught it for the first time. The [Department of XXXXX] faculty take their teaching responsibilities quite seriously and discuss at meetings how the different courses fit together and what should be covered in each.

I suggest that if you have an issue with the fact that [Professor XXXXX] has revised the course to include more writing, you should discuss it with [him/her]. I am sure [s/he] would be able to address why [s/he] is having students write. I have copied [Professor XXXXX, Professor YYYYY], undergraduate program coordinator, and [Professor BBBBB], head of the [Department of XXXXX], so they are aware of your concern and know how and I responded to your question. I am sure [Professor XXXXX, YYYYY, and/or BBBBB] would be willing to visit with you regarding your concern.

The Stand of the Office of the Dean

Faculty members need to discuss the curriculum. What fundamental knowledge and skills are needed for future graduates? The underlying science of our disciplines change as new discoveries are made, new technologies developed, and new state and federal policies and laws are instituted that impact agriculture, natural resources, and the allied businesses. It is your responsibility to discuss expected learner outcomes, how they should be organized in courses and the curriculum, how the discipline is changing, and how the material should be organized. The faculty member and the department in this situation were acting responsibly in meeting the needs of the academic program. The Office of the Dean will support faculty and departments who have high expectations for the students.

Posting and Disclosing Grades – Don't Do It!

Some faculty may still post grades "the old fashioned way" – a list with student ID numbers and grades hanging on their office door or bulletin board. **Don't do this!**



Each semester, the Office of the Registrar sends out a reminder to faculty regarding the Family Educational Rights and Privacy Act (FERPA). The following is excerpted from this notice:

Faculty and staff at the university who have access to student information are charged with the responsibility of handling that information in a custodial manner that coincides with FERPA regulations. Therefore, it is imperative that faculty and staff have a working knowledge of FERPA regulations before deciding to release any type of educational record such as grades and grade rolls, class rolls, Degree Audit Reports (DARs), academic history reports and class schedules.

For example, a student's grade and student ID (or social security number) may not be posted in a public area. A student's written consent is required before confidential information can be released to anyone who does not have the right to access that information, including spouses, parents or friends. Similarly, letters of recommendation may not contain personally identifiable information obtained from a student's record such as grades or grade-point averages without a signed release from the student.

The Office of the University Registrar asks that you please take a moment to visit the FERPA section of our Web site to review the policies and procedures regarding the handling of student records.
<http://registrar.tennessee.edu/records/privacy.shtml>

The Office of the Dean has a release form which the student can complete to authorize the release of grades to parents or others as the student designates.

The best way to notify students of grades on assignments, lab reports, exams and quizzes is to use the grade book function in Blackboard. Students will then be able to access their grades and not see the grades associated with any other students. Access is 24/7.

Semester Final Exam Schedules

Remind students to check their final exam schedule at the beginning of the semester. Why? Well, if the student is scheduled for three or more finals on one day, one of the exams can be rescheduled. In **boldface** are a few of the key passages of the policy.

"Any final exams must be given during the final exam period at the scheduled time, although alternative uses of the scheduled exam period may be designated by the instructor. Students are not required to take more than two written exams on any day. The instructor(s) of the last **non-departmental exam(s)** on that day must reschedule the student's exam during the exam period. It is **the obligation of students with such conflicts to make appropriate arrangements** with the instructor **at least two weeks before the end of classes.**"

"No in-class, written quizzes or tests counting more than 10% of the semester grade may be given the last five calendar days before the study period. Courses that are exempt from this policy are so indicated in the catalog course description."

Final Exam Schedule is posted at
http://registrar.tennessee.edu/academic_calendar/
Listed under the heading *Exam Schedules and Policy*

What is a non-departmental exam?

A Departmental Exam is for a course with multiple sections that come together to take the final exam at the same time. These are scheduled by the department through the Office of the Registrar and are not scheduled based on when the course is taught. These are listed on the exam schedule posted to the Office of the Registrar web site.

A "departmental exam" is not an exam in a course offered by the department of the student's major, a common misconception of the term. Therefore, non-departmental exams are those courses that do not have multiple sections scheduled to take the final exam at the same time.

It is the obligation of students with such conflicts to make appropriate arrangements with the instructor at least two weeks before the end of classes. Note it is the student's responsibility to make arrangements. It is not the instructor's responsibility to initiate discussions. Instructors should check the final exam schedule for date and time and include this information on the course syllabus. The student needs to start the process of rescheduling a final exam two weeks before classes end, not a day or two before the final when

the student is in a panic because s/he just realized s/he has three exams on one day.

No in-class, written quizzes or tests counting more than 10% of the semester grade may be given the last five calendar days before the study period. Faculty members must adhere to this part of the final exam policy. Faculty members are not to schedule the last or final exam early, during the last five calendar days of the semester. Use the final exam period for the final exam or last test. Lab finals may be scheduled the last five calendar days if worth less than 10% of the final grade.

UT GO – Grades on-line

All instructors of record are required to enter grades and Title IV¹² (verification of course attendance required for federal financial aid) at UT GO - <https://cpo.utk.edu/FACWeb/utgo.jsp> UT GO can also be accessed by choosing the A-Z index on the UT homepage and selecting G for Grade Entry Online.

Once at UT GO, you will see a navigation bar on the left hand side of the screen with links for those needing assistance. Make sure you carefully read all instructions as they change when the technology team continues to improve the system based on feedback from faculty and administrators.

Grades must be entered by the instructor of record.

Do not ask any one else to enter grades.

Do not place another person in an awkward position should a student question a grade entry.

You will enter your NetID and password and click the login button. Again, follow all instructions once logged into the system. You will be asked to read the security and confidentiality agreement; in order to proceed, click on the "I accept" button.

Section information will be at the top of the page and information regarding submission deadlines for grades. You will be able to select each course and section you are responsible for each semester.

The online grade roll is similar in format to the paper grade roll. The student name, ID#, student comment, college, credit level, credit hours, grading option, grade assignment, Title IV indicator, Title IV date, and the graduation indicator appear for each student.

To assign a grade, click on the grades offered for that student. Students who have withdrawn or are auditing will not have grade assignment options. If the student stopped attending, include the date in the Title IV date column. The FX grade, originally designed for indicating non-attendance of Title IV recipients, is no longer used. The appropriate attendance codes for Title IV maintenance are:

- CA - currently attending;
- SA - stopped attending; this code requires a date of last attendance;
- NA - never attended.

¹² Federal financial aid regulations require that UT track class attendance of Title IV aid recipients and attempt to retrieve aid monies from students who fail to maintain the credit hours for which aid was disbursed.

Grades may be submitted by clicking the submit button at the bottom of the page or you may clear (refresh) the entire form and start over again by clicking clear form. However, once submit is clicked, the form cannot be cleared back to its original state.

Once all grades and Title IV data are entered, you should print the grades as they appear on the screen. This is required in case there are any server problems or any questions regarding the grades you entered.

What to Do If a Student Doesn't Appear on the UT GO Roster

On occasion, a student will have faithfully attended class all semester long and for some reason does not appear on the grade roll posted at UT GO – Grades On-line (<https://cpo.utk.edu/FACWeb/utgo.jsp>; use your Net ID and password to log in). This has become less likely with the fully integrated SIS, Blackboard Course Management System (Online@UT) and UT GO—Grades On-Line.

To confirm enrollment in the course, simply check the student's current class schedule in the Student Information System. NOTE: not all faculty members have access. Check with the department's student records secretary. Use the following path in IMSP:

- (SI) Student Information System
- RG RGMNU Registration Main Menu
- RG CRSMNU Course Activity Menu
- RG BRWSCHD Browse Student Schedule or RG DISSCHD Display Student Schedule

Or call the Office of the Dean at 4-7303 and ask for confirmation of the student's enrollment. You will need to provide the full and correct name of the student (no nicknames) and student ID, if known.

If the course does not appear on the student's schedule, you need to let the student know they are not registered for the course and they need to add the class. Once UT GO—Grades On-Line goes live for the term, you can add a student by completing an add form, sign it, get the department head's stamp, write a note confirming attendance, complete a grade change form, and send all to the Office of the Dean, 125 Morgan Hall, for processing.

Demystifying the Grade of Incomplete

Myth #1:

The grade of "incomplete" is awarded to students who meant to drop the class but "just forgot."

Myth #2:

The grade of "incomplete" is awarded to students who are failing the class and just need a little extra time.

Myth #3:

The grade of "incomplete" is awarded to students who never attended the class.

The tendency is to try to help students and assign an incomplete for courses in which students are failing, neglected to select the course to drop on CPO (Circle Park Online), neglected to process the drop form with the Office of the Registrar after the drop deadline (it's still in their backpack), or just never attended a course. This is blatant abuse of the policy. The policy for issuing an "incomplete" is clearly stated in the UT Undergraduate Catalog:

I forgot!

is not a legitimate reason for issuing a grade of

"Under extraordinary circumstances and at the discretion of the instructor, the grade of "I" (incomplete) may be awarded to students **who have satisfactorily completed a substantial portion of the course but can not complete the course for reasons beyond their control.**

- The "I" grade is not issued in lieu of the grade "F"
- The terms for the removal of the "I," including the time limit for removal of the "I," is decided by the instructor.
- It is the responsibility of the student receiving an "I" to arrange with the instructor whatever action is needed to remove the grade at the earliest possible date, and in any event, within one calendar year of the assignment of Incomplete.
- Students may not remove an "I" grade by re-enrolling in the course.
- The "I" grade does not carry quality points and is not computed as a grade of "F" in the grade point average.
- If the "I" grade is not removed within one calendar year **or** upon graduation, it shall be changed to an "F" and count as a failure in the computation of the grade point average.
- A student need not be enrolled at the University to remove a grade of incomplete.

- In addition, a grade of "IW" may be assigned if a student can not fulfill the requirements for a course because of an inability to communicate in writing. (See Writing Competence for more information about the "IW" grade.)

The UT Graduate Catalog states that an "I" is a *"temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record."*

For both graduate and undergraduate students, all grades of I that are on their academic history will be converted to the grade of F once the student graduates.

Problems Arising from Inappropriate Issuance of an "Incomplete"

On occasion, a student contacts the Office of the Dean for approval for a late withdrawal from a course in which a grade of "Incomplete" was issued, yet the student never attended the class. ***The instructor should never have awarded a grade of "I" in this case because the student never attended the course.*** With the online grade system, a grade of "F" with a comment of "did not attend" or "never attended" would be the appropriate grade to issue in this situation. If an F is issued, an undergraduate student may appeal for a late drop under the "Never Attended" Option. Grades of F tend to catch a student's attention and initiates action on their part. If a grade of "I" is awarded, it will be a year before it converts to an "F." A year later, it becomes more difficult to prove a "Never Attended" situation.

Students do not re-enroll in a course in which a grade of "I" was awarded. Students need to complete the necessary assignments, tests, or other missed work, and then submit the work to the instructor. The instructor then completes a change of grade form to award the appropriate grade. Never advise a student to re-enroll in the course when a grade of "I" is recorded.

NOTE: In a recent grade appeal, the committee was given a copy of the instructor's grade sheet. The student was clearly awarded an "F" and there was a notation of "Did not attend" next to the grade. The committee granted the late withdrawal since the instructor properly completed the grade sheet.

A True Story

A student received a grade of "I" for a course taken in the fall semester in which s/he did not complete all of the course work. The instructor told the student to "take the class again next semester." The student took this to mean that s/he should re-enroll in the course for the spring semester; naturally, the student re-enrolled in the course for the spring semester.

At the end of the spring semester, the instructor reported a grade. Since the student had the course on their academic history for the fall semester and because a grade was issued for the spring semester enrollment in the course, the Office of the Registrar changed the grade of "I" for the fall semester to a grade of F.

The student then appealed to the Office of the Dean for a late drop of the fall enrollment to have the grade of "F" removed from the record. **The student should never have enrolled in the course a second time.**

The Stand of the Office of the Dean

For the first three repeated lower-division courses (100-200 level), only the last grade earned in the repeated courses will be counted in computing the grade point average.

See the Undergraduate Catalog for more detailed information regarding *Repeating Courses*.

Never tell a student to "*take the course again next semester*." If the student missed such a large portion of the course that they really do need to "take the course again next semester," then the student should fail the course and repeat it. While this seems heartless, it's the correct action to take. This is something many do not want to do; however, failing the course best

represents the student's performance in the class. If the student fails the course and it is a lower-division course, the course can be repeated.

In cases where the student legitimately should earn an Incomplete (i.e., had an emergency appendectomy and couldn't finish a term paper), then it becomes the instructor's responsibility to make clear to the student what work needs to be completed and the deadline by which it needs to be done. It is the student's responsibility to know what work and by what deadline the work needs to be completed.

To prevent any misunderstandings on anybody's part, the instructor should write a letter to the student stating what work must be completed to remove the incomplete and give a hard deadline; if circumstances allow, discuss the letter with the student; and have the student sign a copy of the letter and return it to the instructor to acknowledge s/he understands what work needs to be completed and knows what the deadline is.

A copy of the signed letter should be sent to the student's adviser for the student's advising file. This is done to ensure all parties know the

expectations. This can easily be done via email that is copied to the department head and the associate dean, with instructions to the student to acknowledge receipt of the email by using the "Respond to All" option.

Steps to follow:

1. Instructor writes a letter explaining what needs to be completed, provides a deadline for submission; if circumstances allow, discusses the details with the student.
2. The student signs the letter.
3. A copy of the signed letter is sent to the student's advisor, department head and the Associate Dean.

The instructor can use their discretion in determining what needs to be done to make up missed work. A student may complete the work without being at the University. S/he can complete the work from their home or any other location. It can be done over the summer or other semester breaks.

In the case when a student claims s/he did not know s/he was enrolled in the course, never issue a grade of incomplete. Students need to take responsibility for their education. They need to adhere to deadlines, know their course schedule, and meet the requirements of the degree in order to graduate. There are several ways students can check their schedule:

1. A student's schedule will be printed on the VolExpress Statement - the tuition bill.
2. A student can retrieve the schedule at <https://cpo.utk.edu/CPOWeb/>. A student should do this before the semester starts and before before all drop deadlines.
3. If a student drops courses during the first 10 days of the semester, they should do it at <https://cpo.utk.edu/CPOWeb/> because s/he can see immediately their schedule and know that the course was dropped.
4. Each department has at least one individual, and most have more, who can access the Student Information System (SIS). A schedule can be checked through SIS by following the path of RG RGMNU Registration Main Menu >RG CRSMNU Course Activity Menu >RG BRWSCHD Browse Student Schedule or RG DISSCHD Display Student Schedule.

The "I didn't know I was enrolled in the class" excuse is not acceptable and is not valid.

The college-experience is a transition between high school and "the real world." We do not help students make that transition by not adhering to University policy that is intended to maintain an accurate reflection of the student's performance while enrolled. Therefore:

- Do not issue an incomplete because the student is failing the course;

- Do not issue an incomplete because the student just didn't do the work; there must be a compelling reason such as documented health problems.
- Should a student receive an incomplete, s/he does not re-enroll in the course to remove the "I"; they just complete the agreed upon work.

Tips on Using Power Point: How to Avoid Death by PowerPoint¹³

Power Point is an excellent tool to enhance presentations. Incorporation of data, digital images, video clips, and animations provides creative ways to present information, ask questions, lay the groundwork for discussions or debate, and introduce a group activity. Unfortunately, many faculty members use Power Point presentations as enhanced overheads. Students complain about *death by Power Point*.

Regardless of the type of presentation you are making, there are certain things to keep in mind when preparing Power Point slides or other projected visual aids.

Don't put *War and Peace* on a slide.

Too much text on a slide is difficult to read – the more text you use, the smaller the font becomes. Consider the size of the room and the amount of enlargement due to projection when deciding on how much information can fit on a slide.

Don't reproduce tables intended for use on the page of a journal. Anything more than about eight to 10 lines of text is probably too much. Use either more slides or just put the main outline points on the slide and fill in verbally with the rest of the information. The slides should not be a crutch.

Remember, for some students taking notes is a form of learning. If students concentrate on writing down all the information on the slide into their notebooks, what learning is happening?

Don't use fonts smaller than 28-point.

While this might not be hard and fast, it is a very good place to start. If students must squint to read, they won't read. Remember, this is a *visual aid*. Don't let the visual aid not be a visual aid. The reason for putting information on a slide is because it is important information. Make sure the text or figure can be read. Of course, the minimum point size will also be a function of the size of the room where the presentation is being made.

Can you read me now?

Can you read me now?

Can you read
me now?

¹³ Also see Buchholz, S. and J. Ullman, 2004. *12 Commandments for PowerPoint*. The Teaching Professor, 18(6):4.

Don't use busy backgrounds or ineffective colors.

Just because you have 256 colors at your disposal, does not mean you have to use all on one slide. Keep backgrounds simple. Use the provided templates and tweak them to your liking. Remember, the templates were created by professional graphic designers. You can find more online through Microsoft's website if you do not like the ones you have.

If you're not sure how the background will appear on screen, test it out first. Also, remember that black font-face may not project well on a dark background. Use a lighter color.

What sort of lighting will be in the room? If you can leave some lights on, you may need to adjust your colors. Also, a projected slide show looks different from the image on the monitor. Background images may be so busy and distracting that fonts and colors may be hard to read.

Avoid too many colors!

Don't forget about color-blindness. Those who are color-blind will see things as shades of gray. When selecting colors, use ones that can be distinguished as shades of gray. Try printing the slides in grayscale (File > Print > Color/Grayscale – select grayscale) to see how graphics, tables, charts, diagrams, and text look in grayscale. Remember the media should not exceed the message!

Don't complicate slides with too many figures and tables.

Ever notice that the slide templates tend to allow for one text box and one picture or table box? The designers kept things simple for a reason. Focus on the information you want to convey to your audience, be it a student or colleague, and don't distract them with extraneous data in the form of graphics.

This is worth mentioning again – do not use tables as they appear in a text book or a journal article. There will generally be too much information. If you hear yourself saying "I know there's a lot of information on this slide, but just look at this one line," reformat the information. If you just want the audience to read the one line, just give them the one line. Provide the textbook (i.e., See Table 7.1 on page 287.), a website (i.e. See For Faculty and Staff from <http://casnr.tennessee.edu>), or primary reference (i.e., See Table 2 in HortScience 12(4):256.).

If you need to refer to the entire table, break it into logical "chunks" and use several slides. Emphasize the important aspects of each "chunk" and then provide a summary.

Do use animation, sound, video, and pictures in moderation.

Animations, sound, video, and pictures help to emphasize your points. Make sure you have a sound system available to broadcast the audio clip to the back of the room.

Remember pictures are worth a thousand words. So if a picture works, use it. Some students are visual learners; this will help those students.

Animations also can make a point and help to change the pace of the presentation capturing the attention of those who have drifted off. Video clips are also effective. Again, if there is audio with the video, make sure you have an available sound system for the room.

You just don't want to use animations in excess such that it looks like the Cartoon Network™. Any animation, video, sound, or picture should enhance, not detract, from the presentation. And, be careful on excessive or flamboyant use of slide transitions. These can become very distracting.

Acknowledge all references used.

Give credit where credit is due. If you've borrowed pictures, provide a photo credit. Cite table and figure sources. If you use quotes, cite the reference. It's the Golden Rule: *Do to others, as you would have them do to you.*

Proper citation serves as a good example to students. It is our responsibility to teach students about proper citation, academic and research integrity, and plagiarism. So let's do it correctly, ourselves!

Make backups of your presentation.

While developing the presentation, backup your work frequently. By using "Save As," you can track different versions and prevent perhaps using last year's presentation that you updated. It's a good way of protecting and tracking your work, and helps if you move files from a desktop to a laptop. One thing to consider is to use a file name that includes a version numbering system such as *filename-vX.ppt*, where the X after the "v" (for version) is a number (e.g., *aphids-v3.ppt*) or a date (e.g., *aphids-v06222006.ppt*).

Don't fall victim to a brown-out or black-out. If any construction is underway in your building or even on campus, backup often. You never know when a worker might flip a breaker or a backhoe breaks through underground utilities. Remember, it's not "if" something will go wrong; it's "when." While Windows XP is much less susceptible to the "blue screen of death," you just don't know what strange thing may happen. Also, save your work to different media. Just don't keep it on a hard drive or server. These do go down or are taken off line at an inappropriate moment. Save to CD, DVD, jump drive or external hard drive.

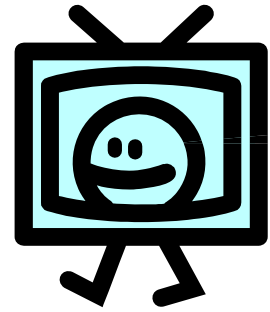
Do not read the slides word for word.

If reading the slide to students is how learning takes place, then why are you teaching the course? The Power Point presentation is a road map. You or you have the students discuss the sights to see along the way. The presentation is a guide to help stay on topic, a way to present data or visuals in a way that words are inadequate, or a way to help student organize the discussion. The Power Point presentation is just a tool to assist in the learning process; it is not the learning process.

Do not use slides alone.

You don't want to get the reputation of being a talking head! Fifty minutes of PowerPoint is mind numbing. Interaction is necessary. Change of pace is necessary.

Today's students were raised on television with remote controls. These students are used to changing the channel if they don't see a program they like. While those who grew up prior to the 1980s also were raised on television, they had to get up to change the channel. They generally did it only during commercials (about every 12 minutes at the most). More than likely, it was about every 30 or 60 minutes.



If you don't change pace, they will tune you out! Use interactive exercises. Ask questions. Walk from the front to the back of the room or stand to the side; either catches students' attention. Have students work in small groups. Break things up.

Do practice.

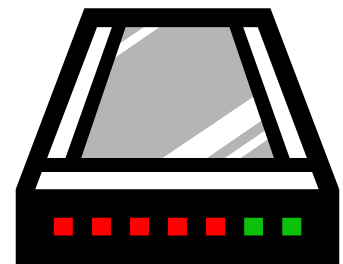
Good teaching requires practice. With practice, you'll get comfortable with the presentation and get a feel for what might need adjustment after you go through it. Ever make a presentation, run short on time, and find yourself just skipping over slides? Ever make a presentation and wonder why you had that slide in there in the first place? It can happen. Remember Power Point is a tool to aid instruction. It is not instruction.

Practice will also let you get a feel for transitions from Power Point shows to having a group activity or switching to a document projector or video player. It might not be as smooth a transition as you think, especially if you haven't used the equipment beforehand.

Be mindful of limitations.

Remember the "weakest link". If your students download your Power Point show from the course web site, they may be printing it out in black and white. Busy backgrounds, poor color choices, excessive text, and font choice can make for a poor printout.

Also, slide shows loaded with animations and pictures can hinder downloading from the Internet. Some students, especially those living off-campus, may have low connection speeds.



Some students may be operating an older version of Power Point on an older computer that doesn't handle options of the most recent version. Odds are there will also be students with newer software version than you have. Keep it simple for the posted version; jazz it up for the presentation.

Allow the audience time to process the information.

Don't abandon all good presentation skills you've learned just because you're using Power Point. Pacing is everything. If you read the slide and speak fast, the audience (whether students or professionals) won't be able to process what they are hearing and seeing. Allow time for questions and discussion. In class, make sure students understand the concepts you are presenting. Repetition is important to learning. Concepts need to be presented three times before they "stick."

Strengthening Academic Honesty

In the section, *Getting Started: An Effective Course Syllabus*, the University's Academic Standards of Conduct: The Honors Statement was discussed (see page 15). Over the past few years, more incidents of plagiarism and academic dishonesty (i.e., falsification of research data) have been reported to the Office of the Dean.

Faculty members have the responsibility to teach students not only about the discipline, the practices, the conventions, the theory, and the skills, but also about plagiarism and ethical conduct within the disciplines represented in CASNR. While students may have been made aware of plagiarism during their K-12 education, they may not understand the full implications of plagiarism and the importance of academic honesty in the sciences.

Numerous scientific societies have codes of ethics. Undergraduate and graduate students should be made aware of the expectations of their discipline in appropriate courses. Integrity of data collection is critical for the advancement of science. Over the years, incidents relating to falsification of research data have come to light in the press. These serve as good case studies in helping students understand why academic honesty is critical in the process of scientific discovery.

Common to the different codes of ethics are the following key concepts of

1. properly and accurately conducting and reporting all research
2. acknowledging the work of and publications of others properly and accurately
3. being fair and objective review and critique of others' work
4. holding proprietary information confidential

The University General Education Requirement for Communication through Writing states "*Good writing skills enable students to create and share ideas, investigate and describe values, and record discoveries – all skills that are necessary not only for professional success but also for personal fulfillment in a world where communication increasingly takes place through electronic media.*" (see the Undergraduate Catalog, General Education section posted at http://catalog.utk.edu/preview_program.php?catoid=1&poid=393). It is critically important that the disciplines teach students the conventions used to credit the work of others.

Materials are provided here to help faculty members address this issue in the classroom:

- Codes of ethics from various scientific societies
- Guide to citations

Codes of Ethics from Various Scientific Societies

(NOTE: This is not meant to be an inclusive list for all possible societies in which faculty may be members or to represent all of the disciplines in CASNR.)

American Agricultural Economics Association

(<http://www.aaea.org/fund/docs/oppolicies.pdf>, AAEA Operating Policies, page 19.)

Publications: Plagiarism Policy.

It is the policy of the American Agricultural Economics Association, the *American Journal of Agricultural Economics*, the *Review of Agricultural Economics*, and *Choices Magazine* that plagiarism in any form is unacceptable and constitutes a serious breach of professional conduct with potentially severe consequences. The AAEA defines plagiarism as the use of someone else's results or words without explicitly acknowledging the original author and source. This includes uncredited copying of and un-cited reuse of an author's independently published work. No article will be published where it is determined that plagiarism has been committed, and further disciplinary action will be taken against plagiarists, as appropriate.

American Fisheries Society

(http://www.fisheries.org/html/Professional_Development/Certification/codemain.shtml)

Preamble:

A member of the American Fisheries Society (AFS) has an obligation to perform his/her duties in an ethical manner. First and foremost, on joining the AFS, a member accepts the responsibility to serve and manage aquatic resources for the benefit of those resources and of the public, based on the best scientific data, as specified by the Society's "[North American Fisheries Policy](#)" (see Fisheries 21[3]:26-29). He/she acts ethically in his/her relationships with the general public and with his/her employers, employees, and associates, and he/she follows the tenets of the Society's "[Equal Opportunity Policy](#)" (see 1998-1999 AFS Membership Directory and Handbook, page 3). He/she strives to preserve and enhance the fisheries profession. All members must adhere to the "Standard of Professional Conduct" as herein established.

Section I. Integrity of the Profession

Each member of the AFS shall:

I-1. Avoid actual or apparent dishonesty, misrepresentation, and unprofessional demeanor by using proper scientific methodology, by adhering to the Society's "[Guidelines for Use of Fishes in Field Research](#)" (see Fisheries 13[2]:17-21) by fully documenting technical conclusions and interpretations, and by encouraging these practices by others;

I-2. Not speak for, represent, or imply in any way that he/she represents the Society without the express approval of the president or Governing Board. No member of any Chapter, Division, or Section may speak with authority for that group without specific authorization;

I-3. Give appropriate credit for professional work done by others;

I-4. Make the fisheries profession more effective by exchanging information and experiences with colleagues, students and the public via formal publications, reports, and lectures; informal consultations; and constructive interactions with professional societies, journalists, and government bodies;

I-5. Approve only those plans, reports, and other documents he/she has helped prepare or has supervised;

I-6. Make professional recommendations and decisions to benefit fishery resources and the public, base them on the best available scientific data and judgments, and give a clear and balanced exposition of the consequences of following and of not following such recommendations and decisions;

I-7. Restrict, to the extent feasible, criticisms of technical results and conclusions of other researchers to professional forums such as meetings and technical journals;

I-8. Treat employees justly and fairly with respect to recruitment, supervision, job development, recognition, and compensation.

Section II. Relations with Clients, Employers, and the Public

Each member of the AFS shall:

II-1. Serve each client or employer professionally without prejudice or conflict of interest; unless the member's professional convictions conflict with the policies of the employer, in which case the member will provide the employer with full supporting evidence and sufficient time for study and action;

II-2. Maintain confidential relationships with employers and clients unless authorized by the employer or required by law or due process to disclose information or results produced while employed by that client;

II-3. Advertise his/her professional qualifications truthfully, without exaggeration and without denigration of others;

II-4. Express opinions on an aquatic resources subject only if qualified to do so by training, experience, or study;

II-5. Clearly separate professional opinion from accepted knowledge or fact in all communications;

II-6. Advise against any action or decision by an employer, client or colleague that violates any law or regulation. If a member finds employment obligations conflict with professional or ethical standards, the member should advise the employer of the conflict. If such a conflict is not resolved in a timely manner, or if the action appears to materially affect the public health, safety, or welfare, then the member shall advise AFS of the objectionable condition or practice and supply substantial evidence of the problem. The member should reject attempts by employers and others to coerce or manipulate professional judgment and advice. The member should exercise professional judgment without regard to personal gain, and refuse

compensation or other rewards that might be construed as an attempt to influence judgment;

II-7. Not distort or withhold information solely to substantiate a personal point of view;

II-8. Give expert testimony to a court, commission, or other tribunals only when based on adequate knowledge and honest conviction and give balanced judgments about the consequences of alternative actions;

II-9. Expose scientific or managerial misconduct, including misrepresentation to the public of aquatic science/professional information, by informing the president of the AFS. The president shall refer this material to "The Ethics and Professional Conduct Committee."

Version Adopted by the Governing Board August 1997

American Phytopathological Society

(<http://www.apsnet.org/members/gov/APSconstitutionCURRENT.pdf>)

Article VII: Code of Professional Conduct

Preamble

The American Phytopathological Society (APS) is a professional organization with a code of professional conduct which encompasses the values important to the profession and expresses the profession's responsibilities to the public, clients, and colleagues.

Membership in APS assumes an obligation of self-discipline with compliance to these professional standards.

The APS Code of Professional Conduct is intended to guide members in the performance of their professional responsibilities and conduct.

Principles

1. Members accept the obligation to serve the public interest, honor the public trust, enhance the welfare of humanity, encourage environmental stewardship, and demonstrate a commitment to professionalism.
2. Members perform all professional responsibilities with the highest sense of integrity, and maintain objectivity and freedom from conflicts of interest in discharging their professional responsibilities.
3. Members strive continually to improve their competence and the quality of services, and discharge all professional responsibilities to the best of their ability.

Canons

1. Members have the duty to observe all laws and regulations of the land pertaining to the profession, uphold the dignity and honor of the profession, and expose illegal or unethical conduct in the profession.
2. Members will act in such a manner as to protect the resources of the natural and agricultural environments in which they work and will strive to avoid

direct or indirect adverse effects on people or the environment that might result from their presence, activities, or equipment.

3. Members will not allow the use of their names, reports, or other technical materials by any enterprise known to be illegal, fraudulent, of questionable character, or contrary to the welfare of the public or the environment.
4. Members will neither seek employment, grants, or personal gain, nor attempt to injure the reputation or opportunities for employment of other scientists by false or undocumented claims or accusations, or by offers of gifts or favors.
5. Members will strive for accuracy in reporting observations made by themselves and others and will recognize the contributions of others whenever appropriate.
6. Members will work and act in a strict spirit of truth and fairness with employers, clients, contractors, and employees, and in a spirit of personal helpfulness and collegiality toward other members of the profession.
7. Members will endeavor to recognize conflicts of interest and to avoid the abuse of privileged positions or circumstances. Such include, but are not limited to, (i) review and evaluation of manuscripts and grant applications, (ii) establishment of program directions and responsibilities, (iii) evaluation of candidates for employment or promotion, (iv) service to APS or other leadership positions, (v) service in consulting activities, (vi) student guidance, (vii) simultaneous service in profit-making and not-for-profit organizations, and (viii) use of any position or resources to compete unethically or unfairly with colleagues.
8. Members recognize responsibilities to students, technicians, and other associates working under their supervision and will treat them with dignity, respect and consideration, provide them with training where required, and by direction and example teach them to adhere to the professional standards herein.

American Society for Horticultural Science Code of Ethics (page 110, 2006 Membership Directory)

Preamble: General Principles

A code of ethics is a personal statement of belief. It therefore seems appropriate that it should be written in first person singular, which makes it a personal code and also makes it voluntary rather than a set of rules imposed by an institution on its members. The latter is certainly appropriate for an employing institution such as a company or a university.

The following code addresses matters involving the relationships of each horticulturist in the American Society for Horticultural Science to colleagues, to the Society, to students, to the employer, to the public, to the creatures and materials of the environment, but perhaps most important, to the person within. For the Society, it represents a suggestion to its Members of matters to be considered. It should not in itself be considered to be coercive. However, the Society must reserve the right to

consider removing from its rolls persons who have committed fraud or other grievous actions.

The Code of Ethics

As a professional horticulturist, I resolve to be guided by the following principles, which I believe to be important for mutual respect in relationships with my colleagues, other professional associates, students, employer, employees, and the public and which, above all, is vital to my personal integrity, dignity, and self-worth.

I will be honest in my work, and will not lie or deceive about my results or accomplishments.

I will maintain confidentiality of information to which I am privileged.

I will refrain from conflicts of interest.

I will respect the confidences of others and be honorable in competition.

I will be impartial in all dealings with colleagues, students, and other associates, irrespective of race, creed, color, sex, age, sexual orientation, physical or medical handicaps, marital or family status, and ancestry.

I will point out error and expose fraud and dishonesty.

I will be honorable in dealing with my employer and in relationships with clients, suppliers, and others in the business world and other professions.

I will be fair in dealing with others' opportunities for advancement, respecting their privacy, giving credit for accomplishment, maintaining discipline, and ensuring freedom from coercion.

Finally, I will strive to be constantly aware of the effects my activities will have on the public and the environment in which we all live, and to minimize possible harmful effects of those activities.

Original draft prepared by Edward J. Ryder. Final draft approved by the Board of Directors (via mail ballot, 5 Oct. 1990) and by the Members at the 87th ASHS Annual Business Meeting (7 Nov. 1990).

American Society of Agricultural and Biological Engineers (see Article B14, Professional Practice of the Constitution, Bylaws, and Rules, <http://www.asabe.org/constitution.pdf>)

Par. 1 All Members-Engineer of the Society shall subscribe to the following Code of Ethics of Engineers as required by the Constitution:

Code of Ethics of Engineers

The Fundamental Principles

Engineers uphold and advance the integrity, honor and dignity of the engineering profession by:

- I. using their knowledge and skill for the enhancement of human welfare;

- II. being honest and impartial, and serving with fidelity the public, their employers and clients;
- III. striving to increase the competence and prestige of the engineering profession; and
- IV. supporting the professional and technical societies of their disciplines.

The Fundamental Canons

1. Engineers shall hold paramount the safety, health and welfare of the public in the performance of their professional duties.
2. Engineers shall perform services only in the areas of their competence.
3. Engineers shall issue public statements only in an objective and truthful manner.
4. Engineers shall act in professional matters for each employer or client as faithful agents or trustees, and shall avoid conflicts of interest.
5. Engineers shall build their professional reputations on the merit of their services and shall not compete unfairly with others.
6. Engineers shall act in such a manner as to uphold and enhance the honor, integrity, and dignity of the profession.
7. Engineers shall continue their professional development throughout their careers and shall provide opportunities for the professional development of those engineers under their supervision.

American Society of Animal Science (see Article I, Section 11 of the Bylaws, <http://www.asas.org/bylaws.pdf>)

Principles of Ethical Conduct

To ensure integrity of the American Society of Animal Science, its members must respect and adhere to high fundamental ethical standards. Members of the Society must be morally accountable for scholarly activity, follow the highest principles in scientific conduct, and humanely treat and maintain animals in our care.

Furthermore, members should avoid situations in which personal achievement may give the appearance of violating professional objectivity.

Entomological Society of America

(http://www.entsoc.org/about_ESA/governance/documents/ethics.htm)

ESA Ethics Statement

Preamble: The purpose of the Society is to promote the science of entomology in all of its subdisciplines for the advancement of science and the benefit of society, to publish and encourage publications pertaining to entomology, and to assure cooperation in all measures leading to these ends.

In accordance with this purpose, The Society encourages its members to:

- A. Treat all people with civility, avoiding harassment and discrimination,

- B. Uphold the highest standards of truthfulness and honesty in all scientific and professional endeavors,
- C. Evaluate the work of colleagues fairly and with open-mindedness,
- D. Recognize past and present contributors to science and not claim credit for accomplishments of others,
- E. Disclose potential conflicts of interest,
- F. Offer professional advice only on those subjects in which they are qualified,
- G. Expose scientific and professional misconduct promptly, and
- H. Comply with all laws and regulations that apply to our science and profession.

Institute of Food Technologists (see http://www.ift.org/divisions/international/newsletters/documents/NewsletterDec2004Issue73_001.pdf)

The IFT Code of Professional Conduct was approved by the IFT Executive Committee in 1999. These elements are designed to assure the integrity, honor, and dignity of the IFT and its members:

1. Work to ensure the health, safety, and well-being of the public.
2. Report all research properly and accurately.
3. Acknowledge the work and publications of others properly and accurately.
4. Treat all colleagues and co-workers with respect and in accordance with the IFT's established diversity policy.
5. Use or make reference to the IFT's name, logo and other marks only after receiving prior written approval from the IFT to do so.
6. Maintain proprietary information in confidence or obtain prior approval from the owner before using or disclosing such information to third parties.
7. Act in compliance with all applicable Authorities or laws.
8. Maintain objectivity when reviewing scientific work, publications, or journals.
9. Avoid conflicts of interest and any appearance of impropriety.

Society of American Foresters
(<http://www.safnet.org/who/codeofethics.cfm>)

Preamble

Service to society is the cornerstone of any profession. The profession of forestry serves society by fostering stewardship of the world's forests. Because forests provide valuable resources and perform critical ecological functions, they are vital to the wellbeing of both society and the biosphere.

Members of the Society of American Foresters have a deep and enduring love for the land, and are inspired by the profession's historic traditions, such as Gifford Pinchot's utilitarianism and Aldo Leopold's ecological conscience. In their various roles as

practitioners, teachers, researchers, advisers, and administrators, foresters seek to sustain and protect a variety of forest uses and attributes, such as aesthetic values, air and water quality, biodiversity, recreation, timber production, and wildlife habitat.

The purpose of this Code of Ethics is to protect and serve society by inspiring, guiding, and governing members in the conduct of their professional lives. Compliance with the code demonstrates members' respect for the land and their commitment to the long-term management of ecosystems, and ensures just and honorable professional and human relationships, mutual confidence and respect, and competent service to society.

On joining the Society of American Foresters, members assume a special responsibility to the profession and to society by promising to uphold and abide by the following:

Principles and Pledges

1. Foresters have a responsibility to manage land for both current and future generations. We pledge to practice and advocate management that will maintain the long-term capacity of the land to provide the variety of materials, uses, and values desired by landowners and society.
2. Society must respect forest landowners' rights and correspondingly, landowners have a land stewardship responsibility to society. We pledge to practice and advocate forest management in accordance with landowner objectives and professional standards, and to advise landowners of the consequences of deviating from such standards.
3. Sound science is the foundation of the forestry profession. We pledge to strive for continuous improvement of our methods and our personal knowledge and skills; to perform only those services for which we are qualified; and in the biological, physical, and social sciences to use the most appropriate data, methods, and technology.
4. Public policy related to forests must be based on both scientific principles and societal values. We pledge to use our knowledge and skills to help formulate sound forest policies and laws; to challenge and correct untrue statements about forestry; and to foster dialogue among foresters, other professionals, landowners, and the public regarding forest policies.
5. Honest and open communication, coupled with respect for information given in confidence, is essential to good service. We pledge to always present, to the best of our ability, accurate and complete information; to indicate on whose behalf any public statements are made; to fully disclose and resolve any existing or potential conflicts of interest; and to keep proprietary information confidential unless the appropriate person authorizes its disclosure.
6. Professional and civic behavior must be based on honesty, fairness, good will, and respect for the law. We pledge to conduct ourselves in a civil and dignified manner; to respect the needs, contributions, and viewpoints of others; and to give due credit to others for their methods, ideas, or assistance.

The Society of American Foresters' Bylaws specify processes through which a member's violation of the code may lead to reprimand, censure, expulsion from the Society, or other disciplinary action. Any two persons, whether or not SAF members, may charge a member with violation of the code. Such a charge must be made in writing to the SAF President and must refer to the specific Pledges alleged to have been violated.

Adopted by the Society of American Foresters by Member Referendum, November 3, 2000, replacing the code adopted June 23, 1976, as amended November 4, 1986, and November 2, 1992. The 1976 code replaced the code adopted November 12, 1948, as amended December 4, 1971.

Specific Examples of Citations

NOTE: Different disciplines and scientific journals will have slight variations on these formats. Faculty members may specify use of a specific style or format. Some include the author's name as it appears in the source publication; some just use last name and initials of first and middle names. Some will have the year at the end of the citation or include the year in parentheses after the name of the author. Some do not include the issue number for journals that numbers pages consecutively throughout the year. The key to proper citations is being consistent with the style or formatting, and doing it.

Periodical or Journal Article:

Goldberg, D., B. Gornat, and Y. Bar. 1971. The distribution of roots, water, and minerals as a result of trickle irrigation. *J. Amer. Soc. Hort. Sci.* 96(5):645-648.

Note 1: No first names are used, only initials.

Note 2: Only the first word in the journal article name is capitalized; there is no need to capitalize each word in the article name.

Note 3: The name of the journal is abbreviated. It is not underlined nor italicized. Each word is capitalized.

Note 4: After the title, the journal volume (in this case 96) is given and followed by the single issue number (in this case 5) given in parentheses. This is then followed with a colon (:) with the inclusive page numbers.

Book:

Brooks, R.M. and H.P. Olmo. 1972. Register of new fruit and nut varieties. 2nd ed. Univ. of Calif. Press, Berkeley.

Note 1: See Note 1 above.

Note 2: Only the first word in the book title is capitalized. It is not underlined nor italicized.

Note 3: If the book is not the first edition, the edition is given after the title.

Note 4: The name of the book publisher and the city of publication is given. The state is given after the city if the city is not major one (e.g., Boston, Chicago; see below) or if the state name is not part of the publisher's name.

Book Chapter:

Brown, A.G. 1975. Apples, p. 3-37. In: J. Janick and J.N. Moore (eds.). Advance in fruit breeding. Purdue Univ. Press, West Lafayette, Ind.

Note 1: See Note 1 under Periodical or Journal Article.

Note 2: Only the first word in the chapter title is capitalized. It is not underlined nor italicized.

Note 3: The chapter title is followed by a comma then the abbreviation p. for pages then the inclusive page numbers. Then the word In followed by a colon (:) and the names of the editors followed by the abbreviation ed. or eds. depending on whether there was one or more editors.

Note 4: See Notes 2 and 4 under Books.

Thesis or Dissertation:

Reeder, J.D. 1981. Nitrogen transformations in revegetated coal spoils. Ph.D. Diss., Colorado State Univ., Fort Collins. (Diss. Abstr. 81-26447).

Note 1: See Note 1 under Periodical or Journal Article.

Note 2: Only the first word of the thesis (M.S.) or dissertation (Ph.D.) is capitalized. It is not underlined nor italicized.

Note 3: Identify the work as Ph.D. Diss. or M.S. Thesis, followed by the name of the university or college, followed by the city. If the state is not part of the university or college name, it follows the city.

Note 4: Within parentheses, provide the listing in Dissertation Abstracts, if available.

Bulletin:

Rollins, H.A., F.S. Howlett, and E.H. Emmert. 1962. Factors affecting apple hardiness and methods of measuring resistance of tissue to low temperature injury. Ohio Agr. Expt. Sta. Res. Bul. 901.

Note 1: See Note 1 under Periodical or Journal Article.

Note 2: Only the first word of the bulletin title is capitalized. It is not underlined nor italicized.

Note 3: After the title, the name of the organization publishing the bulletin is given using the following abbreviations Agr. Expt. Sta. for an Agricultural Experiment Station or Agr. Ext. Serv. for an

Agricultural Extension Service or Coop. Ext. Serv. for a Cooperative Extension Service.

Internet URL:

Format A:

Author. [current year]. [page title]. Domain name. [OPTIONAL: date of file update or date viewed]. [terminal page name or full URL link if public page].

Example A:

Anonymous. 1999. College of Agricultural Sciences & Natural Resources: University of Tennessee. University of Tennessee. viewed August 31,2006. <http://casnr.tennessee.edu/>

Format B:

Author/editor. (Year). Title (edition), [Type of medium]. Producer (optional). Available Protocol (if applicable): Site/Path/File [Access date].

Example B:

Anonymous (No date). College of Agricultural Sciences and Natural Resources Calendar 2006-2007 [pdf file]. Available: <http://casnr.tennessee.edu/facultystaff/Calendar.pdf> [August 31, 2006].

Note 1: Write "No date" when the electronic publication date is not available.

Note 2: When citing information retrieved on the World Wide Web, it is not necessary to repeat the protocol (HTTP) after "Available" since that is stated in the URL. The most common alternate protocol encountered is ftp (file transfer protocol).

Interviews:

Interviewee. Their Title. (Year). Interviewed by xx. Date. Place.

Example:

Chiles, Lawton. Governor of Florida. (1991). Interviewed by Cecil Greek July 4. Tallahassee.

Citing Literature within the Body of a Paper

When citing literature within the body of a paper, many journals use the Harvard system with the last name(s) of the author(s) and the year of the publication enclosed within parentheses. Following are examples of how to include citations in the body of the paper:

Single author-paper cited:

According to Smith (1998), ...

Previous work indicates multiple sources of nutrients are necessary (Smitht, 1998).

A two-author paper cited:

According to Smith and Jones (1998), ...

Previous work indicates multiple sources of nutrients are necessary (Smith and Jones, 1998).

A multiple-author paper cited:

According to Smith et al. (1998), ...

Previous work indicates multiple sources of nutrients are necessary (Smith et al., 1998).

Note: et al. is an abbreviation for the Latin et alii meaning “and others.” It is used if there are three or more authors. Also note that after the “al” there is a period (.) since it is an abbreviation.

When citing multiple papers by the same author:

Previous work indicates multiple sources of nutrients are necessary (Smith, 1996, 1997a, 1997b).

Note: There are three papers cited, one published in 1996 and two published in 1997. Papers are listed in the literature cited by alphabetical order of the first author’s name. Then multiple papers by the same author are listed in chronological order. Papers published the same year are then listed alphabetically by article title with an “a” following the year of the first paper and a “b” following the year of the second paper.

Smith, J. 1996. Nutrient flow in phloem...

Smith, J. 1997a. Asynchronous nutrient pulsing ...

Smith, J. 1997b. Multiple fertilizer sources enhances ...

When citing multiple papers by different authors:

Previous work indicates multiple sources of nutrients are necessary (Albrecht, 1996, 1997a, 1997b; Albrecht and Jones, 1998; Jones et al. 1996; Smith and Hawkin, 1992).

Note: Within the parentheses, the authors are listed alphabetically. For multiple papers by the same author, they are listed chronologically.

Abbreviations of Periodical and Journal Titles

<u>Full word</u>	<u>Abbreviation</u>	<u>Full word</u>	<u>Abbreviation</u>
Abstract(s)	Abstr.	Development	Dev.
Academy, -ic	Acad.	Digest	Dig.
Advances	Adv.	Disease	Dis.
Agriculture, -al, -ist	Agr.	Dissertation	Diss.
Agronomy	Agron.	Division	Div.
American	Amer.	East	E.
Analysis, -ytical	Anal.	Eastern	Eastern
Animal	Animal	Ecology, -ical	Ecol.
Annal(s)	Ann.	Economy, -ical	Econ.
Annual	Annu.	Education	Educ.
Application(s)	Appl.	Engineers, -ing	Eng.
Applied	Applied	Enology	Enol.
Arboretum	Arbor.	Entomology, -ical	Ent.
Archives	Arch.	Experiment, -al	Expt
Associate(s), -ed	Assoc.	Extension	Ext.
Association	Assn.	Farm	Farm
Biochemical, -istry	Biochem.	Fertilizer	Fert.
Biology, -ical	Biol.	Food	Food
Biometrics	Biometrics	Forestry	For.
Botany, -ical	Bot.	Gazette	Gaz.
Breeding	Breeding	General	Gen.
Bulletin	Bul.	Genetics	Genet.
Bureau	Bur.	Government	Govt.
Center	Ctr.	Handbook	Hdbk.
Chemical, -istry	Chem.	Heredity	Her.
Chromatography	Chrom.	Horticulture, -ae, -al	Hort.
Circular	Circ.	Husbandry	Husb.
Climatology, -ical	Clim.	Improvement	Imp.
College	College	Industry, -ial	Ind.
Colloquium	Colloq.	Information	Info.
Committee	Comm.	Institute, -ion	Inst.
Communication	Commun.	International	Intl.
Company	Co.	Irrigation	Irr.
Conference	Conf.	Journal	J.
Congress	Congr.	Laboratory, -ies	Lab.
Contribution(s)	Contr.	Leaflet	Lflt.
Cooperative	Coop.	Magazine	Mag.
Corporation	Corp.	Management	Mgt.
Council	Council	Market	Mkt.
County	County	Marketing	Mktg.
Crop	Crop	Meteorology, -ical	Met.
Current	Current	Microscopy	Micros.
Cytology, -ical	Cyt.	Mycology, -ical	Myc.
Department	Dept.	National	Natl.

<u>Full word</u>	<u>Abbreviation</u>	<u>Full word</u>	<u>Abbreviation</u>
Nematology, -ical	Nemat.	Tropical	Trop.
Newsletter	Nwsl.	United States	U.S.
North	N.	(modifier)	
Northern	Northern	University	Univ.
Nutrition, -al	Nutr.	Variety, -ies	Var.
Official	Offic.	Vegetable(s)	Veg.
Pathology, -ical	Pathol.	Viticulture	Vitic.
Physics, -ical	Phys.	West	W.
Physiology, -ical	Physiol.	Western	Western
Phytology, -ical	Phytol.	Yearbook	Yrbk.
Phytopathology, -ical	Phytopath.	Zeitschrift	Z.
Plant	Plant		
Pollution	Pollut.		
Pomology, -ical	Pomol.		
Proceedings	Proc.		
Products	Prod.		
Propagation	Prop.		
Protection	Protection		
Publication(s)	Pub.		
Report(s)	Rpt.		
Reporter	Rptr.		
Research	Res.		
Review(s), Revue(s)	Rev.		
Science (s)	Sci.		
Scientia	Scientia		
Scientific	Scientific		
Seed	Seed		
Series	Ser.		
Service	Serv.		
Society	Soc.		
Soil	Soil		
South	S.		
Southern	Southern		
Special	Spec.		
Standard	Stnd.		
State	State		
Station	Sta.		
Statistics, -ical	Stat.		
Supplement(s)	Suppl.		
Survey	Survey		
Symposium	Symp.		
Technical, -que	Tech.		
Technology, -ical	Technol.		
Temperature	Temp		
Testing	Test		
Thesis	Thesis		
Transactions	Trans.		

Places

Always spell out the names of countries, states (in the United States) or provinces (in Canada) when they stand alone; e.g., do not use "U.S.", "US" or "USA" to abbreviate the United States. An exception is "the former USSR" for the former Soviet Union.

Use the following abbreviations for states and provinces when they are given with the city or county without ZIP codes or as part of an address, or in footnotes and literature citations:

States: Ala. Ariz. Ark. Calif. Colo. Conn. Del. Fla. Ga. Ill.
Ind. Kan. Ky. La. Miss. Md. Mich. Minn. Miss. Mo.
Mont. Neb. Nev. N.C. N.D. N.H. N.J. N.M. Okla. Ore.
Pa. R.I. S.C. S.D. Tenn. Va. Vt. Wash. Wis. W.Va.
Wyo.

Provinces: Alta. B.C. Man. N.B. Nfld. N.S. Ont. P.E.I. Que. Sask.

Use D.C. for District of Columbia, P.R. for Puerto Rico, V.I. for the Virgin Islands, Y.T. for Yukon Territory, and N.W.T. for Northwest Territories.

It is acceptable to abbreviate states when they stand alone in footnotes and literature citations. Always spell out Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Texas and Utah.

Names of counties are not abbreviated and must be accompanied by the state abbreviation.

The name "United States" may be abbreviated "U.S." when used as a modifier (such as "U.S. currency") and to describe government agencies, departments, organizations or possessions (e.g., "U.S. Geological Survey").

For addresses in the United States, use the capitalized, 2-letter postal abbreviations (approved by the U.S. Postal Service) for states and territories only when the ZIP code is supplied with the street address, city and state.

Certain cities in the United States which are well-known or have no namesake elsewhere may stand alone without the state designation in the text and literature citations (but not in full addresses). These include:

Atlanta	Baltimore	Boston	Chicago
Cincinnati	Cleveland	Dallas	Denver
Detroit	Honolulu	Houston	Indianapolis
Los Angeles	Miami	Milwaukee	Minneapolis
New Orleans	New York	Oklahoma City	Philadelphia
Pittsburgh	St. Louis	Salt Lake City	San Diego
San Francisco	Seattle		

The following foreign cities may stand alone without the country designation in the text and literature citations (but not in a full address):

Beijing	Havana	Jerusalem	Kuwait
London	Luxembourg	Mexico City	Montreal
Moscow	New Delhi	Ottawa	Paris
Quebec	Rome	Singapore	Tokyo
Toronto			

Use of State Vehicles in Teaching

For various reasons, class sessions may be held off campus. If the class session is within the local vicinity, the instructor does not need to provide transportation. Students with their own transportation can drive and meet at the location. If the instructor arranges for the use of state vehicles for off-campus instruction, all drivers must be cleared and meet the requirements set forth in University policy (a discussion of this follows).

A True Story

Eight killed in Utah State University van rollover

By Paul Foy
Associated Press
September 26, 2005

Tremonton, Utah – A Utah State University van returning to campus from a field trip blew a tire on Interstate 84 and rolled over, killing seven agriculture students and an instructor. Three other students were hospitalized.

The van overturned Monday on the freeway near Tremonton, about 65 miles northwest of Salt Lake City. All 11 occupants were thrown from the van. The students were underclassmen, mostly freshmen.

"Some have only been on campus a couple of weeks," university President Stan Albrecht said, calling the deaths an "incredible tragedy."

No one in the 16-passenger van, driven by the instructor, was wearing a seatbelt, the Utah Highway Patrol said. Six men were pronounced dead at the scene. Two others died at hospitals. Two of the survivors were in critical condition at McKay-Dee Hospital in Ogden, hospital supervisor Robert Miller said. A third was taken to Ogden Regional Medical Center.

Seven of the dead were Utah residents and one was from Washington state, said patrol Trooper Jeff Nigbur. The names of the victims were withheld until relatives could be notified.

The single-vehicle crash occurred at about 4:30 p.m. It appeared the left rear tire on the eastbound van had blown as it tried to pass another vehicle, said patrol Lt. Ed Michaud. The Dodge van rolled four times, coming to rest on its wheels about six feet from a 50-foot-deep ravine, troopers said. The van's roof was collapsed to the windows. Parts of the vehicle and personal belongings littered the area near the freeway.

"It was a horrific, nasty accident," said Trooper Jason Jensen. "It was one of those things you don't want to drive up on."

Albrecht said the students had been on a field trip to look at harvest equipment near Tremonton, west of the Logan campus. Utah State University has about 21,000 students.

"Everybody at this point is stunned," said university spokesman John DeVilbiss.

The above news story is tragic. Whether it was avoidable is not clear. Because of these types of accidents, UT has gone to 12-passenger vans; 15-passenger vans have stability issues (see http://www.nts.gov/alerts/SA_001.pdf). Regardless of the type of vehicle, precautions can be taken to avoid accidents.

The Office of the Dean of Students has two documents posted regarding use of state vehicles: Student Affairs Driver Policy and Student Affairs Driver Safety Regulation and Agreement (see <http://dos.utk.edu/>). These have been modified for use in CASNR and are included in this document (see pages 61 and 62).

All faculty, staff and students who drive state vehicles must follow all state laws and regulations related to traffic safety and driving; this includes the use of seat and shoulder belts by all passengers. Students driving state vehicles must be employed by the University or be entered into IRIS as a Friend of the University (see the Office of Risk Management website, select Volunteers in the left-hand navigation menu, <http://riskmanagement.tennessee.edu/>, for detailed information). All students driving state vehicles for class field trips or student organization travel should also sign the Agreement Form as well (see page 62), as required by the Dean of Students. While signing does not make them better drivers, it may remind drivers of their responsibility for the passengers in the vehicle. Those portions of UT fiscal policy that relate to the use of University-owned vehicles and motor pool operation that relate to students driving state vehicles are provided for quick reference.

If there is any doubt that an individual should not drive or be a passenger, it is best to err on the side of caution. Simply do not allow unauthorized individuals drive or be passengers.

Also refer to fiscal policies related to travel, use of automobiles, and motor pool [policies FI0705 Travel, section on Automobile Use (https://my.tennessee.edu/portal/page?_pageid=34,140536&_dad=portal&_schema=PORTAL&p_policy=FI0705) and FI0725 Motor Pool (https://my.tennessee.edu/portal/page?_pageid=34,140536&_dad=portal&_schema=PORTAL&p_policy=FI0725)]

Student Driver Policy

College of Agricultural Sciences and Natural Resources (CASNR)

The University of Tennessee

June 29, 2006

- 1) All students intending to drive any UT vehicle for any activity related to the CASNR must be certified to:
 - a) have a valid driver's license issued by Tennessee or another state in the United States or an international license
 - b) have completely filled in and signed the *Student Driver Safety Regulations and Agreement* form
 - c) either be a student employee of the department that is sponsoring the trip or have completely filled in and signed the UT Office of Risk Management's *Tennessee Claims Commission Volunteer Registration* form (see <http://riskmanagement.tennessee.edu/> and click on Volunteers) and been entered into IRIS as a UT Volunteer
- 2) It is the responsibility of the department head or designated faculty member of the unit sponsoring the trip in which, or for which, students will be driving to:
 - a) make provision for the periodic review of the driving skills of new student drivers
 - b) ensure that all new student drivers are aware of their responsibilities as drivers as covered in UT Fiscal Policy 0705 Travel and 0725 Motor Pool, sign a copy of the *Student Driver Safety Regulations and Agreement* form, and complete the *Tennessee Claims Commission Volunteer Registration* form, and have the student enter into IRIS as a UT Volunteer if not a student employee of the department that is sponsoring the trip
 - c) confirm that all student drivers have valid drivers licenses issued by Tennessee or another state in the United States or have an international license
- 3) Under no circumstances are students to drive extended-body vans designed to transport fifteen people. This restriction applies equally to such extended-body vans which have had one or more seats removed for whatever reason. Instead, students – and, whenever possible, regular staff – should drive only purpose-built twelve-passenger, nine-passenger, or seven-passenger vans, or regular passenger vehicles.

Student Driver Safety Regulations and Agreement
College of Agricultural Sciences and Natural Resources (CASNR)

The University of Tennessee

June 29, 2006

Student Driver Safety Regulations

- 1) The student driver of any University vehicle must be either:
 - a) an employee of the University of Tennessee whose job description specifically includes driving as a duty and whose travel is in direct association with his/her employment, or
 - b) a duly registered volunteer with the Tennessee Claims Commission via the UT IRIS management system and have a complete *Tennessee Claims Commission Volunteer Registration* form on file with the sponsoring department.
- 2) The driver must possess a valid driver's license.
- 3) The driver must abide by posted speed limits and obey all traffic and safety regulations. These regulations include the mandatory wearing of seat and shoulder belts by all occupants in accordance with state laws. The number of passengers must not exceed the number of functioning seat belts in the vehicle.
- 4) The driver must abide by all University rules and regulations, know and observe all applicable traffic laws, ordinances and regulations, and use safe driving practices at all times.
- 5) The driver must report any and all accidents as soon as possible to the UT office for which s/he is driving, and complete an incident report form. If his/her own UT office is closed, the driver must contact the UT Office of Transportation Services (865-974-2134) or the UT Police Department (865-974-3114) which is open 24 hours daily.

The student driver whose name appears below agrees to the following.

- 1) Not to permit any unauthorized person to drive the vehicle.
- 2) To assume all responsibility for any and all traffic fines or traffic violations associated with his/her use of a University vehicle or privately owned vehicle on University business.
- 3) Not to drive under the influence of drugs (over-the-counter, prescription, or illegal) or alcohol.
- 4) To drive the vehicle at speeds appropriate to road conditions and not exceeding posted speed limits.
- 5) To take all reasonable precautions to protect the University vehicle and contents from damage or theft and to protect all passengers from injury.
- 6) To treat University equipment carefully in order to prevent damage or harm to others.
- 7) To comply with all local, state and federal laws involving motor vehicle operations.
- 8) To be subject to applicable University disciplinary procedures for violations of University policy or rules.
- 9) To represent the University well through his/her conduct as a driver.

The undersigned hereby acknowledges that s/he, as driver of an assigned University vehicle, has read and understood the above regulations and agrees to be bound by them.

Driver's printed name

UT ID number

Driver's license number and state of issue

Driver's signature

Date

UT department or unit

Keep original on file in department or unit and make a copy for the driver.

THE UNIVERSITY OF TENNESSEE
**ACKNOWLEDGEMENT OF POLICIES GOVERNING
THE OPERATION OF UNIVERSITY VEHICLES**

- 1) Vehicles may be used only for University business. Personal use is prohibited.
- 2) Vehicles may not be used for commuting unless authorized in writing under provisions of Class B assignment in University Policies and Procedures on the Use of University-owned Motor Vehicles.
- 3) Overnight retention – The conditions under which a motor pool vehicle may be retained overnight are as follows:
 - a) The employee's home is located some distance from the University and such retention would result in substantial savings in time and distance traveled.
 - b) If an employee must depart before Transportation Services opens, the vehicle may be procured and retained the preceding night.
 - c) If an employee is required, by reason of University duties, to return from a trip after working hours, s/he may retain the vehicle at home overnight, provided it is returned to Transportation Services the following morning.
- 4) Authorized drivers – Employees, including part-time student employees, Board of Trustee members, and registered volunteers are the only individuals authorized to operate a University vehicle. Student employees are authorized to operate a vehicle provided they have departmental approval and driving is a job-related responsibility.
- 5) The operator is responsible for the protection and safe operation of the vehicle. The operator should observe all traffic laws and rules of safe driving, and the operator is responsible for traffic violations and fines including parking violations. Further information is outlined in the *Driver's Reference Manual*, which is located in the glove box of each vehicle or may be obtained from Transportation Services.
- 6) The operator must have a valid driver's license.

I acknowledge that I have read and understand the above policies. I also understand that violation of these policies may subject me to disciplinary action under The University of Tennessee Personnel Policies and Procedures.

Driver's name and signature

Department

THE UNIVERSITY OF TENNESSEE
VEHICLE USE ACKNOWLEDGEMENT

In consideration of use of a University of Tennessee vehicle, I acknowledge that:

- 1) I have been informed that the University's liability coverage applies only to vehicles driven by UT employees within the course and scope of their employment and only while on official University business.
- 2) I will not allow any person who is not a UT employee to drive a UT vehicle in my possession and control.
- 3) I understand that individuals under personal services contracts and students and spouses who are not on the UT payroll are not employees of the University and therefore not eligible to operate a UT vehicle.
- 4) While using a UT vehicle, I am responsible for its condition and will make every reasonable effort to return the vehicle in substantially the same condition as I received it; ordinary wear and tear excepted. I also understand that my department or I may be financially responsible for damages resulting from abusive use of the vehicle in my possession.

Employee _____ Date _____
Department _____ Vehicle number _____