



**TENNESSEE BOARD OF REGENTS**  
**Thursday, September 19, 2019**  
**Committee Meetings**  
**Lyceum Auditorium**  
**1:30 p.m. - 4:30 p.m. (Eastern)**

A. Committee on Economic and Community Development

1. Apprenticeship Update
2. Tennessee Higher Education Commission Preliminary Numbers
3. Update on ECD Projects

B. Committee on Academic Policies and Programs and Student Success

1. Consent Agenda
  - a. Dissolution of TBR Policy 2:01:01:01 - Permanent or Semi-Permanent Off-Campus Instructional Facilities
  - b. Dissolution of TBR Policy 2:02:00:00 - Associate Degree Programs
2. Proposed Revisions to TBR Policies
  - a. TBR Policy 2:01:02:00 - Vocational Program Review and Approval
  - b. TBR Policy 2:04:00:00 - Academic Calendar and Student Registration
  - c. TBR Policy 2:07:00:00 - Cost of Textbooks
3. TCAT Proposed Program Terminations, Modifications and New Technical Program Implementations
4. Approval of Academic Program at Motlow State Community Colleges
5. Institutional Mission Profiles
6. Highlight SkillsUSA National Awards

C. Committee on Finance and Business Operations

1. Technology Access Fee Spending Plans
2. System Budget Requests to Tennessee Higher Education Commission

D. Committee on Personnel and Compensation

1. Recommendation to Award Tenure Upon Appointment
2. Approval of Vice Chancellor for Academic Affairs Recommendation
3. Proposed Policy Revisions
  - a. 5:01:01:08 - Parental Leave Policy
  - b. 5:02:02:10 – Faculty Rank & Promotion at TCATS
  - c. 5:02:03:10 – Tenure at the TCATS
  - d. 5:02:03:30 – Academic Freedom and Responsibility
  - e. 5:02:03:70 – Academic Tenure for Community Colleges
  - f. 5:02:07:00 – Faculty Appointments at Community Colleges
  - g. 5:02:06:00 – Financial Exigency

E. Committee on External Affairs

1. Legislative Priorities 2019-2020



**TENNESSEE BOARD OF REGENTS**  
**Quarterly Board Meeting**  
**Friday, September 20, 2019**  
**9:30 a.m. (Eastern)**  
**Agenda**

- I. Approval of the Minutes
  - A. June 21, 2019 Regular Session Board Meeting
  
- II. Report of Interim Action
  
- III. Report of the Committees
  - A. Minutes of the Economic and Community Development Committee on September 19, 2019
  - B. Minutes of the Academic Policies and Programs Committee on September 19, 2019
  - C. Minutes of the Finance and Business Operations Committee on September 19, 2019
  - D. Minutes of the External Affairs Committee on September 19, 2019
  - E. Minutes of the Audit Committee Meeting on August 27, 2018
  
- IV. Report of the Regents Award for Excellence in Philanthropy
  
- V. Report of the Chancellor
  
- VI. Unfinished Business
  
- VII. New Business
  - A. Approval of the Proposed 2020 Meeting Dates
  - B. Minutes of the Personnel and Compensation Committee on September 19, 2019 that includes Tenure Upon Appointments, Approval of Appointment for Vice Chancellor of Academic Affairs and Changes to Personnel Policies
  - C. Approval of New and Revised Governance Policies
    - a. Revised Policy 1:02:03:10 - Conflict of Interest
    - b. New Policy 1:02:03:30 - Conflict of Interest for Regents
    - c. Revised Policy 1:02:03:20 - Code of Ethics for Members of the Tennessee Board of Regents
    - d. Revised Policy 1:03:02:00 - Duties of the Institutional Presidents
    - e. Revised Policy 1:04:01:00 - Duties of the Chancellor
    - f. Revised Policy 1:03:03:00 - Selection and Retention of Presidents
    - g. New Policy 1:04:00:00 - Selection and Retention of the Chancellor
    - h. Policy 1:04:02:00 - Evaluation of the Chancellor
    - i. Revised Policy 1:03:10:00 - Student and Faculty Participation in Development of Campus Policies and Programs
    - j. Dissolution of Policy 1:05:00:00 - Tennessee Higher Education Commission
  - D. Building Naming Request TCAT Elizabethton
  - E. Resolution of Appreciation for Vice Chancellor Randy Schulte
  - F. Resolution of Appreciation for General Counsel Mary Moody





### From Knoxville

Follow I-40 E and take I-81 N toward Bristol.  
Take exit 23 from I-81 N.  
Turn right onto US-11 E N.  
*Signs for Greenville/Mosheim.*  
After 13.5 miles, turn right onto N Main St.  
Turn left onto Tusculum Blvd.  
Turn right onto N College St.  
*Niswonger Campus and parking will be on the right.*

### From Johnson City

Follow US-11E S/US-321 S.  
In Greenville, take the Snapps Ferry Road exit.  
Turn left onto Snapps Ferry Rd.  
Continue straight onto Tusculum Blvd.  
Turn left onto N College St.  
*Niswonger Campus and parking will be on the right.*

### From Kingsport/Bristol

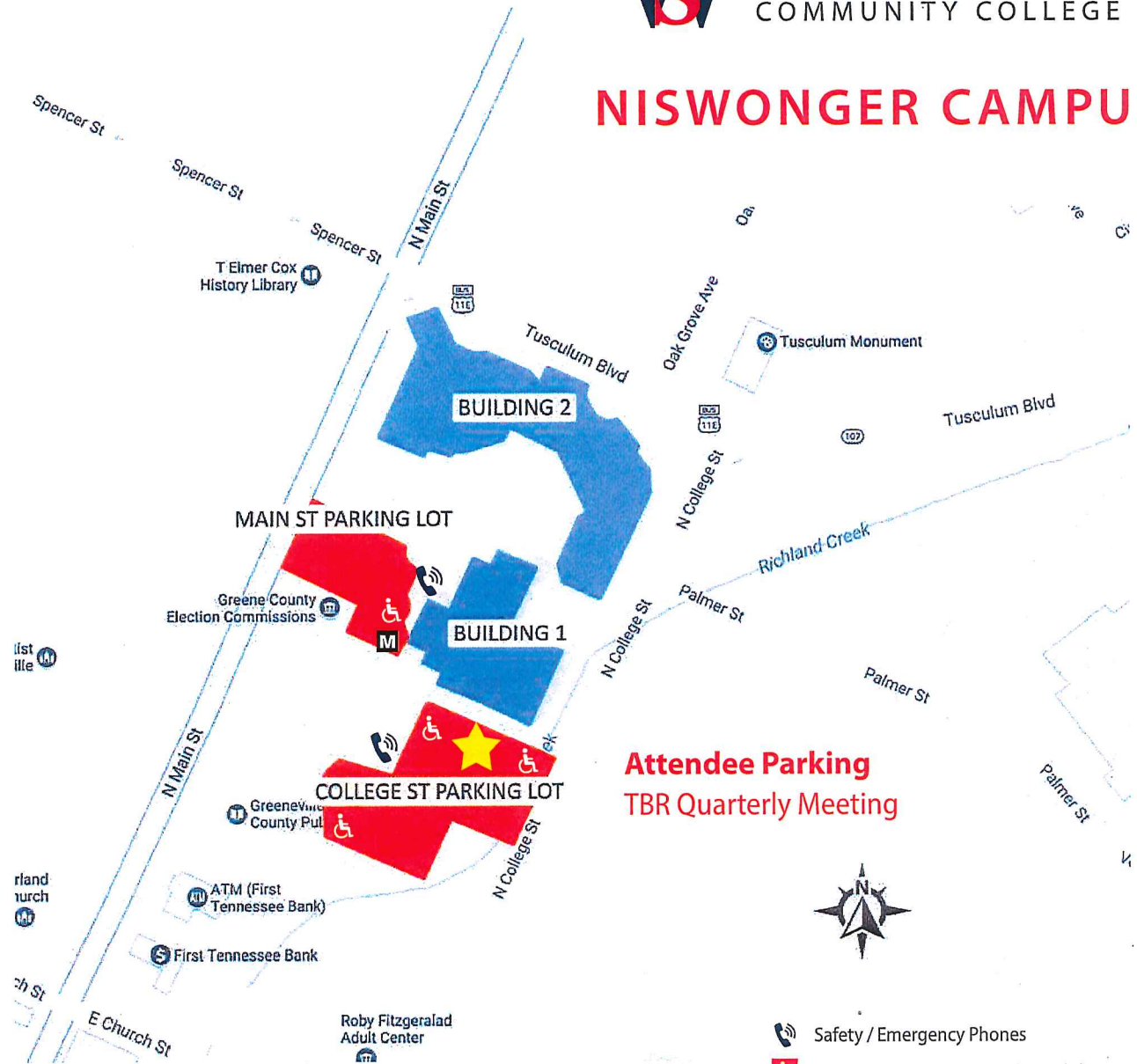
Follow I-81 S.  
Take exit 36 for TN-172 toward Baileyton/Greenville.  
Turn left onto TN-172 S/Van Hill Rd.  
*Becomes Baileyton Rd.*  
Continue on Baileyton Rd.  
Turn right onto N Main St.  
Turn left onto Tusculum Blvd.  
Turn right onto N College St.  
*Niswonger Campus and parking will be on the right.*

### TBR Quarterly Meeting

Walters State Niswonger Campus  
221 N. College St., Greenville, TN 37745



## NISWONGER CAMPUS



**Attendee Parking**  
**TBR Quarterly Meeting**



- Safety / Emergency Phones
- Parking for Individuals with Disabilities
- Motorcycle Parking



**TENNESSEE BOARD OF REGENTS**  
**Quarterly Board Meeting**  
**September 19-20, 2019**

**EXECUTIVE SUMMARY**

**Thursday, September 19, 2019**

**A. Committee on Economic and Community Development**

**1. Apprenticeship Update**

The Office of Economic and Community Development continues to work on numerous apprenticeship programs in a variety of critical business sectors. Vice Chancellor Puryear will discuss the details of Electrical Apprenticeship Program at TCAT Nashville, and JR Automation with the Metropolitan Nashville Airport Authority at TCAT Murfreesboro. The Vice Chancellor will also update the Board on the \$1.4 million U.S. Department of Labor grant for statewide apprenticeship expansion, and TBR ECD's role in this grant.

**2. Tennessee Higher Education Commission Preliminary Numbers**

The Tennessee Higher Education Commission collects annual workforce training enrollment and clock hour data from TBR community colleges as part of its Higher Education Funding Formula calculations. TBR ECD also collects similar data from the Tennessee Colleges of Applied Technology (TCATs), and TBR colleges have just completed their reports for 2018-2019. While results are pending THEC review in late September, Vice Chancellor Puryear will discuss initial reporting and trends for TBR workforce training across Tennessee.

**3. Update on TBR ECD Projects**

Vice Chancellor Puryear will provide an update on new and existing TBR ECD projects, including:

- TBR ECD has been awarded the **USDA Rural Business Co-operative Service Grant** of \$250,000 with \$250,000 community match to assist in providing funds and technical assistance to improve community and economic issues in four rural counties. The grant benefits the distressed counties of Decatur, Henderson, Lexington City, Perry, and Chester counties. The USDA expressed excitement about the innovative design of the grant, and upon completion of the project they would like to explore scaling the method to other parts of the country.
- TBR's **Prison Initiative**. The Tennessee Board of Regents has actively been involved with working with our Department of Corrections. This presentation will highlight current programs along with this new initiative. Beginning in January 2020, TCATs Oneida, Dickson, and Newbern will offer Computer Information Technology and Construction at their

## Executive Summary – September 2019 Quarterly Meeting

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respective correctional centers. Through this initiative the TCATS will work with the prison population and award workforce certificates to those who complete the program. This is part of a three-year project, adding additional sites each year.

- Workforce training is critical to Tennessee’s success. It is also an important component of TBR’s mission, and a top priority of Governor Lee. TBR will be highlighting and celebrating **Workforce Development Month** throughout September 2019, and TBR has organized a variety of marketing activities including social media posts, newsletters and press releases to promote workforce development across the state.

### **B. Committee on Academic Policies and Programs and Student Success**

#### **1. Consent Agenda**

##### **a. Proposed Dissolution of TBR Policy 2:01:01:01 Permanent or Semi-Permanent Off-Campus Instructional Facilities**

TBR staff members from the Office of Academic Affairs, the Office of Business and Finance, and the Office of Facilities Development have reviewed TBR Policy 2:01:01:01, *Permanent or Semi-Permanent Off-Campus Instructional Facilities*, and recommend dissolution of the policy. The requirements of the policy are neither applicable nor relevant to the current operations of the system or the State.

Policies of the Tennessee Higher Education Commission provide the criteria and procedure for establishing Permanent or Semi-Permanent Off-Campus Instructional Facilities and have final approval for all teaching locations. Existing TBR policies that address facilities development and acquisition will be revised to include a reference to the appropriate THEC policies. It is through those existing TBR policies that the Board will review and approve new facilities in accordance with THEC and State regulations.

##### **b. Proposed Dissolution of TBR Policy 2:02:00:00 Associate Degree Programs**

Policy 2:02:00:00 Associate Degree Programs establishes the community colleges’ priority to award the associate degree over the universities.

Whereas the Tennessee Board of Regents no longer governs any universities, the policy is inert and is recommended for dissolution. This recommendation is supported by the Academic Affairs, Student Affairs, and Faculty Sub-Councils.

#### **2. Proposed Revisions to TBR Policies**

##### **a. Proposed Revisions to TBR Policy 2:01:02:00 Vocational Program Review and Approval**

The proposed policy revision clarifies TCAT academic awards and types of procedures.



## Executive Summary – September 2019 Quarterly Meeting

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### **b. Proposed Revisions to TBR Policy 2:04:00:00 Academic and Registration Calendar**

Approval is requested for the revision of Guideline A-019 to become TBR Policy 2:04:00:00, *Academic and Registration Calendar*. The policy requires that “each community college will establish and publish in the institution’s *Catalog*, a minimum of one full year Academic Calendar that includes fall, spring, and summer semester, and any other academic timeframe(s) provided as options for enrolling in and completion of courses during the 12-month academic year, in accordance with the parameters and framework defined in the procedure.”

The following describes the significant changes from requirements previously defined by Guideline A-019:

1. All reference to requirements for TNeCampus were removed because calendars and all courses belong to the institution and not to TNeCampus.
2. Instead of mandating that spring and fall break must take place beginning week 8, this becomes a recommendation with the colleges having the option to schedule the semester break to align with Local Education Agencies (LEAs), providing that no other requirement of the common academic calendar template is altered.
3. Late registration shall not exceed seven calendar days from the first day of class in either fall, spring, or summer semesters.
4. Exceptions to this policy must be approved, in advance, by the Vice Chancellor for Academic Affairs and the Chancellor.

### **c. Proposed Revisions to TBR Policy 2:07:00:00 Cost of Textbooks**

The proposed policy revision has been informed by the recent Digital Engagement Initiative pilot and associated research. Substantive changes include:

1. Addition of Definition of Terms
2. Encouraging transition to a digital campus culture
3. Reinforcing faculty academic freedom

This recommendation is supported by the Academic Affairs, Student Affairs, and Faculty Sub-Councils.

### **3. Proposed TCAT New Program Implementations, Modifications, and Terminations for TCATs**

Nineteen (19) program proposals are being presented for the Committee’s review and approval. This proposal will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries.

Nine (9) academic actions were submitted by a TCAT institution to the Executive Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Executive Vice Chancellor. Appropriate documentation to support the need was provided.

### **4. Approval of New Degree Program for Community Colleges**

Approval is requested for the establishment of a new A.A.S. in Entrepreneurship at Motlow State Community College. This is a unique degree program that does not currently exist in the State. However, it is anticipated that other colleges may pursue a similar program once this program is established.

Motlow State Community College faculty developed the curriculum using existing courses already delivered by the college in support of other degree programs. The program is projected to be self-sustaining from its inception with the only new costs being those associated with additional adjunct faculty.

The program is intended to encourage and support Tennessee College of Applied Technology (TCAT) graduates to continue their higher education endeavors to include an associate of applied science degree. Most of these students will be adult learners and therefore would be eligible for tuition funding through TN Reconnect.

The entire program will be available through institutional online delivery of all courses as well as on-ground delivery. Motlow State will deliver the program on-ground at the Fayetteville, McMinnville, Moore County, and Smyrna campuses.

### **5. Institutional Mission Profiles**

Per the Complete College Act of 2010 and reiterated in the FOCUS Act of 2016, the Tennessee Higher Education Commission (THEC) reviews and approves Institution Mission Profiles annually for all community colleges and universities. These profiles, which are distinct from institutional mission statements used for institutional accreditation, are used primarily to communicate the institution's distinct mission to stakeholders, and as a guide for THEC in the development of the outcomes-based funding formula. Institutions submit the proposed profile to its respective governing board for review and approval before submission to THEC for action. If approved, TBR will submit these profiles to THEC for review and action at its November 2019 quarterly meeting.

### **6. Highlight SkillsUSA National Awards**

Vice Chancellor Heidi Leming will open up the presentation with a brief overview of SkillsUSA and report on the expansion of this career and technical student organization to the community colleges. Next, the board will receive an update pertaining to the national awards and recognitions our students received during the 2019 SkillsUSA National Leadership and Skills Conference.

## **C. Committee on Finance and Business Operations**

### **1. Technology Access Fee Spending Plans**

By FY 1997-98, the Board had approved a uniform technology access fee (TAF) of \$112.50 per semester across all universities and community colleges and \$100.00 per term for Tennessee Colleges of Applied Technology. This fee was levied for the purpose of providing student access to

## Executive Summary – September 2019 Quarterly Meeting

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computing and similar technologies. Board Guideline B-060, Section VIII provides that TAF funds be used to benefit students directly, for items such as new and improved high technology laboratories and classrooms, appropriate network and software, computer and other equipment, and technological improvements that enhance instruction. For compliance purposes, Section B.4 of this guideline requires that the Chancellor annually review TAF proposed spending plans from 25% of TBR institutions and provide a report to the Board.

For fiscal year 2019-20, TAF spending plans from Dyersburg State Community College, Motlow State Community College, Roane State Community College and Southwest Tennessee Community College, as well as Tennessee Colleges of Applied Technology at Covington, Hartsville, Jacksboro, Nashville, Oneida, Ripley and Shelbyville were reviewed for compliance with TAF use guidelines.

Although minor template and mathematical problems were discovered and corrected, all plans reviewed were found to be in compliance with TAF use guidelines.

### **2. System Budget Requests to Tennessee Higher Education Commission**

On an annual basis, Board staff develops a list of System funding needs that are not recognized through the higher education funding formula. Items identified are intended to have broad benefit across the System and to align with the State's strategic goals. Review of these items by the Board is the first step in this process. Items will be then submitted to the Tennessee Higher Education Commission for its consideration. TBR items endorsed by the Commission are then forwarded to the Governor for his consideration in developing his FY 2020-2021 budget recommendations to the General Assembly. The legislature then ultimately determines which items recommended are funded. There are seven items listed on the next two pages, three related to student success and four related workforce development, totaling approximately \$27.3 million (\$11.1 million Recurring and \$16.2 Non-recurring).

While each of the following items is worthy of consideration, it is noted that the System's priority is that THEC's formula funding recommendations be sufficient to recognize improvements in outcomes funded through the outcome formula.

#### **Student Success**

##### **Student Support Personnel: \$3.9 million (Recurring)**

Recurring funding is requested to expand community college advising capacity, consistent with best practices to improve student success with prior investments by the General Assembly. Each of the 27 TCATs would also receive funding to add a proactive advisor to assist students in the transition from K-12 to postsecondary, as well as finding a job in the field via a career services function.

##### **Competency Based Education Capacity: \$1.05 million**

Competency Based Education (CBE) is an approach to instruction that emphasizes mastery of material rather than simply seat time. It is a cornerstone of the TCAT model and is utilized by other colleges throughout the country to good effect. Funds would support faculty to convert their courses to the CBE model throughout numerous programs.

## Executive Summary – September 2019 Quarterly Meeting

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### Estimated Costs

Personnel (Recurring)	\$ 550,000
Curriculum Development (Non-recurring)	<u>500,000</u>
Total budget request	\$1,050,000

### **Safety and Security for TCATS: \$2.98 million**

These funds would continue the investments that Tennessee has made in campus safety and security by adding security personnel at each TCAT, along with appropriate equipment and vehicles. Additionally, TBR would add a Director of Public Safety/Chief of TCAT Police who would be responsible for campus security operations across the system.

### Estimated Costs

Personnel Costs (Recurring)	\$1,927,000
Equipment (Non-recurring)	<u>1,050,000</u>
Total budget request	\$2,977,000

### **Workforce Development**

#### **Regional Higher Ed Workforce Coordinators: \$700,000 (Recurring)**

Crucial to Tennessee's economic vitality is the strong coordination between higher education and Economic and Community Development (ECD). This investment would strengthen that connection by adding two people in each grand division whose job it would be to connect local and regional industry needs with higher education programs. The coordinators would act as a liaison as TBR tries to move effectively and quickly respond to industry needs.

#### **Technical Program Capacity (TCAT/CCs): \$14 million**

TCAT programs must have the capacity to meet current and emerging industry needs. As the TCATs are both equipment intensive and heavily reliant on state funding for revenue (tuition is a smaller share of TCAT revenue than any other sector), it takes significant resources to meaningfully and quickly expand programs. This investment would allow TCATs to meet current industry demands that exceed capacity and to more quickly respond to needs as they arise. The request is also applicable to the community colleges as well and would allow them to be more responsive to industry needs.

### Estimated Costs

Personnel and operating (Recurring)	\$ 4,000,000
Equipment (Non-recurring)	<u>10,000,000</u>
Total budget request	\$14,000,000

#### **Technical Program Capacity-TCAT Morristown: \$3.63 million**

Funding for equipment for the TCAT Morristown new 45,000 square feet Advanced Manufacturing Center. The building will be built on donated property that is adjacent to the existing TCAT Morristown campus.



## Executive Summary – September 2019 Quarterly Meeting

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### Estimated Costs

Equipment for the new building (Non-recurring)	\$2,270,000
Renovation of existing space to accommodate auto mechanics and collision repair programs (Non-recurring)	<u>1,360,000</u>
Total budget request	\$3,630,000

### **TCAT Morristown Land: \$1 million (Non-recurring)**

Funding to acquire land next to the TCAT Morristown campus for potential future expansion.

## **D. Committee on Personnel and Compensation**

### **1. Recommendations to Award Tenure Upon Appointment**

The Committee Chairs are asked to act on recommendations for the granting of tenure upon appointment to eligible faculty members at the community colleges. The recommendations are made within the requirements of TBR policies on tenure and promotion specifically TBR Policy 5:02:03:70.

The Community College Presidents were solicited for recommendations and one recommendation was received from Chattanooga State Community College with supporting materials. Tennessee College for Applied Technology do not have policy authority currently to submit candidates for Tenure Upon Appointment.

TBR central office staff have certified that approved campus policies and procedures were followed. TBR staff review indicates that Chattanooga State Community College has been consistent in their application of Board and institutional personnel policies pertinent in these decisions.

Staff recommends approval that tenure upon appointment be granted for Dr. Beth Norton as Chief Academic Officer and Professor at Chattanooga State Community College. Dr. Norton previously served as Assistant Vice-President of Academic Affairs at Pellissippi State Community College. While at PSCC, Dr. Norton was awarded Tenure upon Appointment by the Tennessee Board of Regents during their September 2016 quarterly board meeting. Over the 28 years she has served in higher education, she was Dean of Humanities, Title III Grant Activity Director, Professor of Communication, Chair of the University of Kentucky Community College System Senate Rules Committee, University of Kentucky Leadership Academy participant and part-time instructor and advisor to Bachelor of Independent Study students for Murray State University. Her dissertation entitled "A Longitudinal View of the Liberal Arts Curriculum a Decade After Merger: A Multiple Case Study of Community Colleges in Connecticut, Kentucky, and Louisiana", was published in the Community College Journal of Research and Practice. Dr. Norton holds a Ph.D. in Educational Leadership and Organizational Development from the University of Louisville, a M.A. in Organizational Communication and B.A. in Public Relations from Western Kentucky University.

### **2. Approval of New Vice Chancellor for Academic Affairs Recommendation**

Due to the retirement of Randy Schulte as the Vice Chancellor for Academic Affairs effective August 30, 2019, a search was opened in June 2019. Executive Vice Chancellor Russ Deaton will serve as the interim Vice Chancellor for Academic Affairs until the position is filled. The search committee met August 19 to review process and applicants. Interviews are scheduled for September 16.

After the interviews are conducted and Chancellor Tydings is ready, a recommendation for the next Vice Chancellor for Academic Affairs for TBR-The College System of Tennessee will be brought for the Board's consideration at its Board meeting. A resume will be provided for your review and consideration.

### **3. Proposed Policy Revisions**

#### **a. Proposed Revisions to TBR Policy 5:01:01:08 – Parental Leave Policy**

The proposed policy revision is due to changes in Tennessee law related to Parental Leave. The changes bring the TBR policy in compliance.

#### **b. Proposed Revisions to TBR Policy 5:02:02:10 – Faculty Rank & Promotion at TCATs**

The proposed policy revision, only applicable to the TCATs, removes all language regarding academic freedom and responsibility. The language will be added to TBR Policy 5:02:03:30-Academic Freedom and Responsibility and will apply to both TCATs and community colleges. Additionally, the proposed revision dissolves the tenure and tenure-track option for faculty hired after October 1, 2019.

#### **c. Proposed Revisions to TBR Policy 5:02:03:10 – Tenure at the TCATs**

The proposed policy revision, only applicable to the TCATs, adds rank and promotion consideration for all faculty (nine-months, ten-months, and full fiscal).

#### **d. Proposed Revisions to TBR Policy 5:02:03:30 – Academic Freedom and Responsibility**

The purpose of this policy is to establish the criteria and process regarding academic freedom and responsibility at community colleges and technical colleges governed by the Tennessee Board of Regents. The policy requires that each college in the System be required to develop a policy on academic freedom and responsibility. As a minimum, institutional policies must cite, comply with, and incorporate all the procedures outlined in Policy 5:02:03:30. Once the institution has developed its policy, it must be forwarded to TBR System Office for review and approval by the Chancellor or the Chancellor's designee.

This policy now includes the Tennessee Colleges of Applied Technology and thus replaces the sections on academic freedom and responsibility previously contained by Policy 5:02:03:10 Academic Freedom, Responsibility, & Tenure at the Tennessee Colleges of

## Executive Summary – September 2019 Quarterly Meeting

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Applied Technology. Going forward, Policy 5:02:03:10 will address only tenure at the TCAT.

This policy states and approves the definitions for Academic Freedom and Academic Responsibility as approved by the Board in 2013. The definition for Academic Freedom has been augmented by the phrase, “and faculty participation in institutional governance” in keeping with the definition stated in Part II.D. of the policy. The definition of Academic Responsibility has been augmented by the phrase, “development and” to clarify the faculty’s responsibility to both develop and deliver educational programs and services. The only other content change in this policy is to replace the phrase, “a man or woman of learning” with the term, “scholars”. This policy has also been revised to conform with the new TBR policy format. This policy has been reviewed and approved by the Human Resources Advisory Group, the Academic Affairs Subcouncil and the Faculty Subcouncil.

### **e. Proposed Revisions to TBR Policy 5:02:03:70 – Academic Tenure for Community Colleges**

This policy has undergone significant revision. This policy has been reviewed by Academic Affairs, General Council, and Human Resources staff. Additionally, the Human Resources, Academic Affairs and Faculty sub councils have reviewed and provided recommendations.

The minor revisions for clarity include:

- All pages: Removal of reference to University.
- Page 5 Paragraph II.A.2.b. AND Page 16 Paragraph V.B.1 : The word division was recommend to be replaced with the phrase academic program unit for clarity.
- Page 11 Paragraph III.C.1.B.2. : The phrase ability to motivate and stimulate creativity in students was recommended to be replaced with the phrase strategies to motivate and stimulate student learning for clarity.
- Page 16 Paragraph V.A.6 : The word employee in two places was recommended to be replaced with the word faculty for clarity.

Major revisions included integrating all directly relate guidelines and procedures into the policy. All of Paragraph V, pages 14-16, was revised with added guidelines and procedures to specifically cover the non-renewal of tenure track contracts.

### **f. Proposed Revisions to TBR Policy 5:02:07:00 – Faculty Appointments at Community Colleges**

This policy has undergone significant revision. This policy has been reviewed by Academic Affairs, General Council, and Human Resources staff. Additionally, the Human Resources, Academic Affairs and Faculty sub councils have reviewed and provided recommendations.

The minor revisions for clarity include:

- Page 2 Paragraph II.A.8.: The word Other was recommended to be changed to All for clarification.
- Page 3 Paragraph II.B.2.a: The word should was recommended to be changed to shall for clarification.

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- Page 4 Paragraph III.C.: The phrase in residence was recommended to be deleted as a misleading redundant term.

Major revisions included integrating all directly relate guidelines and procedures into the policy. Specifically, an attempt was made at clarifying four different faculty appointments and possible conversions of Temporary, Term and Tenure Track and Tenure contracts:

- Page 3 Paragraph II.B.2.b. states that a term appoint holder may be considered for a tenure track appointment IF the term position has been replaced with a tenure track position. The holder must apply to be considered for hire in the position.
- Page 4 Paragraph III.B requires that each community college must define the conversion of a term position to a tenure track appointment in its institutional policy.

### **g. Proposed Revisions to TBR Policy 5:02:06:00 – Financial Exigency**

The purpose of this policy is to establish the criteria and process regarding financial exigency at institutions governed by the Tennessee Board of Regents. The policy requires that each college in the System be required to develop a policy and operational practices designed to provide emergency procedures should it experience a condition of financial exigency. As a minimum, institutional policies must cite, comply with, and incorporate all the procedures outlined in Policy 5:02:06:00. Once the institution has developed its policy, it must be forwarded to TBR System Office for review and approval.

This policy has been revised to conform with the new TBR policy format. There are no substantive changes to this policy. This policy has been reviewed and approved by the Human Resources Advisory Group, the Academic Affairs Subcouncil and the Faculty Subcouncil.

## **E. Committee on External Affairs**

### **1. Legislative Priorities 2019-2020**

The Committee will receive an overview of the 2019 - 2020 Legislative Priorities.

These priorities were developed after receiving input from TBR System Leadership and TBR College Presidents.

The Legislative Priorities are: (1) secure critical formula, capital outlay, and equipment funding requests; (2) ensure the statewide safety and campus security of the System's 110,000+ students; (3) support efforts to expand college access to all Tennesseans through both traditional and technologically innovative instructional delivery methodology; (4) ensure that System institutions are afforded the flexibility and resources to be nimble in response to the continually evolving educational and training demands required for student success; and (5) continue to thrive and grow as the workforce development arm of Tennessee's Economic and Community Development efforts.

The Government Relations Department of the Office of External Affairs will advocate on behalf of TBR to the members of the Tennessee General Assembly. The second session of the 111th Tennessee General Assembly will convene on January 14, 2020, at Noon.

# Executive Summary – September 2019 Quarterly Meeting

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Vice Chancellor McCormick will mention that the TBR institutions will host legislative events this fall and winter.

## **Friday, September 20, 2019**

### **I. Approval of the Minutes**

#### **June 21, 2019 Regular Session Board Meeting**

The Board will consider approving minutes from the June 21, 2019 regular session of the Board.

### **II. Report of Interim Action**

This report serves as a record of business transacted by the Office of the Chancellor since the previous meeting of the Board. A copy of the report is enclosed in the materials.

### **III. Report of the Committees**

The Board will consider approving the minutes of the following committee meetings:

- A. Minutes of the Economic and Community Development Committee on September 19, 2019
- B. Minutes of the Academic Policies and Programs Committee on September 19, 2019
- C. Minutes of the Finance and Business Operations Committee on September 19, 2019
- D. Minutes of the External Affairs Committee on September 19, 2019
- E. Minutes of the Audit Committee Meeting on August 27, 2019

### **IV. Report of the Regents Award for Excellence in Philanthropy**

The Board will hear a report of the recent presentation of the Regents Award for Excellence in Philanthropy to the Associated General Contractors of East Tennessee (AGC). AGC was nominated by Chattanooga State Community College.

### **V. Report of the Chancellor**

### **VI. Unfinished Business**

### **VII. New Business**

#### **A. Approval of the Proposed 2020 Meeting Dates**

The Board will be asked to review and consider the following dates and locations for quarterly meetings in 2020:

SOAR Awards Dinner - March 25  
Thursday, March 26

TBR System Office

Thursday and Friday, June 18 and 19

Columbia State Community College

## Executive Summary – September 2019 Quarterly Meeting

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Thursday and Friday, September 17 and 18

Pellissippi State Community College

Thursday, December 10

TBR System Office

**B. Minutes of the Personnel and Compensation Committee on September 19, 2019 that includes Tenure Upon Appointments, revisions to several personnel policies and appointment for Vice Chancellor of Academic Affairs**

The Board will consider approving the minutes from the Personnel and Compensation Committee meeting on September 19, 2019 that includes tenure upon appointments, revisions to several personnel policies, and appointment of Vice Chancellor of Academic Affairs.

**C. Approval of New and Revised Governance Policies**

**a. Revised Policy 1:02:03:10 - Conflict of Interest**

TBR Policy 1:02:03:10, Conflict of Interest, has historically applied to all employees of the TBR system and to members of the Board of Regents. Because the provisions of that policy did not apply equally to all covered persons, the policy was confusing and hindered rather than encouraged compliance. By revising that policy to apply only to employees and creating this new policy applying only to Regents, both policies were made easier to understand and apply. There are no significant changes in the substance of either policy.

**b. New Policy 1:02:03:30 - Conflict of Interest for Regents**

The proposed revisions to TBR Policy 1:02:03:10, Conflict of Interest, are intended to make the policy easier to understand and follow by eliminating unnecessary and duplicative statutory references and definitions. The revisions also remove references to members of the Board of Regents as covered individuals. Provisions pertaining to Regents are being moved to a policy specific to Regents.

**c. Revised Policy 1:02:03:20 - Code of Ethics for Members of the Tennessee Board of Regents**

The proposed revisions to TBR Policy 1:02:03:20, Code of Ethics for Members of Tennessee Board of Regents, are intended to clarify the ethical standards for members. References to statutes and related TBR policies have been updated and unnecessary references to the By-laws have been deleted.

**d. Revised Policy 1:03:02:00 - Duties of the Institutional Presidents**

The proposed revisions to TBR Policy 1:03:02:00, Duties of the Institutional Presidents, align the policy with the current practices and procedures of the Board of Regents.

## Executive Summary – September 2019 Quarterly Meeting

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### **e. Revised Policy 1:04:01:00 - Duties of the Chancellor**

The proposed revisions to TBR Policy 1:03:02:00, Duties of the Chancellor, align the policy with the current practices and procedures of the Board of Regents.

### **f. Revised Policy 1:03:03:00 - Selection and Retention of Presidents**

The proposed revisions to TBR Policy 1:03:03:00, Selection and Retention of Presidents, put into policy the selection process that has been utilized by the Board of Regents for a number of years and incorporate statutory requirements.

### **g. New Policy 1:04:00:00 - Selection and Retention of the Chancellor**

The proposed new TBR Policy 1:04:00:00, Selection and Retention of the Chancellor, puts into policy the selection process that has been utilized by the Board of Regents to select the Chancellor and Presidents, including statutory requirements.

### **h. Policy 1:04:02:00 – Evaluation of the Chancellor**

TBR Policy 1:05:00:00, Tennessee Higher Education Commission, merely restates the relationship between TBR and THEC, which is already established by statute. As part of the ongoing policy review and revision project, the Board has removed policies such as this because they are unnecessary.

### **i. Revised Policy 1:03:10:00 - Student and Faculty Participation in Development of Campus Policies and Programs**

The proposed revisions to TBR Policy 1:03:10:00, Student & Faculty Participation in Development of Campus Policies & Programs, are intended to clarify the roles of students and faculty in the development of policies and programs at TBR institutions and to provide for opportunities for their input in the process while emphasizing that the responsibility and authority for decision-making rests solely with the administration.

### **j. Dissolution of Policy 1:05:00:00 - Tennessee Higher Education Commission**

TBR Policy 1:05:00:00, Tennessee Higher Education Commission, merely restates the relationship between TBR and THEC, which is already established by statute. As part of the ongoing policy review and revision project, the Board has removed policies such as this because they are unnecessary.

## **D. Building Naming Request TCAT Elizabethton**

The Tennessee College of Applied Technology Elizabethton Naming Committee met on August 1, 2019 and proposed naming the Skills Building on the main campus of TCAT Elizabethton the Herman Robinson Skills Building in honor of former Senator Herman Robinson. Senator Robinson along with Governor Frank Clement passed legislation in 1965 that established what was known as the State Area Vocational Technical Schools. After his death in 1971, the legislature honored Senator Robinson by naming the vocational technical school in his



## Executive Summary – September 2019 Quarterly Meeting

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hometown of Elizabethton, Tennessee, after him. The campus was then located at 1500 Arney Street. In 2013, the main campus was moved to 426 Highway 91 North, Elizabethton, TN. The committee felt the naming of the new Skills Building after Senator Robinson would be in line with the intent of the original legislation, which was meant to honor his work in the creation of the vocational schools.

The request is in compliance with TBR Policy 4:02:05:01-Naming Buildings and Facilities and Building Plaques.

**E. Resolution of Appreciation for Vice Chancellor Randy Schulte**

The Board will consider approving a resolution of appreciation for Dr. Randy Schulte for his service as Vice Chancellor for Academic Affairs for the Tennessee Board of Regents.

**F. Resolution of Appreciation for General Counsel Mary Moody**

The Board will consider approving a resolution of appreciation for General Counsel Mary Moody for her service as General Counsel for the Tennessee Board of Regents.



# MINUTES

## TENNESSEE BOARD OF REGENTS

### REGULAR SESSION

June 21, 2019

The Tennessee Board of Regents met in regular session on June 21, 2019, at Volunteer State Community College, located in Gallatin, Tennessee. Vice Chair Emily Reynolds, presiding, called the meeting to order and introduced recently appointed Regent Mark Gill.

Vice Chair Reynolds and Chancellor Tydings both thanked President Jerry Faulkner and his team, and Presidents Myra West and Mae Wright for their gracious hospitality.

Vice Chair Reynolds called on Chancellor Tydings for opening remarks. Dr. Tydings welcomed the 2018-19 class of Maxine Smith Fellows and thanked them for joining the meeting as a part of their program activities. She then announced the retirement of Dr. Randy Schulte, Vice Chancellor for Academic Affairs, effective August 31, 2019, and reported that Executive Vice Chancellor Russ Deaton will assume the responsibilities of that position in the interim until a search can be completed.

Next, she called on the Board Secretary, Sonja Mason, to call the roll. The following members, constituting a quorum, were present:

Dr. MaryLou Apple  
Mr. Miles Burdine  
Mr. Greg Duckett  
Mr. Mark Gill  
Ms. Yolanda Greene  
Mr. Tom Griscom  
Mr. Joey Hatch  
Mr. Robert Pepper  
Dr. Barbara Prescott  
Ms. Emily Reynolds  
Mr. Carlos Gonzalez Roman  
Ms. Leigh Shockey  
Mr. Bill Summons  
Ms. Danni Varlan  
Mr. Tom White

A quorum was present. Members not available to attend the meeting were Governor Bill Lee, Commissioner Charles Hatcher, Commissioner Penny Schwinn, and Regent Mike Krause.

#### I. MINUTES

Minutes from the March 21, 2019 regular quarterly meeting and minutes from the special called meeting held on May 14, 2019 were provided to all members prior to the meeting. Regent Griscom moved

approval of the minutes as presented. Regent Duckett provided a second to the motion and the motion was approved unanimously by a voice vote.

## II. REPORT OF INTERIM ACTION

Vice Chair Reynolds called upon Chancellor Tydings, who presented the Report of Interim Action, reflecting business transacted by the Office of the Chancellor since the previous meeting of the Board. Chancellor Tydings requested approval of the report. Regent Prescott moved to accept the report and Regent Varlan provided a second to the motion. The motion passed unanimously by voice vote. A copy of the Report is attached to the official copy of the Minutes as Appendix A.

## III. REPORT OF THE COMMITTEES

Board members were asked to act on the minutes of the June 20, 2019 meeting of the Academic Policies and Programs Committee; the minutes of the June 20, 2019 meeting of the External Affairs Committee; the minutes of the June 20, 2019 meeting of the Economic and Community Development Committee and the minutes of the June 4, 2019 meeting of the Audit Committee. Members were provided copies of the minutes prior to taking action.

The minutes of the committees are as follows:

### ACADEMIC POLICIES AND PROGRAMS AND STUDENT LIFE COMMITTEE

The Committee on Academic Policies and Programs and Student Life met in regular session on June 20, 2019, at Volunteer State Community College in Gallatin, Tennessee.

The Committee considered approval of twenty-five new programs, six program modifications, eight program terminations, and two program inactivations.

Following presentations by Vice Chancellor Randy Schulte, the Committee by voice vote approved twenty-five new programs: Building Construction Technology Program at TCAT-Chattanooga; Industrial Electricity Program at TCAT-Chattanooga to be located at Rhea County Industrial Park; Industrial Maintenance – Mechatronics Program at TCAT-Chattanooga to be located at Rhea County Industrial Park; Drone Technology-Unmanned Aerial Vehicle (UVA) Program at TCAT-Chattanooga; Welding Technology Program at TCAT-Dickson to be located at the Clarksville Extension Campus; Advanced Manufacturing Technology Program at TCAT-Elizabethton; Criminal Justice: Correctional Officer Program at TCAT-Elizabethton to be located at Arney Street/Herman Robinson Campus; Machine Tool Technology at TCAT-Hartsville to be located at Lebanon Extension Campus; Welding Technology Course at TCAT-Hartsville to be located at Lebanon Extension Campus; Welding Technology Program at TCAT-McMinnville; Cosmetology-Dual Enrollment Program at TCAT-Morristown to be located at Jefferson County High School; Welding Technology Program at TCAT-Morristown to be located at Jefferson County High School; Computer Information Technology Program at TCAT-Nashville to be located at the Springfield Extension Campus; Cosmetology Program at TCAT-Nashville to be located at the Portland Campus; Barbering Program at TCAT-Paris; Health Information Management Technology Program at TCAT-Ripley; Information Technology and Infrastructure Management-Dual Enrollment Program at TCAT-Shelbyville to be located at Spot Lowe Vocational Center; Information Technology and Infrastructure Management-Dual Enrollment at TCAT-Shelbyville to be located at Lincoln County



High School; Automotive Technology-Dual Enrollment Program at TCAT-Shelbyville to be located at Spot Lowe Vocational Center; Machine Tool Technology-Dual Enrollment Program at TCAT-Shelbyville to be located at Lincoln County High School; Machine Tool Technology Program at TCAT-Shelbyville to be located at Franklin County Extension Campus; Welding Technology Program at TCAT-Shelbyville to be located at Franklin County Extension Campus; Practical Nursing Program at TCAT-Shelbyville to be located at Franklin County Extension Campus; Industrial Maintenance Automation Program at TCAT-Shelbyville to be located at Franklin County Extension Campus (program relocated from UTSI location); Industrial Maintenance Automation Program at TCAT-Shelbyville to be located at Franklin County Extension Campus (program relocated from Franklin County High School). These items require the Board's approval.

The following items are for the committee's information: Modification to the program name from Drafting and CAD Technology to Computer Aided Design Technology at TCAT-Nashville; Modification to program name from Phlebotomy to Phlebotomy Technology at TCAT-Nashville; Modification to program length for Machine Tool Technology Program at TCAT-Nashville; Modification to program length for Aviation Maintenance Technology at TCAT-Nashville; Modification to program length for Computer Information Technology at TCAT-Nashville; Modification to program length for Machine Tool Technology-Portland at TCAT-Nashville; Terminate the Administrative Office Technology (online) Program at TCAT-Morristown; Terminate the Administrative Office Technology (online) Program at TCAT-Nashville; Terminate the Building Construction Technology Program at TCAT-Nashville, Turney Center Industrial Complex; Terminate the Medical Assistant Program at TCAT-Nashville; Terminate the Truck Driving Program at TCAT-Nashville, Nashville Extension Campus; Terminate the Welding Technology Program at TCAT-Nashville, Wilson County Campus; Terminate the Collision Repair Technology Program at TCAT-Shelbyville; Terminate the Administrative Office Technology Program at TCAT-Whiteville; Inactive the Electronics Technology Program at TCAT-Crossville; Inactivate the Administrative Office Technology Program at TCAT-Ripley.

Motion was made by Regent Varlan and seconded by Regent White. The committee approved the motion.

The second item of business, the Committee received a recommendation for the approval of the proposed Associate of Applied Science Degree in Water Quality Technology at Pellissippi State Community College.

Motion to approve the proposal as submitted was made by Regent Varlan and seconded by Regent White. The committee approved the proposal as submitted.

Next, Vice Chancellor Schulte provided the committee with a summary of the annual accreditation report and overview for 2017-2018 academic year. This was for the committee's information.

As the next item of business, the committee received proposed revisions to the TBR Policy: 2:05:00:00-Distance Education for review and approval. Motion was made by Regent Varlan to approve the revisions and seconded by Regent Roman. The committee approved the motion.

The last item of business, the Committee heard proposed revisions to TBR Policy: 2:01:00:00-General Education Requirements and Degree Requirements. The revisions were approved.

Motion was made by Regent Varlan and seconded by Regent White. The committee approved the motion.

In final comments, Vice Chancellor Schulte introduced Dr. Amy Moreland and Dr. Tachaka Hollins who will be working on identifying ways to support campuses in their SACSCOC and COE accreditation efforts.

Respectfully submitted,

Committee on Academic Policies and Programs and  
Student Life

Regent Prescott moved approval of the minutes with a second provided by Regent White. The motion was approved by voice vote.

#### EXTERNAL AFFAIRS COMMITTEE

The Committee on External Affairs met in regular session on June 20, 2019, at Volunteer State Community College. A quorum was present. Regent Varlan called upon Dr. Kim McCormick, Vice Chancellor for External Affairs to provide an update of activities from the division of External Affairs.

The first item of business Dr. McCormick recapped the first session of the 111<sup>th</sup> General Assembly. She provided an update of bills that were tracked with an overview of legislation that affected the TBR and higher education. Assistant Vice Chancellor for Government Relations Krysten Velloff was present to assist with questions from the members. The second session of the 111<sup>th</sup> Tennessee General Assembly will reconvene on January 14, 2020, at noon.

The second item of business Dr. McCormick presented a report on system-wide marketing initiatives. TBR Marketing and Digital Strategy works with the System Office and campus to the reach targeted audience. Assistant Vice Chancellor Matthew Gann stated that the TBR marketing team is data driven. He evaluates and modifies as needed to reach prospective students. Regent Yolanda Green inquired if new students were being asked how they learned about the college and Vice Chancellor McCormick will follow up on that inquiry. Regent Mark Gill shared it is important to track results of campaigns to know where prospective customers are from. Members asked for a report on the Country Music Television (CMT) Empowering Education Initiative Tour. Assistant Vice Chancellor Cris Perkins will provide a report at the next Board Meeting. She concluded with the news that the Tennessee Colleges Public Relations Association (TCRPA) awarded the TBR marketing team for outstanding work.

There was no other business to come before the Committee and the meeting was adjourned.

Respectfully submitted,

Committee on External Affairs

Regent Varlan moved approval of the minutes with a second provided by Regent Duckett. The motion was approved by voice vote.



ECONOMIC AND COMMUNITY DEVELOPMENT COMMITTEE

The Committee on Economic and Community Development met on June 20, 2019, at Volunteer State Community College. A quorum was present, and the meeting was called to order by Chairman MaryLou Apple.

Chairman Apple called on Vice Chancellor Carol Puryear for the agenda items. The first item on the agenda was TBR ECD initiatives and updates. An update on new and existing TBR ECD projects was presented including JR Automation, Sonoco, Nashville Transit Authority, FedEx, Indigo, Tennessee Concrete Association, and others. There was also a discussion of two federal grants the ECD department is working on—U.S. Department of Labor Apprenticeship TN Grant and a USDA Rural Business Co-operative Service Grant. Vice Chancellor Puryear also presented information on a Washington County relocation of German company ebm-papst, which will add 200 jobs to the area. This agenda item was for informational purposes only and no action was required.

The second agenda item included presentations from two TBR campuses on their workforce safety initiatives. A representative from TCAT Murfreesboro shared information on the school's TCAT Job Training and Safety program; representatives from Volunteer State Community College shared information about the school's OSHA Training Institute Education Center. These presentations were informational, and no action was required.

There being no further business to come before the Committee, the meeting adjourned.

Respectfully submitted,

Committee on Economic and Community Development

Regent Apple moved approval of the minutes with a second provided by Regent Prescott. The motion was approved by voice vote.

AUDIT COMMITTEE

The Committee on Audit met in regular session on June 4, 2019 at the Tennessee Board of Regents (TBR) system office. A quorum was present. In attendance were system office staff, the Board's Vice Chair, Regent Emily Reynolds, and other Board members, including the following Audit Committee members:

Regent Tom Griscom, Audit Committee Chair  
Regent MaryLou Apple  
Regent Miles Burdine  
Regent Barbara Prescott  
Regent Greg Duckett  
Regent Yolanda Greene  
Regent Leigh Shockey

Regent Griscom opened the meeting by thanking everyone and welcoming the audit committee. Regent Griscom also informed the committee that he attended his annual meeting with the Comptroller of the

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June 21, 2019

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Treasury office regarding fraud and abuse and the measures TBR takes. The meeting went well. Mike Batson echoed the thanks before beginning the informational reporting section.

Item I, Informational Reporting, included four topics for discussion. Item Ia., Highlights of Audit Findings and Recommendations, consisted of Mike Batson discussing the following topics: System-wide – Workforce Development Contact Hours; Jackson State Community College – Additional Follow-up to Emergency Management Plan Audit; and TCAT Nashville – Special Review of Financial Aid.

Mr. Batson mentioned the recommendation logs for the Comptroller's Office and Internal Audit and gave updates on the status of several of the recommendations. This item was for informational purposes and required no action.

Item I.b., Audit Reports and Reviews, consisted of informing the committee that a summary of the Federal Audit Reports, Miscellaneous Reviews, and Internal Audit Reports for the third quarter are included in the meeting materials. A listing of the Internal Audit Reports is included as Attachment A to these minutes. This item was for informational purposes and required no action.

Item I.c., System-wide Internal Audit Updates, consisted of discussing the following topics: Information Systems Auditor Search, TCAT Management's Risk Assessments, and Interim Internal Audit Directors.

Item I.d., University Updates, consisted of Mike Batson providing information regarding university audit activities. One item was presented. The State of Tennessee Comptroller of the Treasury report for the University of Memphis for the Year Ended June 30, 2018 had no findings. This item was for informational purposes and required no action.

Item II, Consent Agenda, included two topics for approval. Item II.a., Review of Revisions to Fiscal Year 2019 Internal Audit Plans, was presented to the Committee. Most revisions to the plans were needed because of changes in audit priorities, including the addition of unscheduled investigations. Item II.b., Review of Revised Internal Audit Charters, was presented to the Committee. Northeast State Community College was the only institution requiring a revised charter. This revision was due to a change in campus President. A motion was made by Regent Prescott and seconded by Regent Apple to approve the revised audit plans and the revised charter in a voice vote. The Committee voted to approve the audit plans and the revised charter as presented. The revised audit plans are included as Attachment B and the revised internal audit charter for Northeast State Community College is included as Attachment C to these minutes.

Item III., Review of System-wide Internal Audit Budget for Fiscal Year 2020, was presented by Mike Batson. A roll call vote was conducted, and the committee voted to approve the Budget as presented. The budget is included as Attachment D to these minutes.

There being no further business to come before the Committee on Audit, Regent Prescott made a motion to adjourn and it was seconded by Regent Shockey. The meeting was adjourned.

Respectfully submitted,

Committee on Audit



A list of all internal audit reports issued during the quarter as mentioned in the above minutes are attached as Appendix B. The Revised Internal Audit Plans for Fiscal Year ending June 30, 2019 are attached as Appendix C.

Regent Griscom moved approval of the minutes with a second provided by Regent Greene. The motion was approved unanimously by roll call vote.

Next, Vice Chair Reynolds adjusted the order on the agenda so that members who needed to leave the meeting early could hear the report on Achieving the Dream. The Report of the Chancellor was the next item addressed.

#### V. REPORT OF THE CHANCELLOR

Chancellor Tydings gave an overview of the system's participation in Achieving the Dream (ATD) and explained that it provides a proven common framework for changes that will lead to increased success rates with an emphasis on equity. Chancellor Tydings called on Vice Chancellor Wendy Thompson who, together with guests from Achieving the Dream would present the remainder of the report.

Vice Chancellor Thompson provided a recap of the regents' earlier participation in the Finish Line Game, a simulation experience that allows participants to take on the identities and backgrounds of college students as they navigate the community college experience. Vice Chancellor Thompson then reviewed the Achieving the Dream booklets distributed to the regents to provide more in-depth information regarding ATD and specific information about the work that each TBR college is doing with their ATD coaches. Three representatives from Achieving the Dream – Susan Mayer, ATD Chief Learning Officer; David Hartleb, ATD Leadership Coach; and Rene Garcia, ATD Data Coach, discussed different aspects of the ATD philosophy and how ATD customizes its work based on the unique circumstances at each college. Southwest TN Community College President Tracy Hall and Roane State Community College President Chris Whaley discussed the positive impact that working with ATD has had at their colleges. Finally, Dr. Melva Black, Communications Department Head at Volunteer State Community College, discussed how important it has been for faculty to have the opportunity to engage in learning communities through Achieving the Dream.

Vice Chair Reynolds then proceeded to address the remaining items on the agenda.

#### IV. REPORT OF THE REGENTS AWARD FOR EXCELLENCE IN PHILANTHROPY

Vice Chair Reynolds called on Regent Varlan for the report of the 2019 Regents' Award for Excellence in Philanthropy presented to the Richard Donner Family. This award is a unique designation that is only given to the most committed and devoted philanthropists for their support of our institutions throughout the TBR System.

For over 30 years, Dick and Martha Donner have contributed to the Dyersburg State Annual Fund. An initial gift of \$112,964 was donated to DSCC in 1991 to establish the Dick and Martha Donner Endowed Scholarship. This scholarship has increased in value to \$189,309 and has benefited many students since 1991.

Mr. Dick Donner was very active in the community. He was Chairman of the Board of Dyersburg Fabrics, Chairman of the Board of McIver's Grant Public Library, and a board member of the First American National Bank. Dyersburg State Community College gratefully remembers his service as Foundation Board member, trusted advisor, and generous benefactor. As a result, the nature trail and arboretum on the DSCC campus was named in honor of Mr. Donner.

Martha Donner was well known for her dedication to scouting, serving as Sunday School teacher at her church, and assisting many students with their college education. Mrs. Donner continued the charitable legacy that she and her husband established in 1985 until her death in 2017. Her annual contributions to Dyersburg State have supported the Memphis Symphony performance at Dyersburg State, the Dyersburg State Foreign Student Exchange Program, as well as the Dick and Martha Donner Endowed Scholarship. The Martha W. Donner Outdoor Classroom was named in her honor on October 5, 2003.

Their son, Richard Donner, has also been a strong advocate for Dyersburg State Community College for many years. He has generously contributed to the college and has served on the Dyersburg State Community College Foundation Board and the Annual Fund Campaign Committee for more than 19 years. As the executor of the Donner Private Foundation, Mr. Donner contributes \$10,000 annually to the Richard H. Wheeler Scholarship at Dyersburg State.

The members of the Donner family are sincere supporters of higher education, and their contributions reflect their commitment to educating our workforce and building our local communities. The Donner Family's cumulative total giving to Dyersburg State Community College is \$563,301. Their generous support has impacted the lives of so many students and afforded Dyersburg State the opportunity to elevate the region's educational attainment.

Dyersburg State Community College is truly honored to have the Donner Family as a community partner, supporter and friend. They are incredibly deserving of this honor of receiving the Regents Award for Excellence in Philanthropy for their unwavering commitment to, and compassion for, higher education. The award presentation to Richard Donner was made on June 11, 2019, at Dyersburg State Community College.

President Bowyer provided further comments of appreciation for the Richard Donner Family and thanked them for their generous support.

#### VI. UNFINISHED BUSINESS

There was no unfinished business to come before the Board at this meeting.

#### VII. NEW BUSINESS

- A. Vice Chair Reynolds called on Regent Duckett for the report of the Finance and Business Operations Committee meetings held on June 20, 2019, that included tuition, maintenance fee, and mandatory fee recommendations for 2019-2020; the operating budgets for fiscal years 2018-2019 and 2019-2020; and capital budget requests for the for FY 2020-2021.



Regent Duckett moved to approve the report of the Finance and Business Operations Committee. A second was provided by Regent Griscom. A roll call vote was taken and the motion passed unanimously.

A copy of the June 20, 2019 minutes from the Finance and Business Operations Committee meetings is attached as Appendix D. A copy of the recommended estimated budgets for FY 2018-19 and the recommended proposed budgets for FY 2019-20 is attached as Appendix E. A copy of the summary of the capital budget request for 2020-2021 is attached as Appendix F.

- B. Vice Chair Reynolds then called on Regent Hatch for the report of the June 20, 2019 meeting of the Personnel and Compensation Committee. Included in the report are actions taken on tenure and promotion for community colleges and colleges of applied technology; faculty promotional increases; revisions to TBR policies for Faculty Promotion at Community Colleges, Faculty Compensation During Summer Session and Inter-Sessions; revision to General Personnel policy to increase part-time faculty compensation rates; new and amended compensation plans for Cleveland State Community College, Nashville State Community College, and Southwest Tennessee Community College; proposed system compensation strategies; executive incentive compensation plan payments, president emeritus contracts; and evaluation of the Chancellor for 2017-2019. The Academic Tenure for Community Colleges policy 5:02:03:70 was tabled for further review.

Regent Hatch moved adoption of the report with Regent Greene providing a second. The motion was approved unanimously by roll call vote. A copy of the minutes from the June 20, 2019 meeting of the Personnel and Compensation Committee is attached as Appendix G. Copies of the approved policy revisions are attached to the official copy of the Minutes as Appendix H. A copy of the approved tenure and promotion recommendations are attached as Appendix I. Copies of the new and amended compensation plans for Cleveland State, Nashville State and Southwest Tennessee Community Colleges are attached as Appendix J. Copies of the president emeritus contracts are attached as Appendix K.

- C. Vice Chair Reynolds called on Vice Chancellor Wendy Thompson to present proposed revisions to TBR Policy 1:09:00:00 – Diversity. Dr. Thompson reported that the proposed revisions are the first substantive revisions to the policy since its creation in 2009. She provided the following summary of the changes:

Equity Statement:

The scope of the policy has been broadened to include an equity statement that articulates the system's commitment and is based on the Achieving the Dream model equity statement.

Roles and Responsibilities:

In addition to updating titles, roles, and responsibilities, the proposed revisions reflect that diversity and equity considerations should be components of system office/college goals and objectives; as well as completion, student success, and/ or overall strategic plans.

The revised policy will undergird system efforts to increase success rates for all students and to intentionally create environments that foster equity and inclusive excellence at all levels. The

proposed changes were reviewed, discussed and approved by the Academic Affairs Sub-council, Faculty Sub-council, Student Affairs Sub-council, and the Presidents' Council.

Regent Griscom moved approval of the revisions and Regent Duckett seconded the motion. Motion carried unanimously by voice vote. A copy of the policy is attached to the official copy of the Minutes as Appendix L.

- D. General Counsel Mary Moody presented proposed revisions to TBR Policy 1:11:00:00 – Development and Approval of Policies and Procedures for review and approval. General Counsel Moody reported the proposed revisions eliminate the Policy Review Committee from the policy development and approval process. It has proved to be an unnecessary step and creates an administrative burden.

Regent White moved approval of the revisions and Regent Burdine seconded the motion. Motion carried unanimously by voice vote. A copy of the policy is attached to the official copy of the Minutes as Appendix M.

- E. Vice Chair Reynolds then called on Chancellor Tydings for a recommendation to name the technology building at the Roane County campus in honor of Senator Ken Yager for his many contributions to Roane State Community College and Roane County. Regent Varlan moved to approve the building naming request, and Regent Hatch seconded the motion. The motion passed unanimously on a voice vote. President Chris Whaley addressed the Board in support of the naming.
- F. For the next item, Chancellor Tydings was called to present a naming request from Volunteer State Community College to name the new softball complex the Dr. Warren and Chris Nichols Softball Complex. Regent Burdine moved to approve the building naming request, and Regent Varlan seconded the motion. The motion passed unanimously on a voice vote. President Jerry Faulkner addressed the Board in support of the naming.
- G. Vice Chair Reynolds then called on Chancellor Tydings for the Board's consideration to name the new building on the Blount County campus of Pellissippi State Community College the Ruth and Steve West Workforce Development Center. Regent Varlan moved to approve the building naming request, and Regent Roman seconded the motion. The motion passed unanimously on a voice vote. President Anthony Wise addressed the Board in support of the naming.
- H. Vice Chair Reynolds called on Regent Shockey to present the resolution of appreciation for Faculty Regent William Summons. Regent Shockey moved adoption of the resolution. A second was provided by Regent Duckett. The motion carried unanimously by voice vote. A copy of the resolution is attached to the official copy of the Minutes as Appendix N.
- I. Next, Regent Varlan was called on to present the resolution of appreciation for Student Regent Juan Carlos Gonzalez Roman. Regent Varlan moved adoption of the resolution with Regent White providing a second. The motion was approved unanimously by voice vote. Regent Roman expressed his gratitude for the opportunity to serve as Student Regent. A copy of the resolution is attached to the official copy of the Minutes as Appendix O.
- J. For the last item on the agenda, Vice Chair Reynolds called on Regent Griscom to preside over the election of Vice Chair. Regent Duckett nominated Regent Reynolds to serve as the Vice Chair with

Regent Hatch providing a second. The motion passed unanimously on a voice vote. Vice Chair Reynolds thanked everyone for their support and looks forward to serving as Vice Chair for 2019-2020.

In closing, Vice Chair Reynolds and Chancellor Tydings thanked President Jerry Faulkner and his staff for hosting the June quarterly Board meeting. They also thanked Presidents West and Wright for their support of the meeting. The next quarterly meeting will be hosted by Walters State Community College at its Greeneville campus.

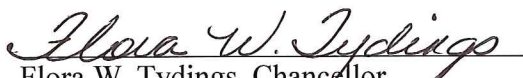
VIII. ADJOURNMENT OF THE MEETING

There being no further business to come before the board, the meeting was adjourned.

Respectfully submitted,



Sonja F. Mason, Board Secretary

  
Flora W. Tydings, Chancellor

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Emily J. Reynolds, Vice Chair






THE COLLEGE SYSTEM  
of TENNESSEE

Office of the Chancellor

1 Bridgestone Park, Third Floor  
Nashville, Tennessee 37214  
615-366-4403 OFFICE 615-366-3922 FAX

[tbr.edu](http://tbr.edu)

TO: Members of the Tennessee Board of Regents  
FROM: Flora W. Tydings   
DATE: September 20, 2019  
SUBJECT: Interim Action Report –Third Quarter

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The following constitutes a record of business transacted by the Office of the Chancellor since the previous regular quarterly meeting of the Board of Regents under the authority of Article VIII of the Bylaws, which grants to the Chancellor interim authority to act on behalf of the Board. Pending any questions, the actions are recommended for Board consideration and confirmation.

**I. Personnel Actions – Tennessee Board of Regents Staff**

Appointments: Jennifer Benge, Database Technician, Information Technology; Effective 6/24/19  
Kristen Austin, Field Coordinator – Shelby County, K-12 Initiatives; Effective 7/1/19  
Ellen Bohle, TN Pathways Program Director – District and Postsecondary Partnerships, K-12 Initiatives; Effective 7/1/19  
Charles Jason Cline, Field Coordinator – Davidson and Surrounding Counties, K-12 Initiatives; Effective 7/1/19  
Amanda Schwarz, Field Coordinator – Shelby County, K-12 Initiatives; Effective 7/1/19  
Brittany Faul, Field Coordinator – Carter, Johnson, and Unicoi Counties, K-12 Initiatives; Effective 7/1/19  
Lindsey Koch, Research Analyst, Policy & Strategy; Effective 7/22/19  
Casey Smith, Accounts Payables Associate, Payables & Vendor Management; Effective 7/22/19  
Laura Mason, Field Coordinator – Blount and Sevier Counties, K-12 Initiatives; Effective 8/1/19  
Sharon Boyce, Accountant (Financial Analyst), Shared Services; Effective 8/1/19  
Ralf Pietzsch, Contracts and Reporting Associate, Shared Services; Effective 8/5/19  
Terrell Bell, Accountant, Shared Services; Effective 8/30/19  
Chris Shannon, Accountant, Shared Services; Effective 9/9/19

Memo to the Members of the Board  
Interim Action Report - Third Quarter  
Page 2

- Reclassifications: Theresa Whitton, Administrative Assistant II to Coordinator of Paralegal Services; Effective 7/1/19  
Colbe Wilson, Campus Relations Manager to Director of Campus Relations; Effective 7/1/19
- Promotions: Brian York, Procurement and Contracts Associate to Procurement and Contracts Manager; Effective 8/1/19
- Retirements: Randy Schulte, Vice Chancellor for Academic Affairs; Effective 8/31/19  
Mary Moody, General Counsel; Effective 10/1/19
- Separations: Mark Hodges, Procurement and Contracts Manager; Effective 7/31/19  
Andrew Dollar, Executive Director – Government Relations; Effective 8/1/19  
Jason Lee, Senior Data Strategist; Effective 8/9/19  
Dawn Wyant, Administrative Assistant I – Student Success; Effective 9/30/19  
Richard Pence, Director of Procurement and Contracts; Effective 10/31/19
- Salary Adjustments: Vice President and Other Executives: Attachment A
- Appointments: Vice President and Other Executives: Attachment B
- Salary Increases: Southwest Tennessee Community College Salary Increases: Attachment C

**II. ACCEPTANCE OF GIFTS AND GRANTS**

**III. CONSTRUCTION PROJECTS:**

- **State Building Commission Activities:** Attachment D
- **Summary of Construction Contracts:** Attachment E

**IV. APPROVAL OF CONTRACTS AND AGREEMENTS:** Attachment F

**TBR System-wide  
Vice Presidents and Executive Level Increases**

<b>Institution</b>	<b>Name</b>	<b>Position</b>	<b>Effective Date</b>	<b>Type of Increase</b>	<b>Increase</b>	<b>New Salary</b>
NeSCC	Dr. Susan Graybeal	VP for Institutional Excellence and Student Success	9/1/19	Equity	\$8,310	\$125,035
NeSCC	Connie Marshall	VP for Academic Affairs	9/1/19	Equity	\$11,355	\$125,035
RSCC	Cynthia Cortesio	Interim Internal Auditor	7/1/19	Certification	\$5,000	\$71,376

**TBR System-wide  
Vice Presidents and Executive Level Appointments**

<b>Institution</b>	<b>Name</b>	<b>Position</b>	<b>Salary</b>	<b>Effective Date</b>
CLSCC	Willie Thomas	Assistant to President for Equity and Inclusion	\$85,000	8/1/19
CLSCC	Barsha Pickell	Interim Vice President of Teaching and Learning	\$100,000	8/1/19
DSCC	Julia Reid Burch	Vice President	\$135,000	7/15/19
MSCC	Col. Tony Millican	Chief Learning Officer	\$150,000	9/1/19
NeSCC	Robert Plummer	Assistant Vice President and Chief Advancement Officer	\$116,086	9/23/19
RSCC	Tasmin Miller	Special Assistant to President	\$72,473	7/1/19
STCC	Michael Neal	Vice President Financial and Administrative Services	\$150,000	7/1/19
WSCC	Dr. John LaPrise	Vice President for Education Outreach	\$117,875	7/1/19
TCAT Covington and Ripley	Beth Bratschi	Director of Nursing and Allied Health	\$66,363	7/11/19

**MEMORANDUM**

TO: Members of the Tennessee Board of Regents

FROM: Flora W. Tydings

DATE: September 20, 2019

SUBJECT: Interim Action Report – Attachment C

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Southwest Tennessee Community College (STCC) mistakenly provided increases outside the scope of the Board's approval from the June 21, 2019 meeting. The Board approved the use of a 2% salary pool to be used for a cost of living allowance (COLA), compensation plan adjustments, and/or faculty promotions. Any additional increases were to come before the Board at the December Board Meeting.

STCC provided the 2% COLA. However, additionally but in accordance with their approved compensation plan, they provided faculty salary increases to 199 faculty members totaling \$483,750 and a living wage increase to 27 support staff totaling \$63,500 effective July 1, 2019.

After careful consideration, and in talking with President Hall, the Chancellor has retroactively approved the increases.



Tennessee Board of Regents  
 Summary of State Building Commission Executive Subcommittee  
 June 24, 2019 - August 19, 2019

**July 22, 2019 Executive Subcommittee Meeting**

<u>Institution</u>	<u>Transaction</u>	<u>SBC ESC Action</u>	<u>Action to be Taken</u>
NaSCC Transaction No. 19-06-014	Approval of an acquisition in fee with waiver of advertisement and appraisals	Approved acquisition in fee with waiver of advertisement and appraisals	OFD/GS to coordinate transaction
TSU SBC #166/001-02-2019	Designer Selection	Approved selection of Support Architecture LLC as designer for the project	OFD prepares Designer Agreement and continues with project
TSU SBC #166/001-03-2019	Designer Selection	Approved selection of Kurzynske & Associates as designer for the project	OFD prepares Designer Agreement and continues with project
TSU SBC #166/001-05-2019	Designer Selection	Approved selection of IC Thomasson Associates, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
ChSCC SBC #166/00012-02-2019	Designer Selection	Approved selection of Hderthick Henley & Wilkerson Architects as designer for the project	OFD prepares Designer Agreement and continues with project
DSCC SBC #166/017-01-2019	Designer Selection	Approved selection of OGCB Inc. as designer for the project	OFD prepares Designer Agreement and continues with project

<u>Institution</u>	<u>Transaction</u>	<u>SBC ESC Action</u>	<u>Action to be Taken</u>
DSCC SBC #166/017-02-2019	Designer Selection	Approved selection of McGehee Nicholson Burke Architects as designer for the project	OFD prepares Designer Agreement and continues with project
JSCC SBC #166/019-01-2019	Designer Selection	Approved selection of Allen & Hoshall Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
MSCC SBC #166/021-01-2019	Designer Selection	Approved selection of Oliver Little Gipson Engineering, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
WSCC SBC #166/023-01-2019	Designer Selection	Approved selection of West Welch Reed Engineers, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
VSCC SBC #166/025-01-2019	Designer Selection	Approved selection of Kurzynske & Associates as designer for the project	OFD prepares Designer Agreement and continues with project
VSCC SBC #166/025-02-2019	Designer Selection	Approved selection of HFR Inc. as designer for the project	OFD prepares Designer Agreement and continues with project

RSCC SBC #166/027-02-2019	Designer Selection	Approved selection of West Welch Reed Engineers, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
PSCC SBC #166/32-01-2019	Designer Selection	Approved selection of March Adams & Associates, Inc. as designer for the project	OFD prepares Designer Agreement and continues with project
NeSCC SBC #166/038-01-2019	Designer Selection	Approved selection of Hvreeland Engineers Incorporated as designer for the project	OFD prepares Designer Agreement and continues with project
Statwide SBC #166/000-03-2017	Designer Selection	Approved selection of Rodney L Wilson Consulting PLLC as designer for the project	OFD prepares Designer Agreement and continues with project

Tennessee Board of Regents  
 Summary of State Building Commission Actions  
 June 13, 2019 - Aug 9, 2019

Date	SBC Number	Institution	Project	Value	SBC Action
6/13/2019	166/033-01-2015	SWCC	Industrial Readiness Facility	5,800,000	Approved a revision in project budget and funding
	166/034-02-2016	NaSCC	Madison Teaching Facility	20,000,000	Lieutenant Governor McNally asked if the full amount will be coming out of the school's funds. Dick Tracy replied yes they have the money in Plant Funds. Lieutenant Governor McNally asked how the money built up to that level. Mr. Tracy replied that the balance has been growing over a long period of time and has been increased by a large growth of enrollment across the campuses in Nashville and Antioch. Lieutenant Governor McNally asked why they hadn't used the funds for maintenance. Mr. Tracy replied that they have used some for maintenance. He added that there were two or three years that Nashville State didn't request capital maintenance money because they used their local funds for completing those maintenance projects. The Commission approved a revision in project budget and funding.
	166/040-01-2018	TCAT-Athens	McMinn County Higher Education Training Facility	17,750,000	Dick Tracy introduced TCAT President Stuart Smith and Sara Butler with Goodwyn Mills and Cawood, Inc. Ms. Butler gave the presentation stating that the project is on target and anticipated to start construction in September 2019. No protests of the CM/GC evaluation were received. Lieutenant Governor stated that Senator Mike Bell and Representative Mark Cochran are in attendance and are interested in and supportive of this project. Commissioner McWhorter asked for the total square footage of the facility. Ms. Butler replied that the total square footage is 53,300 square feet. The Commission approved awarding a contract to the best evaluated proposer for a Construction Manager/General Contractor and approval of the EDP as presented by Goodwyn Mills and Cawood, Inc
	166/033-02-2018	SWCC	Whitehaven Center Funeral Services Program	775,000	Approved a revision in project budget and funding
	166/025-04-2017	VSCC	Parking, Road, and Site Upgrades	761,000	Approved a revision in project budget and funding
	166/033-02-2017	SWCC	Macon Cove Campus Generator Replacement	395,000	Approved a revision in project budget and funding in order to award a contract
7/11/2019	166/040-01-2018	TCAT-Athens	McMinn County Higher Education Training Facility	17,975,050	Approved a revision in project budget and funding
	166/001-01-2019	TSU	ADA Compliance	190,000	Approved project and to select a designer
	166/001-02-2019	TSU	Boswell Door Replacements	230,000	Approved project and to select a designer
	166/001-03-2019	TSU	Multiple Buildings Electrical Upgrades	1,205,000	Approved project and to select a designer
	166/001-04-2019	TSU	Multiple Buildings Fire Alarm Upgrades	705,000	Approved project and to select a designer
	166/001-05-2019	TSU	Power Plant Equipment and Lighting Upgrades	1,111,000	Approved project and to select a designer
	166/012-02-2019	ChSCC	Gym Roof System Replacement	660,000	Approved project and to select a designer
	166/017-01-2019	DSCC	Multiple Building Boiler Systems Updates	440,000	Approved project and to select a designer
	166/019-01-2019	JSCC	McWherter HVAC Updates	2,170,000	Approved project and to select a designer
	166/021-01-2019	MSCC	Fayetteville Campus HVAC Modernization	680,000	Approved project and to select a designer
	166/034-02-2019	NaSCC	Interior Lighting Updates	750,000	Approved project and to select a designer

166/038-01-2019	NeSCC	Network and Communications Modernization	1,000,000	Approved project and to select a designer
166/032-01-2019	PSCC	Exterior Lighting Upgrades	390,000	Approved project and to select a designer
166/027-02-2019	RSCC	HVAC Corrections	1,100,000	Approved project and to select a designer
166/025-01-2019	VSCC	Chiller Replacement	380,000	Approved project and to select a designer
166/025-02-2019	VSCC	Cookeville Higher Education Parking Expansion	360,000	Approved project and to select a designer
166/023-01-2019	WSCC	Sevier County Mechanical Upgrades	9,550,000	Approved project and to select a designer
166/000-01-2015	Statewide	TCAT MPE and Infrastructure Updates	440,000	Approved a revision in project budget and funding
166/000-01-2016	Statewide	ADA and Accessibility Adaptation	2,732,658	Approved a revision in project budget and funding
166/000-01-2017	Statewide	TCAT Building System Updates	3,450,000	Approved a revision in project budget and funding
166/000-02-2017	Statewide	TCAT Roof Repairs/Replacements	6,287,480	Approved a revision in project budget and funding
166/001-11-2018	TSU	Safety Upgrades and Improvements Phase 1	575,000	Approved a revision in project budget and funding
166/012-01-2016	ChSCC	CETAS Interior Modernizations	7,030,000	Approved a revision in project budget, scope and funding
166/015-01-2016	CoSCC	Multiple Buildings Roof Replacements	1,170,000	Approved project and to select a designer
166/033-02-2015	SWCC	Roof Replacement and Envelope Repairs	4,040,000	Approved a revision in project budget and funding
166/000-03-2017	Statewide	Statewide Consultants	1,500,000	Approved a revision in project budget and funding, and selecting consultants
166/009-02-2017	MTSU	Parking Services Facility	4,250,000	Approved a revision in project budget and funding in order to award a contract
166/017-02-2019	DSCC	BMHC Building Nursing Renovations	631,800	Approved project and to select a designer
166/011-03-2016	TTU	Volpe Library First Floor Expansion	9,279	Rec'vd report C.O. #69 @ .58%
<b>8/9/2019</b>				
166/001-06-2019	TSU	Harned Hall HVAC Updates	800,000	Approved of a project and to select a designer
166/011-03-2018	TSU	Cooper/Dunn Residence Hall Upgrade	7,300,000	Approved of a revision in project funding and source of funding in order to award a contract
166/015-01-2012	CoSCC	Williamson County Center Relocation	81,010,000	Approved a revision in scope, project budget and funding Approved accepting a gift-in-place construction, with plans and specifications to be approved by the State Architect, for a portion of the work
166/021-01-2017	MSCC	Advanced Robotics Training Center	5,600,000	
166/034-02-2017	NaSCC	Sidewalk and Lighting Improvements	796,748	Approved a revision in project budget and funding
166/000-04-2013	TCAT-Jacksboro	Tennessee College Applied Technology Improvements	100,154,921	Approved an Early Design Phase as recommended by the State Architect



**CONSTRUCTION CONTRACTS AWARDED 06/15/2019 - 08/15-2019**  
**Contracts totaling \$27,013,823.99**

<u>Designer</u>	<u>Contractor</u>	<u>Contract Sum</u>	<u>Awarded</u>	<u>Project Number</u>	<u>Institution/ Project Name</u>
Eastern Engineering, Inc.	Stansell Electric Company, Inc.	156,700.00	06/21/2019	166/025-03-2017	VSCC Campus Underground Utility Upgrades
Derthick, Henley & Wilkerson Architects, PLLC	Foam-Crete Inc. of Chattanooga	718,552.00	07/01/2019	166/012-02-2018	ChSCC Advanced Technology Building Re-Roof
Vaughan Associates Architects, Inc.	Allison Contracting Company LLC	205,158.00	07/01/2019	166/000-01-2016W3	TCAT - Jackson ADA and Accessibility Adaptations
Braganza Associates, P.C.	Hoar Construction, LLC	2,223,137.42	07/12/2019	166/070-01-2017CM	TCAT - Memphis Early-Release Site Package
S&ME, Inc. - Knoxville	Duracap Asphalt Paving Co., Inc.	773,847.00	07/12/2019	166/000-02-2015E3	TCAT Knoxville Parking and Paving
Barber McMurry Architects, LLC	Denark Construction, Inc.	21,805,900.57	07/16/2019	166/032-01-2017CM	PSCC Multi-Purpose Building and Renovations
ARTifice, LLC	Baker Roofing Company	355,500.00	07/22/2019	166/034-01-2018	NaSCC East Davidson Campus Roof Repairs
Engineering Services Group, Inc.	Nor-Well Company, Inc.	465,656.00	07/22/2019	166/038-01-2018	NeSCC Chiller Replacement
West Welch Reed Engineers, Inc.	Kingsport Armature & Electric Company, Inc.	309,373.00	07/29/2019	166/038-02-2018	NeSCC Lighting Updates



**Summary by Type of Contract**  
**Contracts Approved from June 1, 2018, to August 31, 2018**

Dept./Institution	Amendment to Existing Contract	Clinical Affiliation	Dual Services	Professional Services	Service Agreement	Other	Contract Total
<u>TBR Offices</u>							
Academics	2	-	-	-	-	31	33
eCampus	2	37	3	-	-	1	43
TBR Combined	6	-	2	5	-	6	19
<b>Subtotal</b>	<b>10</b>	<b>37</b>	<b>5</b>	<b>5</b>	<b>-</b>	<b>38</b>	<b>95</b>
<u>Institutions</u>							
APSU	-	-	-	-	-	-	-
ETSU	1	-	-	-	-	-	1
MTSU	-	-	-	1	-	-	1
TSU	1	-	-	1	-	-	2
TTU	-	-	-	-	-	-	-
UOM	-	-	-	-	1	-	1
ChSCC	-	-	-	-	-	1	1
CISCC	1	-	-	-	-	-	1
CoSCC	1	-	-	-	-	-	1
DSCC	-	-	-	-	-	1	1
JSCC	-	-	-	-	-	-	-
MSCC	-	-	-	-	-	4	4
NaSCC	-	-	-	-	1	1	2
NeSCC	-	-	-	-	-	1	1
PSCC	1	-	-	-	-	-	1
RSCC	-	-	-	-	-	1	1
STCC	-	-	-	-	-	-	-
VSCC	-	-	-	-	1	-	1
WSCC	-	-	-	-	-	-	-
TCAT Combined	4	4	-	2	-	21	31
<b>Subtotal</b>	<b>9</b>	<b>4</b>	<b>-</b>	<b>4</b>	<b>3</b>	<b>30</b>	<b>50</b>
<b>Grand Total</b>	<b>19</b>	<b>41</b>	<b>5</b>	<b>9</b>	<b>3</b>	<b>68</b>	<b>145</b>

**Summary by Type of Contract**  
**Contracts Approved from June 1, 2019, to August 31, 2019**

Dept./Institution	Amendment to Existing Contract	Clinical Affiliation	Dual Services	Professional Services	Service Agreement	Other	Contract Total
<u>TBR Offices</u>							
Academics	4	-	-	-	-	2	6
eCampus	3	26	2	-	-	1	32
TBR Combined	9	1	1	4	2	7	24
<b>Subtotal</b>	<b>16</b>	<b>27</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>10</b>	<b>62</b>
<u>Institutions</u>							
APSU	-	-	-	-	-	-	-
ETSU	-	-	-	-	-	-	-
MTSU	-	-	-	-	-	-	-
TSU	-	-	2	-	-	-	2
TTU	-	-	-	-	-	-	-
UOM	-	-	-	-	-	-	-
CSCC	-	-	-	-	-	3	3
CISCC	1	-	-	-	-	2	3
CoSCC	-	-	-	-	-	2	2
DSCC	-	-	-	-	-	10	10
JSCC	-	-	-	-	-	1	1
MSCC	1	-	-	-	-	7	8
NSCC	-	-	-	-	-	3	3
NeSCC	-	-	-	-	-	7	7
PSCC	-	-	-	-	-	3	3
RSCC	1	-	-	1	-	-	2
STCC	-	-	-	-	-	-	-
VSCC	-	-	-	-	-	3	3
WSCC	-	-	-	-	-	21	21
TCAT Combined	1	58	1	10	-	98	168
<b>Subtotal</b>	<b>4</b>	<b>58</b>	<b>3</b>	<b>11</b>	<b>-</b>	<b>160</b>	<b>236</b>
<b>Grand Total</b>	<b>20</b>	<b>85</b>	<b>6</b>	<b>15</b>	<b>2</b>	<b>170</b>	<b>298</b>



**Tennessee Board of Regents**  
**Contracts Approved June 1, 2019, thru August 31, 2019**

Contract ID	Contract Type	Contractor	Dept/Institution	Commodity	Yearly Amount	System-wide	Start Date	End Date	Competitive
104961	Amendment to Existing Contract	Everfi, Inc.	Academics	Computer Software	\$50,000.00	Yes	6/30/2019	6/29/2020	Yes
105951	Amendment to Existing Contract	The College Board	Academics	Other - Goods	\$30,000.00	Yes	11/1/2018	10/31/2020	Yes
106777	Amendment to Existing Contract	Cvent, Inc.	Academics	Computer Software License	\$9,995.00		7/24/2018	7/23/2020	
106974	Amendment to Existing Contract	Achieving the Dream, Inc.	Academics	Other - Services	\$540,000.00	Yes	7/15/2018	7/15/2021	
107429	Hotel/Lodging Agreement	Nashville Airport Marriott	Academics	Lodging and Meeting Space	\$18,500.00		10/24/2019	10/25/2019	
107692	Membership	VECTA	Academics	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107673	Cooperative Agreement	Opportunity Zone Fund/Private Investment	Business and Finance	Memo of Understanding	\$0.00		7/12/2019	12/31/2019	
107345	Amendment to Existing Contract	Tennessee Higher Education Commission	CLSCC	Grant	\$13,086.00		6/1/2019	6/30/2020	
107720	Academic Articulation Agreement	UT Martin	CLSCC	Cooperative Educational Offerings	\$0.00		5/1/2019	4/30/2020	
107722	Academic Articulation Agreement	ETSU	CLSCC	Cooperative Educational Offerings	\$0.00		4/29/2019	4/28/2020	
107592	Dual Credit Agreement	Hickman County/TN School District	COSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2024	
107728	Grant Agreement	Tennessee Higher Education Commission	COSCC	Grant	\$259,906.96		8/15/2019	6/30/2020	
107508	Dual Credit Agreement	Marion County Schools	CSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107379	Dual Enrollment Agreement	Rhea County School System	CSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107559	Dual Enrollment Agreement	McMinn County Schools	CSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107202	Dual Enrollment Agreement	Dyer County High School	DSCC	Cooperative Educational Offerings	\$0.00		7/10/2019	6/30/2020	
107487	Dual Enrollment Agreement	Brighton High School	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107498	Dual Enrollment Agreement	Dyersburg High School	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107499	Dual Enrollment Agreement	Halls High School	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107500	Dual Enrollment Agreement	Lake County High School	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107501	Dual Enrollment Agreement	Murford High School	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107523	Dual Enrollment Agreement	Ripley High School	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107524	Dual Enrollment Agreement	South Fulton High School	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107525	Dual Enrollment Agreement	Peabody High School	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107526	Dual Enrollment Agreement	Tipton-Rosemark Academy	DSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107696	Hotel/Lodging Agreement	DoubleTree by Hilton Nashville Downtown	External Affairs	Lodging and Meeting Space	\$135,000.00		3/24/2020	3/25/2020	Yes
104276	Amendment to Existing Contract	Truescreen, Inc.	HR	Other - Services	\$630,000.00	Yes	8/1/2017	10/31/2019	Yes
107693	Subscription	Evisions	IT	Computer Software License	\$775,242.60	Yes	7/1/2019	6/30/2024	
107787	Grant Agreement	THEC	JSCC	Grant	\$29,225.31		8/15/2019	3/31/2020	
103349	Amendment to Existing Contract	Regions Bank	MSCC	Banking Services	\$12,000.00		7/1/2019	12/31/2019	Yes
107588	Dual Credit Agreement	Warran County High School	MSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	6/1/2020	
107746	Dual Credit Agreement	Cannon County Schools	MSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	6/1/2020	
107873	Dual Credit Agreement	Moore County High School	MSCC	Cooperative Educational Offerings	0		8/1/2019	6/1/2020	
107777	Dual Enrollment Agreement	Rutherford County Schools	MSCC	Cooperative Educational Offerings	0		7/1/2019	6/30/2020	
107418	Academic Articulation Agreement	Trevecca Nazarene University	MSCC	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107717	Academic Articulation Agreement	TCAT Hartsville	MSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107721	Academic Articulation Agreement	TCAT Hartsville	MSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107824	Dual Credit Agreement	Johnson City Schools	NESCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107825	Dual Credit Agreement	Elizabethton City Schools	NESCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107832	Dual Credit Agreement	Sullivan County Schools	NESCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107818	Dual Enrollment Agreement	Bristol Tennessee City Schools	NESCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107822	Dual Enrollment Agreement	City of Kingsport for its Kingsport City Schools	NESCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107826	Dual Enrollment Agreement	Carter County Schools	NESCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107758	Grant Agreement	Tennessee Higher Education Commission	NESCC	Grant	\$15,999.84		9/15/2016	9/19/2019	
107820	Dual Enrollment Agreement	Washington County Schools	NSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/30/2020	
107821	Dual Enrollment Agreement	Unicoi County Schools	NSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107489	Academic Articulation Agreement	Middle Tennessee State University	NSCC	Cooperative Educational Offerings	\$0.00		6/1/2019	5/31/2024	
106791	Amendment to Existing Contract	Kaplan Inc, DBA I-Human Patients	Nursing/AH	Other - Services	\$1,500.00		4/10/2018	4/9/2023	
107433	Clinical Affiliation	Prime Medical Group PC	Nursing/AH	Clinical Experience	\$0.00		5/15/2019	12/31/2020	
107545	Clinical Affiliation	Kizer Clinic, The	Nursing/AH	Clinical Experience	\$0.00		6/4/2019	12/31/2020	
107548	Clinical Affiliation	KallsPELL Regional HS Northwest Family Med.	Nursing/AH	Clinical Experience	\$0.00		8/6/2019	8/5/2020	
107577	Clinical Affiliation	Kirkland Cancer Center	Nursing/AH	Clinical Experience	\$0.00		6/11/2019	12/31/2020	
107578	Clinical Affiliation	Mississippi State Department of Health	Nursing/AH	Clinical Experience	\$0.00		7/9/2019	7/31/2020	
107589	Clinical Affiliation	Caring Medical Center	Nursing/AH	Clinical Experience	\$0.00		6/12/2019	12/31/2020	
107590	Clinical Affiliation	Lebanon General Practice	Nursing/AH	Clinical Experience	\$0.00		6/12/2019	12/31/2020	



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107591	Clinical Affiliation	St. Thomas Medical Group	Nursing/AH	Clinical Experience	\$0.00		6/12/2019	12/31/2020	
107593	Clinical Affiliation	Covington Internal Physicians, PC	Nursing/AH	Clinical Experience	\$0.00		6/13/2019	12/31/2020	
107619	Clinical Affiliation	Kidzcare Pediatrics	Nursing/AH	Clinical Experience	\$0.00		6/19/2019	12/31/2020	
107651	Clinical Affiliation	Clarksville OB-GYN Associates	Nursing/AH	Clinical Experience	\$0.00		6/26/2019	12/31/2020	
107653	Clinical Affiliation	Grace Women's Health Clinic	Nursing/AH	Clinical Experience	\$0.00		6/26/2019	12/31/2020	
107671	Clinical Affiliation	Delta Obstetrics & Gynecology	Nursing/AH	Clinical Experience	\$0.00		7/9/2019	12/31/2020	
107688	Clinical Affiliation	Geriatric Group of Memphis	Nursing/AH	Clinical Experience	\$0.00		7/17/2019	12/31/2020	
107729	Clinical Affiliation	Easley Delones Family Medicine	Nursing/AH	Clinical Experience	\$0.00		8/2/2019	12/31/2020	
107730	Clinical Affiliation	MMC Murfreesboro Medical Clinic	Nursing/AH	Clinical Experience	0		8/2/2019	12/31/2020	
107760	Clinical Affiliation	Columbia State Community College	Nursing/AH	Clinical Experience	\$0.00		8/6/2019	12/31/2020	
107761	Clinical Affiliation	RedMed Urgent Care of Arlington	Nursing/AH	Clinical Experience	\$0.00		8/6/2019	12/31/2020	
107762	Clinical Affiliation	Copeland Medical Services	Nursing/AH	Clinical Experience	\$0.00		8/7/2019	12/31/2020	
107783	Clinical Affiliation	Alan R. Drake, M.D.	Nursing/AH	Clinical Experience	\$0.00		8/9/2019	12/31/2020	
107856	Clinical Affiliation	Middle Tennessee Family Care Mt Juliet	Nursing/AH	Clinical Experience	0		8/21/2019	12/31/2020	
107857	Clinical Affiliation	J. Howard Rupard, MD Shelbyville Med Group	Nursing/AH	Clinical Experience	0		8/21/2019	12/31/2020	
107860	Clinical Affiliation	Charleston Clinic	Nursing/AH	Clinical Experience	0		8/22/2019	12/31/2020	
107861	Clinical Affiliation	Nestor A. Ojeda, MD	Nursing/AH	Clinical Experience	\$0.00		8/22/2019	12/31/2020	
107869	Clinical Affiliation	Well Child, Inc	Nursing/AH	Clinical Experience	0		8/23/2019	12/31/2020	
107870	Clinical Affiliation	Women's Healthcare OB & Gyn Memphis	Nursing/AH	Clinical Experience	0		8/23/2019	12/31/2020	
107714	Dual Credit Agreement	Maryville School District	PSCC	Cooperative Educational Offerings	\$0.00		7/19/2019	7/19/2024	
107715	Dual Credit Agreement	Blount County Schools	PSCC	Cooperative Educational Offerings	\$0.00		7/17/2019	7/16/2024	
107718	Dual Credit Agreement	Alcoa School System	PSCC	Cooperative Educational Offerings	\$0.00		7/18/2019	7/17/2024	
107816	Professional Service	INGENESIS, INC.	PURCH	Personnel	400000	Yes	9/1/2019	8/31/2024	Yes
107468	Cooperative Agreement	National Cooperative Purchasing Alliance	PURCH	Other	\$0.00		6/1/2019	5/31/2020	
107617	Professional Service	Aetna Building Maintenance, Inc. dba ATALIAN Globa	RSCC	Maintenance Agreement	\$438,683.00	Yes	7/1/2019	6/30/2024	Yes
107788	Amendment to Existing Agreement	THEC	RSCC	Grant	\$0.00		8/15/2019	6/30/2020	
107558	Grant Agreement	Tennessee Higher Education Commission	SAILS	Grant	\$3,450,000.00		7/1/2019	6/30/2020	
107741	Dual Service	Chattanooga State Community College	Student Success	Other - Services	\$5,041.48		7/1/2019	12/31/2019	
107576	Professional Service	AACRAO	Student Success	Training	\$150,000.00		5/1/2019	2/28/2020	
107656	Professional Service	Automated Collection Services	TBR	Other - Services	\$400,000.00	Yes	7/1/2019	6/30/2024	Yes
107657	Professional Service	Reliant Capital Solutions	TBR	Other	\$400,000.00	Yes	7/1/2019	6/30/2020	Yes
107695	Service Agreement	Tenn-Share	TBR	Other - Services	\$9,000.00	Yes	9/1/2019	8/31/2024	
107859	Service Agreement	Truescreen, Inc	TBR	Other - Services	\$700,000.00	Yes	8/1/2019	7/31/2024	Yes
102922	Amendment to Existing Contract	Truescreen, Inc.	TBR	Other - Services	\$0.00	Yes	1/1/2018	10/31/2019	Yes
104224	Amendment to Existing Contract	RJ Young Co	TBR	Other - Goods	\$3,000,000.00	Yes	6/1/2017	12/31/2019	Yes
104866	Amendment to Existing Contract	Staples Contract & Commercial, Inc.	TBR	Office Supplies	\$22,000,000.00	Yes	7/1/2019	6/30/2020	Yes
105050	Amendment to Existing Contract	Evisions, Inc.	TBR	Maintenance Agreement	\$210,934.81	Yes	7/1/2015	7/1/2020	
105284	Amendment to Existing Contract	Everfi, Inc. Student	TBR	Computer Software	\$217,500.00		6/30/2019	6/29/2020	Yes
106590	Amendment to Existing Contract	Follett Higher Education Group, Inc.	TBR	Other - Services	\$2,700,000.00		7/1/2018	6/30/2025	Yes
106984	Amendment to Existing Contract	TriStar Health Systems, Inc.	TBR	Clinical Experience	\$0.00	Yes	10/22/2018	10/21/2020	
107115	Amendment to Existing Contract	Blackbaud	TBR	Computer Software License	\$240,000.00	Yes	1/1/2019	12/31/2021	Yes
107784	Clinical Affiliation	Dept of Intellectual and Development Disabilities	TBR	Clinical Experience	\$0.00	Yes	9/1/2019	8/31/2024	
107655	Subscription Agreement	EBSCO Industries Inc. PsyARTICLES	TBR	Other - Services	\$254,000.00	Yes	7/1/2019	6/30/2030	Yes
107664	Use of Facilities	Tennessee Board of Education	TBR	Facility Use	\$150.00		7/8/2019	7/7/2020	
107622	Dual Enrollment Agreement	Bradley County Schools	TCAT Athens	Cooperative Educational Offerings	\$0.00		9/3/2019	4/23/2020	
107660	Dual Enrollment Agreement	McMinn County Schools	TCAT Athens	Cooperative Educational Offerings	\$0.00		9/3/2019	4/21/2020	
107661	Dual Enrollment Agreement	Polk County Schools	TCAT Athens	Cooperative Educational Offerings	\$0.00		9/3/2019	4/23/2020	
107691	Dual Enrollment Agreement	Cleveland City Schools	TCAT Athens	Cooperative Educational Offerings	\$0.00		9/3/2019	4/23/2020	
107724	Dual Enrollment Agreement	Monroe County Schools	TCAT Athens	Cooperative Educational Offerings	\$0.00		9/3/2019	4/23/2020	
107725	Dual Enrollment Agreement	Meigs County Schools	TCAT Athens	Cooperative Educational Offerings	\$0.00		9/3/2019	4/23/2020	
107561	Grant Agreement	Department of Economic and Community Development	TCAT Athens	Grant	\$2,000,000.00		7/1/2019	6/30/2020	
106877	Amendment to Existing Contract	Hamilton County Department of Education	TCAT Chattanooga	Cooperative Educational Offerings	\$10,000.00		7/1/2018	6/30/2020	
107422	Dual Enrollment Agreement	Hamilton County Department of Education	TCAT Chattanooga	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107505	Dual Enrollment Agreement	Bradley County Schools	TCAT Chattanooga	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107506	Dual Enrollment Agreement	Cleveland City Schools	TCAT Chattanooga	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	



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107566	Dual Enrollment Agreement	Lauderdale County Schools	TCAT Covington	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107568	Dual Enrollment Agreement	Tipton County Schools	TCAT Covington	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107570	Dual Enrollment Agreement	Homelife Academy	TCAT Covington	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107687	Banking Services	US Bank	TCAT Covington	Banking Services	\$16,000.00		7/24/2019	6/30/2020	
107694	Clinical Affiliation	Cookeville Regional Medical Center	TCAT Crossville	Clinical Experience	\$0.00		11/21/2017	11/20/2022	
107808	Dual Enrollment Agreement	Wayne County School System	TCAT Crump	Cooperative Educational Offerings	\$0.00		8/1/2019	5/31/2020	
107809	Dual Enrollment Agreement	Hardin County School System	TCAT Crump	Cooperative Educational Offerings	\$0.00		8/1/2019	5/31/2020	
107841	Dual Enrollment Agreement	Scotts Hill High School	TCAT Crump	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107842	Dual Enrollment Agreement	Chester County Board of Education	TCAT Crump	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107843	Dual Enrollment Agreement	McNairy County Board of Education	TCAT Crump	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107847	Dual Enrollment Agreement	Decatur County School System	TCAT Crump	Cooperative Educational Offerings	\$0.00		8/1/2019	5/31/2020	
107478	Professional Service	Spectrum Enterprise	TCAT Dickson	Other - Services	\$12,228.00		7/1/2019	6/30/2020	
107621	Professional Service	Brian Shelton	TCAT Dickson	Maintenance Agreement	\$1,250.00		7/1/2019	6/30/2020	
107641	Professional Service	Comcast	TCAT Dickson	Other - Services	\$5,302.20		7/1/2019	6/30/2021	
107464	Clinical Affiliation	John Primm, DDS	TCAT Dickson	Clinical Experience	\$0.00		5/21/2019	5/20/2024	
107465	Clinical Affiliation	Middle Tennessee Oral Surgery Center	TCAT Dickson	Clinical Experience	\$0.00		5/21/2019	5/20/2024	
107480	Clinical Affiliation	Dickson Medical Pharmacy	TCAT Dickson	Clinical Experience	\$0.00		5/24/2019	5/24/2024	
107492	Clinical Affiliation	the Children's Dentist	TCAT Dickson	Clinical Experience	\$0.00		5/29/2019	5/28/2024	
107493	Clinical Affiliation	Harpeth Dental Care	TCAT Dickson	Clinical Experience	\$0.00		5/29/2019	5/28/2024	
107538	Clinical Affiliation	Fred's Pharmacy	TCAT Dickson	Clinical Experience	\$0.00		6/3/2019	6/2/2024	
107684	Clinical Affiliation	National Healthcare Corporation The Trace	TCAT Dickson	Clinical Experience	\$0.00		7/15/2019	7/14/2024	
107644	Dual Enrollment Agreement	Dickson County Schools	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107645	Dual Enrollment Agreement	Home Life Academy	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107646	Dual Enrollment Agreement	Stewart County Schools	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107647	Dual Enrollment Agreement	Humphreys County Schools	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107648	Dual Enrollment Agreement	Cheatham County School District	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107649	Dual Enrollment Agreement	Clarksville/Montgomery County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107650	Dual Enrollment Agreement	Robertson County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107796	Dual Enrollment Agreement	Clarksville/Montgomery County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107797	Dual Enrollment Agreement	Robertson County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		8/12/2019	6/30/2020	
107798	Dual Enrollment Agreement	Stewart County Schools System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107799	Dual Enrollment Agreement	Homelife Academy	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107800	Dual Enrollment Agreement	Dickson County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107801	Dual Enrollment Agreement	Humphreys County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107802	Dual Enrollment Agreement	Cheatham County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		8/12/2019	6/30/2020	
107804	Dual Enrollment Agreement	Hickman County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		8/12/2019	6/30/2020	
107682	Gift In Kind	Subaru	TCAT Dickson	Other	\$0.00		7/1/2019	6/30/2020	
107587	Special Industry Agreement	Workforce Essentials	TCAT Dickson	Cooperative Educational Offerings	32760		7/1/2019	6/30/2020	
107858	Academic Articulation Agreement	Clarksville/Montgomery County School System	TCAT Dickson	Cooperative Educational Offerings	\$0.00		8/1/2019	6/30/2020	
107711	Professional Service	Comfort Systems USA	TCAT Elizabethton	Maintenance Agreement	\$9,000.00		7/1/2019	6/30/2020	
107759	Professional Service	Comfort Systems USA	TCAT Elizabethton	Maintenance Agreement	\$9,000.00		7/1/2019	6/30/2020	
107747	Dual Enrollment Agreement	Loudon County School District	TCAT Harriman	Cooperative Educational Offerings	\$1.00		7/1/2019	6/30/2020	
107748	Dual Enrollment Agreement	Oak Ridge Schools	TCAT Harriman	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107749	Dual Enrollment Agreement	Rhea County School District	TCAT Harriman	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107750	Dual Enrollment Agreement	Anderson County Schools	TCAT Harriman	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107751	Dual Enrollment Agreement	Morgan County Schools	TCAT Harriman	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107752	Dual Enrollment Agreement	Roane County Schools	TCAT Harriman	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107504	Clinical Affiliation	Wilson Emergency Management Agency	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107512	Clinical Affiliation	Woodard Family Health Care	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107513	Clinical Affiliation	Cedarcroft Home	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107516	Clinical Affiliation	Gallatin Childrens Clinic	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107517	Clinical Affiliation	Stoncrest Assisted Living	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107518	Clinical Affiliation	Macon County General Hospital	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107519	Clinical Affiliation	The Palace Healthcare and Rehabilitation Center	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107520	Clinical Affiliation	Tennova Healthcare	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	



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107549	Clinical Affiliation	Gallatin Center for Rehabilitation and Healing	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107550	Clinical Affiliation	NHC Place, Sumner	TCAT Hartsville	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107582	Dual Credit Agreement	Lincoln County Schools	TCAT Hartsville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107527	Dual Enrollment Agreement	Macon County Board of Education	TCAT Hartsville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107528	Dual Enrollment Agreement	Wilson County Schools	TCAT Hartsville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107529	Dual Enrollment Agreement	Sumner County Schools	TCAT Hartsville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107580	Dual Enrollment Agreement	Trousdale County Schools	TCAT Hartsville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107643	Dual Enrollment Agreement	Trousdale County Schools	TCAT Hartsville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107772	Dual Enrollment Agreement	Macon County Schools	TCAT Hartsville	Cooperative Educational Offerings	0		7/1/2019	6/30/2020	
107710	Clinical Affiliation	Averett Medical Group	TCAT Hohenwald	Clinical Experience	\$0.00		7/22/2019	12/31/2023	
107712	Dual Enrollment Agreement	Perry County School District	TCAT Hohenwald	Cooperative Educational Offerings	\$0.00		8/1/2019	5/31/2020	
107713	Dual Enrollment Agreement	Wayne County Board of Education	TCAT Hohenwald	Cooperative Educational Offerings	\$0.00		8/1/2019	5/31/2020	
107716	Dual Enrollment Agreement	Maury County School District	TCAT Hohenwald	Cooperative Educational Offerings	\$0.00		8/1/2019	5/31/2020	
107726	Dual Enrollment Agreement	Lewis County Schools	TCAT Hohenwald	Cooperative Educational Offerings	\$0.00		8/1/2019	5/31/2020	
107496	Lease Agreement	People Bank	TCAT Hohenwald	Lease of Space	\$0.00		5/1/2019	4/30/2020	
107867	Lease Agreement	Pitney Bowes	TCAT Hohenwald	Office Supplies	\$165.93		9/30/2019	9/30/2024	Yes
107753	Dual Enrollment Agreement	Anderson County Board of Education	TCAT Jacksboro	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107754	Dual Enrollment Agreement	Campbell County Board of Education	TCAT Jacksboro	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107755	Dual Enrollment Agreement	Claiborne County Schools	TCAT Jacksboro	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107469	Clinical Affiliation	West Tennessee Health	TCAT Jackson	Clinical Experience	\$0.00		5/21/2019	5/20/2024	
107575	Clinical Affiliation	Baptist Memorial Hospital	TCAT Jackson	Clinical Experience	\$0.00		6/10/2019	6/9/2020	
107640	Clinical Affiliation	TNMO Healthcare dba Avalon Hospice	TCAT Jackson	Clinical Experience	\$0.00		6/21/2019	6/20/2020	
107482	Dual Service	Tennessee Department of Transportation	TCAT Knoxville	Personnel	\$253.76		3/19/2019	9/21/2019	
107871	Professional Service	Volunteer Mechanical	TCAT Knoxville	Other - Services	5800		8/22/2019	8/21/2020	
107675	Clinical Affiliation	Michael J. Molloy, DDS	TCAT Knoxville	Clinical Experience	\$0.00		5/28/2019	5/27/2024	
107677	Clinical Affiliation	Madigan Periodontics	TCAT Knoxville	Clinical Experience	\$0.00		6/5/2019	6/4/2024	
107678	Clinical Affiliation	Beau Myers Orthodontics	TCAT Knoxville	Clinical Experience	\$0.00		6/9/2019	6/2/2024	
107698	Clinical Affiliation	UT Graduate School of Medicine	TCAT Knoxville	Clinical Experience	\$0.00		6/5/2019	6/4/2024	
107744	Clinical Affiliation	Ronald Spencer, DDS	TCAT Knoxville	Clinical Experience	\$0.00		6/5/2019	6/4/2024	
107745	Clinical Affiliation	University General Dentists	TCAT Knoxville	Clinical Experience	\$0.00		6/4/2019	6/3/2024	
107733	Dual Enrollment Agreement	Maryville City Schools	TCAT Knoxville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107735	Dual Enrollment Agreement	Alcoa City Schools	TCAT Knoxville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107736	Dual Enrollment Agreement	Anderson County Schools	TCAT Knoxville	Cooperative Educational Offerings	\$1,500.00		7/1/2019	6/30/2020	
107737	Dual Enrollment Agreement	Oak Ridge Board of Education	TCAT Knoxville	Cooperative Educational Offerings	\$1,500.00		7/1/2019	6/30/2020	
107819	Dual Enrollment Agreement	Union County Public Schools	TCAT Knoxville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107565	Professional Service	NOCTI	TCAT Livingston	Other - Services	\$0.00		6/10/2019	6/9/2024	
107531	Clinical Affiliation	Pegasus Express Pharmacy	TCAT Livingston	Clinical Experience	\$0.00		5/1/2019	8/31/2024	
107532	Clinical Affiliation	Satellite Med	TCAT Livingston	Clinical Experience	\$0.00		6/1/2019	5/31/2024	
107533	Clinical Affiliation	Andy's Pharmacy	TCAT Livingston	Clinical Experience	\$0.00		6/1/2019	5/31/2024	
107883	Dual Enrollment Agreement	Daphne Brown	TCAT McKenzie	Cooperative Educational Offerings	0		8/1/2019	5/30/2020	
107756	Dual Enrollment Agreement	Shelby County Schools	TCAT Memphis	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107790	Dual Enrollment Agreement	Collinsville High School	TCAT Memphis	Cooperative Educational Offerings	\$0.00		8/1/2019	8/30/2020	
107833	Dual Enrollment Agreement	Bartlett High School	TCAT Memphis	Cooperative Educational Offerings	\$0.00		8/1/2019	8/31/2020	
107474	Clinical Affiliation	Summit Medical Group	TCAT Morristown	Clinical Experience	\$0.00		5/16/2019	5/15/2024	
107546	Clinical Affiliation	Ballad Health System	TCAT Morristown	Clinical Experience	\$0.00		6/5/2019	6/4/2024	
107552	Dual Enrollment Agreement	Jefferson County School System	TCAT Morristown	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107466	Clinical Affiliation	Tennessee State Veterans Home Murfreesboro	TCAT Murfreesboro	Clinical Experience	\$0.00		7/1/2019	6/30/2020	
107471	Clinical Affiliation	NHC Murfreesboro	TCAT Murfreesboro	Clinical Experience	\$0.00		7/1/2019	6/30/2024	
107539	Clinical Affiliation	Special Kids Therapy and Nursing Center	TCAT Murfreesboro	Clinical Experience	\$0.00		7/1/2019	6/30/2020	
107540	Clinical Affiliation	Trustpoint Hospital	TCAT Murfreesboro	Clinical Experience	\$0.00		7/1/2019	6/30/2020	
107541	Clinical Affiliation	Rutherford County Sheriff Department	TCAT Murfreesboro	Clinical Experience	\$0.00		7/1/2019	6/30/2020	
107543	Clinical Affiliation	Murfreesboro Medical Clinic	TCAT Murfreesboro	Clinical Experience	\$0.00		7/1/2019	6/30/2020	
107544	Clinical Affiliation	Woodbury Health and Rehabilitation Center	TCAT Murfreesboro	Clinical Experience	\$0.00		7/1/2019	6/30/2020	
107811	Dual Enrollment Agreement	Cannon County High School	TCAT Murfreesboro	Cooperative Educational Offerings	\$0.00		9/1/2019	4/30/2020	
107812	Special Industry Agreement	DTC Communications	TCAT Murfreesboro	Training	\$8,500.00		9/4/2019	8/31/2020	



**Tennessee Board of Regents**  
**Contracts Approved June 1, 2019, thru August 31, 2019**

Contract ID	Contract Type	Contractor	Dept/Institution	Commodity	Yearly Amount	System-wide	Start Date	End Date	Competitive
107088	Clinical Affiliation	Pacific Dental Services	TCAT Nashville	Clinical Experience	\$0.00		1/3/2019	12/31/2019	
107703	Clinical Affiliation	NHC Place at the Trace	TCAT Nashville	Clinical Experience	\$0.00		9/1/2019	8/31/2021	
107704	Clinical Affiliation	NHC Richland Place	TCAT Nashville	Clinical Experience	\$0.00		9/1/2019	8/31/2021	
107836	Clinical Affiliation	Village Crest Family Dental	TCAT Nashville	Clinical Experience	\$0.00		9/1/2019	8/31/2021	
107851	Clinical Affiliation	Belle Meade Family Dentistry	TCAT Nashville	Clinical Experience	\$0.00		9/1/2019	8/31/2021	
107806	Cooperative Education Offerings	Dr. Edward Perdue, DDS	TCAT Nashville	Clinical Experience	\$0.00		9/1/2019	8/31/2021	
107554	Cooperative Agreement	Gibson County Special School District	TCAT Newbern	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107551	Dual Enrollment Agreement	Crockett County Schools	TCAT Newbern	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107552	Dual Enrollment Agreement	Dyer County School System	TCAT Newbern	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107553	Dual Enrollment Agreement	Dyersburg City School System	TCAT Newbern	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107555	Dual Enrollment Agreement	Home Life Academy	TCAT Newbern	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2024	
107556	Dual Enrollment Agreement	Lake County School System	TCAT Newbern	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107557	Dual Enrollment Agreement	Obion County School System	TCAT Newbern	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107663	Professional Service	Exemplar Global	TCAT Oneida	Other - Services	\$0.00		9/1/2019	8/31/2024	
107447	Dual Enrollment Agreement	Oneida Special School District	TCAT Oneida	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107448	Dual Enrollment Agreement	Scott County Schools	TCAT Oneida	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107451	Dual Enrollment Agreement	Fentress County Schools	TCAT Oneida	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2020	
107723	Dual Enrollment Agreement	Henry County High School	TCAT Paris	Cooperative Educational Offerings	\$0.00		8/8/2019	5/17/2020	
107742	Dual Enrollment Agreement	McKenzie Special School District	TCAT Paris	Cooperative Educational Offerings	\$0.00		8/1/2019	5/21/2020	
107848	Dual Enrollment Agreement	Home Life Academy	TCAT Paris	Cooperative Educational Offerings	\$0.00		8/1/2019	5/24/2020	
107849	Dual Enrollment Agreement	Huntingdon Special School District	TCAT Paris	Cooperative Educational Offerings	\$0.00		8/1/2019	5/24/2020	
107560	Professional Service	Aquaphase, Inc.	TCAT Pulaski	Maintenance Agreement	\$1,000.00		4/1/2019	3/31/2020	
107601	Clinical Affiliation	Giles County EMS	TCAT Pulaski	Clinical Experience	\$0.00		10/1/2019	9/30/2024	
107603	Clinical Affiliation	NHC Lawrenceburg	TCAT Pulaski	Clinical Experience	\$0.00		10/1/2019	9/30/2024	
107606	Clinical Affiliation	Southern Tennessee Regional Health System	TCAT Pulaski	Clinical Experience	\$0.00		10/1/2019	9/30/2024	
107608	Clinical Affiliation	Lawrence County Board of Education	TCAT Pulaski	Clinical Experience	\$0.00		10/1/2019	9/30/2024	
107610	Clinical Affiliation	Giles County Board of Education	TCAT Pulaski	Clinical Experience	\$0.00		8/1/2019	7/31/2024	
107614	Clinical Affiliation	Southern TN Reginal Health System Pulaski	TCAT Pulaski	Clinical Experience	\$0.00		10/1/2019	9/30/2024	
107624	Clinical Affiliation	Southern TN Regional Health System Lawrenceburg	TCAT Pulaski	Clinical Experience	\$0.00		10/1/2019	9/30/2024	
107864	Dual Enrollment Agreement	Mike Whitehead	TCAT Pulaski	Cooperative Educational Offerings	0		8/1/2019	5/31/2020	
107667	Clinical Affiliation	First Choice Medical	TCAT Ripley	Clinical Experience	\$0.00		7/8/2019	7/7/2024	
107668	Clinical Affiliation	AHC Covington Care	TCAT Ripley	Clinical Experience	\$0.00		7/8/2019	7/7/2024	
107680	Clinical Affiliation	Baptist Memorial Hospital Union City	TCAT Ripley	Clinical Experience	\$0.00		7/11/2019	7/10/2023	
107828	Clinical Affiliation	West Tennessee Healthcare	TCAT Ripley	Clinical Experience	\$0.00		8/7/2019	8/7/2024	
107571	Dual Enrollment Agreement	Haywood County Schools	TCAT Ripley	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107662	Dual Enrollment Agreement	Lauderdale County Schools	TCAT Ripley	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107672	Dual Enrollment Agreement	Crockett County Schools	TCAT Ripley	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107803	Grant Agreement	TN Department of Labor and Workforce	TCAT Ripley	Grant	\$82,560.00		7/1/2019	6/30/2020	
107814	Professional Service	Southern Connections Catering, Inc	TCAT Shelbyville	Catering	\$5,500.00		9/1/2019	8/31/2020	
107807	Clinical Affiliation	Unity Medical Center	TCAT Shelbyville	Clinical Experience	\$0.00		8/12/2019	12/31/2021	
107569	Dual Credit Agreement	Bedford County Schools	TCAT Shelbyville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107572	Dual Credit Agreement	Coffee County Schools	TCAT Shelbyville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107574	Dual Credit Agreement	Fayetteville City Schools	TCAT Shelbyville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107583	Dual Credit Agreement	Marshall County Schools	TCAT Shelbyville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2029	
107584	Dual Credit Agreement	Moore County Schools	TCAT Shelbyville	Cooperative Educational Offerings	\$9.00		7/1/2019	8/30/2020	
107609	Dual Credit Agreement	Tulahoma City Schools	TCAT Shelbyville	Cooperative Educational Offerings	\$0.00		7/1/2019	6/30/2020	
107753	Clinical Affiliation	Walgreens	TCATS	Clinical Experience	\$0.00		9/1/2019	8/31/2022	
107839	Dual Service	Pellissippi State Community College	TNeCampus	Consulting	\$8,748.75		8/26/2019	7/31/2020	
107840	Dual Service	Northeast State Community College	TNeCampus	Consulting	\$5,709.60		8/26/2019	7/31/2020	
105441	Amendment to Existing Contract	D2L Ltd.	TNeCampus	Computer Software License	\$3,031,125.03	Yes	1/1/2019	12/31/2020	Yes
106288	Amendment to Existing Contract	EBSCO Publishing - CINHALL	TNeCampus	Computer Software License	\$188,665.00		8/1/2019	7/31/2020	
107654	Software License	Watermark Insights, LLC	TNeCampus	Computer Software	\$12,500.00	Yes	6/1/2019	5/31/2022	Yes
107884	Dual Service	Tennessee State University	TSU	Other - Services	0		8/30/2019	10/15/2019	
107885	Dual Service	Tennessee State University	TSU	Other - Services	0		8/30/2019	10/15/2019	
107670	Cooperative Agreement	Austin Peay State University	VSCC	Memo of Understanding	\$57,000.00		7/1/2019	6/30/2020	



**Tennessee Board of Regents**  
**Contracts Approved June 1, 2019, thru August 31, 2019**

Contract ID	Contract Type	Contractor	Dept/Institution	Commodity	Yearly Amount	System-wide	Start Date	End Date	Competitive
107853	Grant Agreement	Tennessee Higher Education Commission	VSCC	Grant Subcontract	\$124,200.00		9/20/2019	6/30/2020	
107597	Academic Articulation Agreement	Middle Tennessee State University	VSCC	Personnel	\$0.00		7/1/2019	6/30/2024	
107738	Dual Credit Agreement	Greenville High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107764	Dual Credit Agreement	Chucky-Doak High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107765	Dual Credit Agreement	Washburn High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107766	Dual Credit Agreement	Claiborne County High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107767	Dual Credit Agreement	Clinch High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107768	Dual Credit Agreement	Cocke County High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107769	Dual Credit Agreement	Volunteer High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107773	Dual Credit Agreement	South Greene High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107774	Dual Credit Agreement	Seymour High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107775	Dual Credit Agreement	Jefferson County High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107776	Dual Credit Agreement	Hancock County High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107778	Dual Credit Agreement	Grainger County High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107779	Dual Credit Agreement	Gatlinburg-Pittman High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107780	Dual Credit Agreement	Cumberland Gap High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107781	Dual Credit Agreement	Cosby High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107791	Dual Credit Agreement	Sevier County High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107792	Dual Credit Agreement	Morristown West High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107794	Dual Credit Agreement	Morristown East High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107795	Dual Credit Agreement	Northview Academy	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107813	Dual Credit Agreement	Pigeon Forge High School	WSCC	Cooperative Educational Offerings	\$0.00		8/1/2019	7/31/2024	
107699	Grant Agreement	Tennessee Higher Education Commission	WSCC	Grant	\$100,000.00		8/15/2019	8/31/2019	
298	Total Contracts								



## **REPORT OF THE COMMITTEE ON AUDIT**

**August 27, 2019**

The Committee on Audit met in regular session on August 27, 2019 at the Tennessee Board of Regents (TBR) system office. A quorum was present. In attendance were system office staff, the Board's Vice Chair, Regent Emily Reynolds, and other Board members, including the following Audit Committee members:

Regent Tom Griscom, Audit Committee Chair  
Regent Mary Lou Apple (by phone)  
Regent Miles Burdine  
Regent Barbara Prescott  
Regent Yolanda Greene

Regent Griscom opened the meeting by thanking everyone and welcoming the audit committee. Mike Batson echoed the thanks before beginning the informational reporting section.

Item I, Informational Reporting, included three topics for discussion. Item I.a., Highlights of Audit Findings and Recommendations, consisted of Mike Batson discussing the following topic: System-wide – Conflict of

Interest Audits. Mr. Batson stated that system-wide required audits are normally risk-based audits. Regent Griscom asked if the system-wide audit will increase awareness of the policies and procedures regarding conflict of interest across the system and if there are annual reminders sent to employees regarding the policy. Mr. Batson stated that there is increased awareness and recommendations have been made to assist with consistency across the system. This item was for informational purposes and required no action.

Item I.b., Audit Reports and Reviews, consisted of informing the committee that a summary of the Federal Audit Reports, Miscellaneous Reviews, and Internal Audit Reports for the fourth quarter are included in the meeting materials. A listing of the Internal Audit Reports is included as Attachment A to these minutes. This item was for informational purposes and required no action.

Item I.c., System-wide Internal Audit Updates, consisted of discussing the following topics: New Complaints Procedures, Information Systems Auditor Search, Nashville State Community College Director of Internal Audit Vacancy, and TN Colleges and Universities Internal Audit Retreat set

for October 2019. Mr. Batson stated that Cynthia Cortesio, Roane State Community College Interim Director of Internal Audit, has completed her Certified Internal Auditor certification and has been approved as the Director of Internal Audit for Roane State Community College. This item was for informational purposes and required no action.

Item II, Consent Agenda, included one topic for approval. Item II.a., Review of Internal Audit Plans for Fiscal Year 2020, was presented by Mike Batson. A motion was made by Regent Prescott and seconded by Regent Burdine to approve the audit plans. The Committee voted to approve the audit plans as presented. The audit plans are included as Attachment B to these minutes.

Item III., Review of Internal Audit Year-End Status Reports for Fiscal Year 2019, was presented by Mike Batson. This item was for informational purposes and required no action.

Item IV., Review of Audit Committee Charter, Responsibilities, and the IIA Standards, was presented by Mike Batson. The committee did not have any changes to the Audit Committee Charter this year. A motion was made

by Regent Burdine and seconded by Regent Prescott to keep the current Audit Committee Charter in place. The Committee voted to approve keeping the current charter in place.

There being no further business to come before the Committee on Audit, Regent Prescott made a motion to adjourn and it was seconded by Regent Burdine. The meeting was adjourned.

Respectfully submitted,

Committee on Audit

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Tom Griscom, Committee Chair



## Attachment A

### Summary of Internal Audit Reports and Investigations Issued During the Quarter\*

#### Internal Audit Reports for Informational Purposes- Financial Management

CISCC	Maintenance/Tuition and Related Fees
CISCC	NACHA
NeSCC	Bank Reconciliations
NeSCC	Accounts Receivable
STCC	Special Review of a Vendor Issue

#### Internal Audit Reports for Informational Purposes- Institutional Support

ChSCC	Student Complaint and Grade Appeal Process
DSCC	Faculty Sick Leave Reporting
DSCC	Federal Work Study

#### Internal Audit Reports for Informational Purposes- Conflict of Interest

ChSCC	Conflict of Interest
CISCC	Conflict of Interest
DSCC	Conflict of Interest
JSCC	Conflict of Interest
NeSCC	Conflict of Interest
PSCC	Conflict of Interest
RSCC	Conflict of Interest
STCC	Conflict of Interest

#### Internal Audit Reports for Informational Purposes- CCTA Workforce Development

NaSCC	Workforce Development
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#### Internal Audit Reports for Informational Purposes- Follow-up to State Audit Reports

NaSCC	Follow-up to the State Audit Report for FY 16 & 17
NeSCC	Follow-up to the State Audit Report for FY 16 & 17
RSCC	Foundation Follow-up to the State Audit Report for FY 16 & 17
RSCC	Follow-up to the State Audit Report for FY 16 & 17
TBR	Follow-up to the State Audit Report for FY 16 & 17
WSCC	Follow-up to the State Audit Report for FY 16 & 17

#### Internal Audit Reports for Informational Purposes- TCAT Reviews

Pulaski	President's Expense Audit
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Internal Audit Reports for Informational Purposes- Investigations

ChSCC	INV 19-02: Humanities Textbooks
MSCC	INV 16-04: Women's Basketball Follow-up
MSCC	INV 18-04: Dual Enrollment Compensation
MSCC	INV 18-03: Additional Follow-up-Academic Dean of the Smyrna Campus Out-of-State Travel
Elizabethton	INV 19-05: Review of Embezzlement
Knoxville	Special Review of Student Complaint
Knoxville	INV 19-02: Review of Personnel Issue

\* A Limited Official Use Only report for Northeast State Community College- Follow-up to the LOU State Audit Report for FY 2016 & 2017 was completed on May 21, 2019; Tennessee Board of Regents System Office - Follow-up to the LOU State Audit Report for FY 2016 & 2017 was completed on June 3, 2019; Walters State Community College- Follow-up to the LOU State Audit Report for FY 2016 & 2017 was completed on July 3, 2019. These reports will be shared in the Audit Committee Executive Session.

**Attachment B**  
**Approved Audit Plans for**  
**Fiscal Year 2020**

**Chattanooga State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
5.0	Management Advisory Services	IS	C	120.0	Jul-19
5.0	State Audit Assist/Follow-up	FM	F	75.0	Jul-19
5.0	Follow up Reviews	IS	F	85.0	Jul-19
5.0	Unscheduled Investigations	IS	I	70.0	Jul-19
5.0	Developing Investigations-Assist TBR	IS	I	15.0	Jul-19
5.0	YE Procedures FYE 2019	FM	S	10.0	Jun-19
5.0	YE Procedures FYE 2020	FM	S	15.0	Jun-20
5.0	Motlow President's Expense	FM	R	100.0	Aug-19
5.0	Enterprise Risk Assessment	IS	M	35.0	Nov-19
5.0	Workforce Training Hours	SS	R	70.0	Jan-20
5.0	Foundation	AD	R	100.0	Nov-19
5.0	Campus Safety	IS	R	60.0	Mar-19
5.0	IAR-NACHA-2019	IT	S	60.0	Jul-19
5.0	Faculty Credentials	IA	S	100.0	Oct-19
5.0	TCAT Truck Driving Program	IA	S	75.0	May-20
5.0	TCAT Cosmetology Product Purchases	IA	S	60.0	Sep-19
5.0	TCAT Client Services Processes	IA	S	60.0	Sep-19
3.5	Software License Compliance	IT	A	40.0	May-18
<b>Total:</b>				<b>1150.0</b>	

Estimated Available Hours For Audits = **1080**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other



**Columbia State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
5.0	State Audit Year End Work	FM	R	22.5	May-20
2.3	Advancement/Development	AD	R	150.0	Oct-19
2.2	Campus Security	PP	R	150.0	Jan-20
2.2	Economic & Community Development	IA	R	50.0	Mar-20
4.3	Incident Response & Reporting	IT	A	100.0	Oct-19
4.2	Disaster Recovery/Business Continuity	IT	A	100.0	Oct-19
4.1	Data Stewardship/Access	IT	A	150.0	Aug-19
	Financial Aid	SS	A	22.5	Feb-19
	Policy Review	IS	A	15.0	Oct-18
5.0	Review Management's Risk Assessment Process	FM	M	22.5	Oct-19
3.5	Title IX Gender Equity Assessment	AT	C	52.5	Aug-19
	Informal Consulting	IS	C	110.0	Jul-19
5.0	State Audit Follow-Up	FM	F	75.0	Feb-20
5.0	Engagement Follow-up	IS	F	30.0	Jan-20

**Total: 1050.0**

Estimated Available Hours For Audits = **1050**

**Functional Areas:**

- AD - Advancement
- AT - Athletics
- AX - Auxiliary
- FM - Financial Management
- IA - Instruction & Academic Support
- IS - Institutional Support
- IT - Information Technology
- MC - Marketing and Campus Activities
- PP - Physical Plant
- RS - Research
- SS - Student Services

**Audit Types:**

- R - Required
- A - Risk-Based (Assessed)
- S - Special Request
- I - Investigation
- P - Project (Ongoing or Recurring)
- M - Management's Risk Assessment
- C - Consultation
- F - Follow-up Review
- O - Other

**Dyersburg State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
	Foundations	FM	R	90.0	Dec-19
	Physical Security/Campus Safety	PP	R	65.0	Mar-20
	Follow-up to State Audit	FM	F	45.0	Jan-20
	Risk Assessment - Quality	IS	R	102.5	Sep-19
	Workforce Development Contact Hours	AD	R	35.0	Feb-20
	Year End Bank Confirmations	FM	R	30.0	Jun-20
	Unscheduled Investigations	IS	I	60.0	TBD
	General Consultation	IS	C	80.0	TBD
	PII Review	IS	P	130.0	Aug-19
	Follow-up Audits	IS	R	80.0	Aug-19
3.65	Human Resources	IS	A	120.0	Mar-20
4.05	Cash Handling Procedures	FM	A	65.0	Sep-19
4.15	Athletics - Eligibility	AT	A	40.5	Oct-19
4.05	Athletics - Camps and Clinics/Fundraising	AT	A	60.0	Jan-20
3.25	Records Mgmt and Retention	FM	A	90.0	Apr-20
<b>Total:</b>				<b>1093.0</b>	

Estimated Available Hours For Audits = 1092.5

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other

**Jackson State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
	Inv 18-01	IA	I	100.0	September 2018
	Inv 19-01 - carryforward	AT	I	40.0	August 2018
	Access and Diversity Follow up	FM	F	125.0	August 2019
	President's Expense Audit	IS	R	130.0	August 2019
	Foundation	AD	R	130.0	September 2019
	Study Abroad Follow up	IA	F	75.0	September 2019
	Workforce Development Follow up	IA	F	75.0	October 2019
	Workforce Development	IA	R	130.0	October 2019
	Risk Assessment	IS	M	50.0	November 2019
	Campus Safety	IS	R	130.0	November 2019
	Veterans Affairs Student Records	SS	S	130.0	November 2019
	Conflict of Interest Follow up	IS	F	75.0	January 2020
	Inv 18-03 Follow up	SS	F	125.0	January 2020
	Emergency Preparedness Follow up	IS	F	75.0	February 2020
	Payroll Follow up	FM	F	125.0	March 2020
	Inv 19-01 Follow up	AT	F	75.0	May 2020
	Year-end Procedures	FM	R	30.0	June 2020
	General Consultation	IS	C	75.0	as needed
<b>Total:</b>				<b>1695.0</b>	

Estimated Available Hours For Audits = **1667.5**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other

**Motlow State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
5.0	Foundation	AD	R	125.0	Nov-19
5.0	Campus Security	PP	R	75.0	Feb-20
5.0	Workforce Development and Follow Up	SS	R	80.0	Mar-20
5.0	Risk Assessment - Quality	IA	M	30.0	Nov-19
5.0	Academic Affairs - Faculty Credentials	IA	A	85.0	May-20
5.0	Dashboard Access	SS	A	150.0	Dec-19
5.0	Student Affairs - Satisfactory Academic Process	SS	A	125.0	Apr-20
5.0	INV 1901	FM	I	40.0	Aug-19
5.0	Follow Up INV 1601	IA	F	10.0	Jul-19
5.0	Follow Up INV 1604	AT	F	30.0	Nov-19
5.0	Follow Up INV 1801	SS	F	40.0	Sep-19
5.0	Follow Up INV 1802	AT	F	30.0	Aug-19
5.0	Follow Up INV 1804	AT	F	30.0	Dec-19
5.0	Follow Up Access and Diversity	FM	F	50.0	Jul-19
5.0	Follow Up Information Technology	IT	A	30.0	Oct-19
5.0	Study Abroad	IA	R	40.0	Jul-19
5.0	General Consultation	FM	C	80.0	Jul-19
5.0	State Audit Assistance - Year End	FM	R	20.0	Jul-19
5.0	Unscheduled Investigations	IS	I	50.0	Jul-19

**Total: 1120.0**

Estimated Available Hours For Audits = **1122**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other



**Northeast State  
Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
5.0	Workforce Development Training Hours 2020	SS	R	75.0	Jan-20
5.0	Walters State President Expense Audit	FM	R	125.0	Aug-19
5.0	Foundation	AD	R	100.0	Nov-19
5.0	Campus Safety	IS	R	75.0	Mar-20
4.4	Key Control	PP	A	100.0	Sep-19
5.0	Access Termination	IT	S	100.0	Oct-19
5.0	Grants and Contracts	FM	A	75.0	Jul-19
5.0	Unscheduled Investigations	IS	I	100.0	Jul-19
5.0	State Audit Assistance - Year End	FM	R	20.0	Jun-20
5.0	Special Requests and Projects	IS	S	85.0	Jul-19
5.0	Other Audit Follow-Up	IS	F	50.0	Jul-19
5.0	Risk Assessment	IS	M	45.0	Nov-19
5.0	Management Advisory Services	IS	C	100.0	Jul-19

**Total: 1050.0**

Estimated Available Hours For Audits = 1050

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other

**Pellissippi State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
5.0	Foundation	AD	R	150.0	Nov-19
5.0	Campus Security	IS	R	75.0	Jan-19
5.0	Year End Inventory & Cash Counts	FM	R	30.0	Jun-19
5.0	Funding Formula-Workforce Development	IS	R	45.0	Apr-19
5.0	Audit Follow-Up (including State Audit)	FM	F	45.0	Jul-19
5.0	Risk Assessment	IS	M	22.5	Oct-19
5.0	Faculty Credentials	IA	S	112.5	Oct-19
5.0	Review of Compliance Assist	IA	S	30.0	Feb-19
5.0	Advancement Management Advisory Services, Consultation, etc.	AD	C	37.5	Jul-19
5.0	Finance Management Advisory Services, Consultation, etc.	FM	C	37.5	Jul-19
5.0	Institutional Support Management Advisory Services, Consultation, etc.	IS	C	105.0	Jul-19
5.0	Unscheduled Investigations and Special Requests	IS	I	37.5	Jul-19
3.7	Service Department - Maintenance	PP	A	200.0	Sep-19
3.5	Travel	FM	A	75.0	Aug-19

**Total: 1002.5**

Estimated Available Hours For Audits = **1002.5**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other

**Roane State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
5.0	Campus Safety & Security	IS	R	60.0	Jan-20
5.0	Foundation - Policies, Operations	AX	R	105.0	Oct-19
5.0	Workforce Development	SS	R	60.0	Mar-20
5.0	Year End Cash Counts	FM	R	45.0	Jul-19
3.4	International Education	IA	A	52.5	Sep-19
5.0	Enterprise Risk Assessment	IS	M	75.0	Jul-19
3.1	ACA Reporting	FM	S	75.0	Sep-19
3.8	Healthcare Programs Admissions	IA	S	105.0	Sep-19
4.5	Accounts Receivable	FM	S	75.0	Aug-19
3.8	Workload/Release Time	IA	S	22.5	Jul-19
5.0	State Audit Follow-up	FM	F	52.5	Jul-19
5.0	IAR Audit Follow-up	FM	F	37.5	Jul-19
5.0	Unscheduled Investigations	FM	I	90.0	Jul-19
5.0	Management Advisory Services	IS	C	142.5	Jul-19
4.1	Foundation - Restricted Funds	AX	S	52.5	Aug-19

**Total: 1050.0**

Estimated Available Hours For Audits = **1050**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other

**Southwest Tennessee Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
	IAR-Cash Count	FM	A	37.5	Jun-20
	Out of State Tuition	SS	S	97.5	Jul-19
	Review of Time Sheets Preparation	FM	S	97.5	Jul-19
	Review of Accounts Payable Vendors	FM	S	97.5	Aug-19
	Foundation Audit	IS	R	97.5	Sep-19
	Campus Safety Audit	IS	R	97.5	Oct-19
	Workforce Development Audit	SS	R	97.5	Nov-19
	FU-State Audit	FM	F	90.0	Dec-19
	FU- Review of Public Safety Inventory Pro	IS	F	11.5	Jan-20
	FU-Federal Work Study	FM	F	90.0	Feb-20
	FU-Special Review of Vendor Issue	FM	S	22.5	Mar-20
	FU-Conflict of Interest Year 2019	FM	S	22.5	Apr-20
	IAR-Risk Assessment	IS	A	37.5	May-20
	FU-Internal Audit Follow Up	IS	F	15.0	Jul-19
	IAR-General Consultant	SS	C	82.5	Jul-19
	Unscheduled Investigation	FM	I	82.5	Jul-19
	ACM-Audit Software	FM	P	60.0	Jul-19
	FU-Compensatory Time	FM	F	11.0	Jul-19
<b>Total:</b>				<b>1147.5</b>	

Estimated Available Hours For Audits = **1147.5**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other



**Volunteer State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
8.5	Financial Aid Work Study	SS	S	200.0	Aug-19
8.1	Campus Safety	IS	R	175.0	Jan-20
7.9	Foundation	AD	R	200.0	Oct-19
7.4	Workforce Development	IA	R	175.0	Mar-20
5.0	President's Expense - Nashville State	FM	R	200.0	Aug-19
5.0	State Audit Follow-Up	FM	F	175.0	Nov-19
5.0	State Audit Year-End Work	FM	R	40.0	May-20
5.0	Follow-Up Activities	IS	F	75.0	Nov-19
5.0	General Consultation	IS	C	40.0	Jul-19
5.0	Management Risk Assessment	IS	M	100.0	Jul-19
5.0	Unscheduled Investigations	IS	I	40.0	Jul-19
5.0	Conflict of Interest	FM	A	50.0	May-19

**Total: 1470.0**

Estimated Available Hours For Audits = **1470.0**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other

**Walters State Community College  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
5.0	Management Advisory Services	IS	C	300.0	Jul-19
5.0	State Audit Assist/Follow-up	FM	F	12.0	Oct-19
5.0	IAR-WSCC Foundation 2020	IS	R	90.0	Oct-19
5.0	IAR-FU-CCTA-WorkforceTrainingHours20	SS	F	22.5	Oct-19
5.0	IAR-Physical Security/Campus Safety 2020	IS	R	40.0	Feb-19
5.0	Unscheduled Investigations	IS	I	105.0	Jul-19
5.0	IAR-WSCC President's Expenses Audit 2020	FM	R	22.5	Aug-19
5.0	All-Inclusive Enterprise Risk Assessment	IS	M	22.5	May-19
5.0	IET Risk Assessment	IS	M	45.0	Oct-19
5.0	IAR-WSCC Conflicts of Interest 2019	IS	R	37.5	Jun-19
5.0	IAR-QAR Self & External	IS	P	22.5	Jul-19
5.0	YE Procedures FYE 2019	FM	S	22.5	Jun-19
5.0	YE Procedures FYE 2020	FM	S	22.5	May-20
5.0	IAR-NACHA-2019	IT	S	75.5	May-19
5.0	IAR-NACHA-2020	IT	S	105.0	Jan-21
5.0	IAR-CCTA-Workforce Training Hours 2020	SS	R	105.0	Mar-19
<b>Total:</b>				<b>1050.0</b>	

Estimated Available Hours For Audits = **1050**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other

**Tennessee Board of Regents - Investigations  
Internal Audit Plan  
Fiscal Year Ending June 30, 2020**

<b>Risk</b>	<b>Audit</b>	<b>Area</b>	<b>Type</b>	<b>Hours Planned</b>	<b>Audit Start Date</b>
	Conflict of Interest	IS	R	75.0	Jun-19
	Consultation with Campus Auditors	IS	C	275.0	Jul-19
	Investigation Management	IS	P	275.0	Jul-19
	State Audit Follow-up for TBR	IS	R	37.5	Jan-20
	Unscheduled Investigations	FM	I	100.0	Jul-19
	INV TBR 19-03	SS	I	75.0	Apr-19
	INV TBR 19-04	FM	I	100.0	Mar-19
	INV TBR 19-06	FM	I	37.5	Jul-19
	INV TBR 19-07	IA	I	37.5	May-19
	INV TBR 19-08	IS	I	37.5	Jul-19

**Total: 1050.0**

Estimated Available Hours For Audits = **1,050**

**Functional Areas:**

AD - Advancement  
 AT - Athletics  
 AX - Auxiliary  
 FM - Financial Management  
 IA - Instruction & Academic Support  
 IS - Institutional Support  
 IT - Information Technology  
 MC - Marketing and Campus Activities  
 PP - Physical Plant  
 RS - Research  
 SS - Student Services

**Audit Types:**

R - Required  
 A - Risk-Based (Assessed)  
 S - Special Request  
 I - Investigation  
 P - Project (Ongoing or Recurring)  
 M - Management's Risk Assessment  
 C - Consultation  
 F - Follow-up Review  
 O - Other

TCAT Internal Audit Plan Fiscal Year Ending June 30, 2020						
Risk	Audit		Area	Type	Hours Planned	Audit Start Date
NA	FY 20 Perkins Audit		FM	A	100.0	Jan-20
NA	FY 20 TCAT Consultation		FM	C	250.0	Jul-19
NA	FY 20 TCAT Risk Assessment		FM	R	75.0	Oct-19
NA	FY 20 TCAT Audit Program		FM	C	75.0	Jul-19
NA	FY 20 TCAT Year End Procedures		FM	C	75.0	Jun-20
NA	FY 20 TCAT Foundation		FM	R	100.0	Jul-19
4.2	FY 19 TCAT Knoxville SFA	FN1	FM	A	15.0	Oct-19
4.2	FY 19 TCAT Memphis SFA	FN1	FM	A	15.0	Oct-19
4.2	FY 18 TCAT Memphis President's Expense	FN1	FM	R	15.0	Oct-19
4.1	FY 19 TCAT Elizabethton SFA	FN1	FM	A	15.0	Oct-19
4.1	FY 20 TCAT Elizabethton President's Expense		FM	R	15.0	Oct-19
3.6	FY 17 Nashville-IAR-Equipment/Security Review	FN1	FM	A	7.5	Nov-19
3.6	FY 19 TCAT Nashville SFA	FN1	FM	A	7.5	Nov-19
3.6	FY 18 TCAT Nashville President's Expense	FN1	FM	R	7.5	Nov-19
3.1	FY 19 TCAT Jackson SFA	FN1	FM	A	7.5	Feb-20
3.0	FY 19 TCAT Murfreesboro SFA	FN1	FM	A	7.5	Jan-20
3.0	FY 20 TCAT Murfreesboro President's Expense		FM	R	7.5	Jan-20
2.8	FY 17 Ripley-IAR-Equipment/Security Review	FN1	FM	A	15.0	Oct-19
2.8	FY 19 TCAT Ripley SFA	FN1	FM	A	7.5	Oct-19
2.8	FY 18 TCAT Ripley-President's Expense	FN1	FM	R	15.0	Oct-19
2.8	FY 19 TCAT Crump SFA	FN1	FM	A	7.5	Feb-20
2.7	FY 19 TCAT Morristown SFA	FN1	FM	A	15.0	Mar-20
2.7	FY 20 TCAT Morristown President's Expense		FM	R	15.0	Mar-20
2.6	FY 19 TCAT Pulaski SFA	FN1	FM	A	7.5	Jan-20
2.6	FY 17 Paris-IAR-Equipment/Security Review	FN1	FM	A	7.5	Sep-19
2.6	FY 19 TCAT Paris SFA	FN1	FM	A	7.5	Sep-19
2.6	FY 20 TCAT Paris President's Expense		FM	R	15.0	Sep-19
2.6	FY 19 TCAT McMinnville SFA	FN1	FM	A	7.5	May-20
2.6	FY 20 TCAT McMinnville President's Expense		FM	R	7.5	May-20
2.6	FY 19 TCAT Shelbyville SFA	FN1	FM	A	7.5	May-20
2.5	FY 19 TCAT Harriman SFA	FN1	FM	A	7.5	May-20
2.5	FY 20 TCAT Harriman President's Expense		FM	R	7.5	May-20
2.4	FY 19 TCAT Livingston SFA	FN1	FM	A	7.5	May-20
2.4	FY 19 TCAT Crossville SFA	FN1	FM	A	7.5	Mar-20
2.4	FY 20 TCAT Crossville President's Expense		FM	R	7.5	Mar-20
2.4	FY 19 TCAT Newbern SFA/Equipment/Security/Review	FN1	FM	A	7.5	Feb-20
2.3	FY 19 TCAT Whiteville SFA	FN1	FM	A	7.5	Feb-20
2.3	FY 20 TCAT Dickson President's Expense		FM	R	7.5	Feb-20
2.3	FY 19 TCAT Dickson SFA	FN1	FM	A	7.5	Feb-20
2.2	FY 19 TCAT Oneida SFA	FN1	FM	A	7.5	Mar-20
2.1	FY 17 TCAT Covington-IAR-Equipment/Security Review	FN1	FM	A	15.0	Apr-20
2.1	FY 19 TCAT Covington SFA	FN1	FM	A	7.5	Apr-20
2.1	FY 17 TCAT McKenzie-IAR-Equipment/Security Review	FN1	FM	A	7.5	Sep-19
2.1	FY 19 TCAT McKenzie SFA	FN1	FM	A	7.5	Sep-19
1.9	FY 19 TCAT Hohenwald SFA/Equipment/Security Review	FN1	FM	A	7.5	Jan-20
1.7	FY 19 TCAT Hartsville SFA	FN1	FM	A	7.5	May-20
1.6	FY 19 TCAT Jacksboro SFA	FN1	FM	A	7.5	Apr-20
1.6	FY 17 TCAT Athens-IAR-Equipment/Security Review	FN1	FM	A	15.0	Apr-20
1.6	FY 19 TCAT Athens SFA	FN1	FM	A	7.5	Apr-20
1.6	FY 18 TCAT Athens President's Expense	FN1	FM	R	7.5	Apr-20
1.0	FY 19 TCAT Chattanooga SFA	FN1	FM	A	15.0	Mar-20
<b>Total:</b>					<b>1110.0</b>	
Estimated Available Hours For Audits = <b>1,197.5</b>						
<b>Functional Areas:</b>			<b>Audit Types:</b>			
AD - Advancement			R - Required			
AT - Athletics			A - Risk-Based (Assessed)			
AX - Auxiliary			S - Special Request			
FM - Financial Management			I - Investigation			
IA - Instruction & Academic Support			P - Project (Ongoing or Recurring)			
IS - Institutional Support			M - Management's Risk Assessment			
IT - Information Technology			C - Consultation			
MC - Marketing and Campus Activities			F - Follow-up Review			
PP - Physical Plant			O - Other			
RS - Research						
SS - Student Services						
FN1: Audits delayed due to Banner implementation and training at the central office for TCAT staff.						



BOARD TRANSMITTAL

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MEETING:	Quarterly Board Meeting
SUBJECT:	Regents Award for Excellence in Philanthropy
DATE:	September 20, 2019
PRESENTER:	Regent Danni Varlan
ACTION REQUIRED:	Information Purposes Only
STAFF'S RECOMMENDATION:	Not Applicable

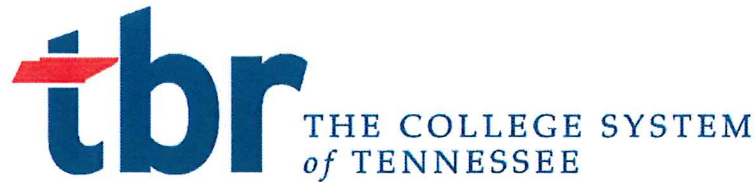
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Recipients of the Regents award for Excellence in Philanthropy are selected based on their generous giving of their time, resources, influence on volunteers to become involved in fundraising, active promotion of higher education, leadership in philanthropy, exceptional civic responsibility, and integrity.

Jimmy Lail of Associated General Contractors of East Tennessee (AGC) accepted the prestigious Regents Award for Excellence in Philanthropy as nominated by Chattanooga State Community College on July 29, 2019.

Photographed below are President Rebecca Ashford, Jimmy Lail, and Regent Tom Griscom.





**Tennessee Board of Regents**  
**Quarterly Board Meeting**  
September 19, 2019

**AGENDA**

**1. APPRENTICESHIP UPDATE** (*Vice Chancellor Carol G. Puryear*)

The Office of Economic and Community Development continues to work on numerous apprenticeship programs in a variety of critical business sectors. Vice Chancellor Puryear will discuss the details of Electrical Apprenticeship Program at TCAT Nashville, and JR Automation with the Metropolitan Nashville Airport Authority at TCAT Murfreesboro. The Vice Chancellor will also update the Board on the \$1.4 million Federal Department of Labor grant for statewide apprenticeship expansion, and TBR ECD's role in this grant.

**2. TENNESSEE HIGHER EDUCATION COMMISSION PRELIMINARY NUMBERS**  
(*Vice Chancellor Carol G. Puryear*)

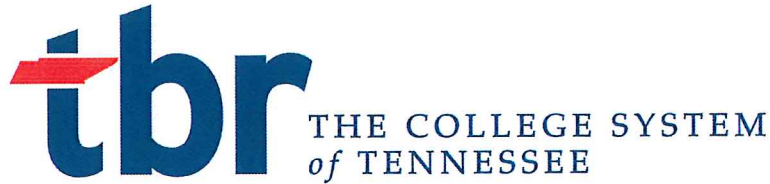
The Tennessee Higher Education Commission collects annual workforce training enrollment and clock hour data from TBR community colleges as part of its Higher Education Funding Formula calculations. TBR ECD also collects similar data from the Tennessee Colleges of Applied Technology (TCATs), and TBR colleges have just completed their reports for 2018-2019. While results are pending THEC review in late September, Vice Chancellor Puryear will discuss initial reporting and trends for TBR workforce training across Tennessee.

**3. UPDATE ON TBR ECD PROJECTS** (*Vice Chancellor Carol G. Puryear*)

Vice Chancellor Puryear will provide an update on new and existing TBR ECD projects, including:

- TBR ECD has been awarded the **USDA Rural Business Co-operative Service Grant** of \$250,000 with \$250,000 community match to assist in providing funds and technical assistance to improve community and economic issues in four rural counties. The grant benefits the distressed counties of Decatur, Henderson, Lexington City, Perry, and Chester counties. The USDA expressed excitement about the innovative design of the grant, and upon completion of the project they would like to explore scaling the method to other parts of the country.

- TBR's **Prison Initiative**. The Tennessee Board of Regents has actively been involved with working with our Department of Corrections. This presentation will highlight current programs along with this new initiative. Beginning in January 2020, TCATs Oneida, Dickson, and Newbern will offer Computer Information Technology and Construction at their respective correctional centers. Through this initiative the TCATS will work with the prison population and award workforce certificates to those who complete the program. This is part of a three-year project, adding additional sites each year.
- Workforce training is critical to Tennessee's success. It is also an important component of TBR's mission, and a top priority of Governor Lee. TBR will be highlighting and celebrating **Workforce Development Month** throughout September 2019, and TBR has organized a variety of marketing activities including social media posts, newsletters and press releases to promote workforce development across the state.



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BOARD TRANSMITTAL

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MEETING: September 2019 Quarterly Board Meeting

SUBJECT: Apprenticeship Update

DATE: September 19, 2019

PRESENTER: Vice Chancellor Carol G. Puryear

PRESENTATION REQUIREMENTS: 10 minutes

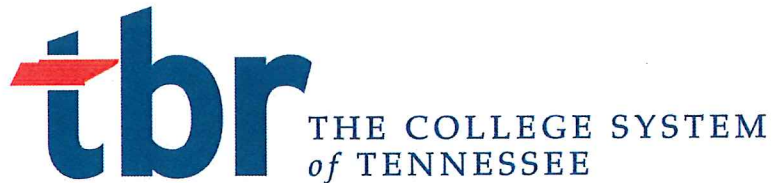
ACTION REQUIRED: None; Information Only

STAFF'S RECOMMENDATION: N/A

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The Office of Economic and Community Development continues to work on numerous apprenticeship programs in a variety of critical business sectors. Vice Chancellor Puryear will discuss the details of Electrical Apprenticeship Program at TCAT Nashville, and JR Automation with the Metropolitan Nashville Airport Authority at TCAT Murfreesboro. The Vice Chancellor will also update the Board on the \$1.4 million Federal Department of Labor grant for statewide apprenticeship expansion, and TBR ECD's role in this grant.





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BOARD TRANSMITTAL

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MEETING: September 2019 Quarterly Board Meeting

SUBJECT: THEC Preliminary Numbers

DATE: September 19, 2019

PRESENTER: Vice Chancellor Carol G. Puryear

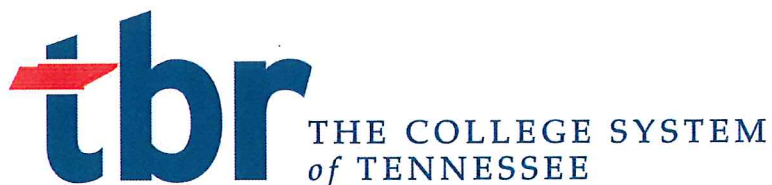
PRESENTATION REQUIREMENTS: 5 minutes

ACTION REQUIRED: None; Information Only

STAFF'S RECOMMENDATION: N/A

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The Tennessee Higher Education Commission collects annual workforce training enrollment and clock hour data from TBR community colleges as part of its Higher Education Funding Formula calculations. TBR ECD also collects similar data from the Tennessee Colleges of Applied Technology (TCATs), and TBR colleges have just completed their reports for 2018-2019. While results are pending THEC review in late September, Vice Chancellor Puryear will discuss initial reporting and trends for TBR workforce training across Tennessee.



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BOARD TRANSMITTAL

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MEETING: September 2019 Quarterly Board Meeting

SUBJECT: Update on TBR ECD Projects

DATE: September 19, 2019

PRESENTER: Vice Chancellor Carol G. Puryear

PRESENTATION REQUIREMENTS: 20 minutes

ACTION REQUIRED: None; Information Only

STAFF'S RECOMMENDATION: N/A

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Vice Chancellor Puryear will provide an update on new and existing TBR ECD projects, including:

- TBR ECD has been awarded the **USDA Rural Business Co-operative Service Grant** of \$250,000 with \$250,000 community match to assist in providing funds and technical assistance to improve community and economic issues in four rural counties. The grant benefits the distressed counties of Decatur, Henderson, Lexington City, Perry, and Chester counties. The USDA expressed excitement about the innovative design of the grant, and upon completion of the project they would like to explore scaling the method to other parts of the country.
- TBR's **Prison Initiative**. The Tennessee Board of Regents has actively been involved with working with our Department of Corrections. This presentation will highlight current programs along with this new initiative. Beginning in January 2020, TCATs Oneida, Dickson, and Newbern will offer Computer Information Technology and Construction at their respective correctional centers. Through this initiative the TCATS will work with the prison population and award workforce certificates to those who complete the program. This is part of a three-year project, adding additional sites each year.

- Workforce training is critical to Tennessee's success. It is also an important component of TBR's mission, and a top priority of Governor Lee. TBR will be highlighting and celebrating **Workforce Development Month** throughout September 2019, and TBR has organized a variety of marketing activities including social media posts, newsletters and press releases to promote workforce development across the state.



**Tennessee Board of Regents**  
*Committee on Academic Policies and Programs and Student Life*  
September 19, 2019

**AGENDA**

**1. PROPOSED DISSOLUTION OF TBR POLICY: 2:01:01:01 PERMANENT OR SEMI-PERMANENT OFF-CAMPUS INSTRUCTIONAL FACILITIES**  
*(Executive Vice Chancellor Russ Deaton)*

TBR staff members from the Office of Academic Affairs, the Office of Business and Finance, and the Office of Facilities Development have reviewed TBR Policy 2:01:01:01, *Permanent or Semi-Permanent Off-Campus Instructional Facilities*, and recommend dissolution of the policy. The requirements of the policy are neither applicable nor relevant to the current operations of the system or the State.

Policies of the Tennessee Higher Education Commission provide the criteria and procedure for establishing Permanent or Semi-Permanent Off-Campus Instructional Facilities and have final approval for all teaching locations. Existing TBR policies that address facilities development and acquisition will be revised to include a reference to the appropriate THEC policies. It is through those existing TBR policies that the Board will review and approve new facilities in accordance with THEC and State regulations.

**2. PROPOSED DISSOLUTION OF TBR POLICY: 2:02:00:00 ASSOCIATE DEGREE PROGRAMS**  
*(Executive Vice Chancellor Russ Deaton)*

Policy 2:02:00:00 Associate Degree Programs establishes the community colleges' priority to award the associate degree over the universities.

Whereas the Tennessee Board of Regents no longer governs any universities, the policy is inert and is recommended for dissolution.

This recommendation is supported by the Academic Affairs, Student Affairs, and Faculty Sub-Councils.

**3. PROPOSED REVISIONS TO TBR POLICY: 2:01:02:00 VOCATIONAL PROGRAM REVIEW AND APPROVAL**  
*(Executive Vice Chancellor Russ Deaton)*

The proposed policy revision clarifies TCAT academic awards and types of procedures.



**4. PROPOSED REVISIONS TO TBR POLICY: 2:04:00:00 ACADEMIC AND REGISTRATION CALENDAR** (*Executive Vice Chancellor Russ Deaton*)

Approval is requested for the revision of Guideline A-019 to become TBR Policy 2:04:00:00, *Academic and Registration Calendar*. The policy requires that “each community college will establish and publish in the institution’s *Catalog*, a minimum of one full year Academic Calendar that includes fall, spring, and summer semester, and any other academic timeframe(s) provided as options for enrolling in and completion of courses during the 12-month academic year, in accordance with the parameters and framework defined in the procedure.”

The following describes the significant changes from requirements previously defined by Guideline A-019:

1. All reference to requirements for TNeCampus were removed because calendars and all courses belong to the institution and not to TNeCampus.
2. Instead of mandating that spring and fall break must take place beginning week 8, this becomes a recommendation with the colleges having the option to schedule the semester break to align with Local Education Agencies (LEAs), providing that no other requirement of the common academic calendar template is altered.
3. Late registration shall not exceed seven calendar days from the first day of class in either fall, spring, or summer semesters.
4. Exceptions to this policy must be approved, in advance, by the Vice Chancellor for Academic Affairs and the Chancellor.

**5. PROPOSED REVISIONS TO TBR POLICY: 2:07:00:00 COST OF TEXTBOOKS** (*Executive Vice Chancellor Russ Deaton*)

The proposed policy revision has been informed by the recent Digital Engagement Initiative pilot and associated research. Substantive changes include:

1. Addition of Definition of Terms
2. Encouraging transition to a digital campus culture
3. Reinforcing faculty academic freedom

This recommendation is supported by the Academic Affairs, Student Affairs, and Faculty Sub-Councils.

**6. PROPOSED TCAT NEW PROGRAM IMPLEMENTATIONS, MODIFICATIONS, AND TERMINATIONS FOR TCATS** (*Executive Vice Chancellor Russ Deaton*)

Nineteen (19) program proposals are being presented for the Committee’s review and approval. This proposal will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries.

Nine (9) academic actions were submitted by a TCAT institution to the Executive Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Executive Vice Chancellor. Appropriate documentation to support the need was provided.

## **7. APPROVAL OF NEW DEGREE PROGRAM FOR COMMUNITY COLLEGE**

*(Executive Vice Chancellor Russ Deaton)*

Approval is requested for the establishment of a new A.A.S. in Entrepreneurship at Motlow State Community College. This is a unique degree program that does not currently exist in the State. However, it is anticipated that other colleges may pursue a similar program once this program is established.

Motlow State Community College faculty developed the curriculum using existing courses already delivered by the college in support of other degree programs. The program is projected to be self-sustaining from its inception with the only new costs being those associated with additional adjunct faculty.

The program is intended to encourage and support Tennessee College of Applied Technology (TCAT) graduates to continue their higher education endeavors to include an associate of applied science degree. Most of these students will be adult learners and therefore would be eligible for tuition funding through TN Reconnect.

The entire program will be available through institutional online delivery of all courses as well as on-ground deliver. Motlow State will deliver the program on-ground at the Fayetteville, McMinnville, Moore County, and Smyrna campuses.

## **8. INSTITUTIONAL MISSION STATEMENTS** *(Executive Vice Chancellor Russ Deaton)*

Per the Complete College Act of 2010 and reiterated in the FOCUS Act of 2016, the Tennessee Higher Education Commission (THEC) reviews and approves Institution Mission Profiles annually for all community colleges and universities. These profiles, which are distinct from institutional mission statements used for institutional accreditation, are used primarily to communicate the institution's distinct mission to stakeholders, and as a guide for THEC in the development of the outcomes-based funding formula. Institutions submit the proposed profile to its respective governing board for review and approval before submission to THEC for action. If approved, TBR will submit these profiles to THEC for review and action at its November 2019 quarterly meeting.

## **9. HIGHLIGHT SKILLSUSA NATIONAL AWARDS** *(Vice Chancellor Heidi Leming)*

Vice Chancellor Heidi Leming will open up the presentation with a brief overview of SkillsUSA and report on the expansion of this career and technical student organization to the community colleges. Next, the board will receive an update pertaining to the national awards and recognitions our students received during the 2019 SkillsUSA National Leadership and Skills Conference.

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BOARD TRANSMITTAL

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MEETING: Committee on Academic Policies and Programs  
and Student Life

SUBJECT: Policy Dissolution 2:01:01:01  
Permanent or Semi-Permanent Off-Campus  
Instructional Facilities

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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TBR staff members from the Office of Academic Affairs, the Office of Business and Finance, and the Office of Facilities Development have reviewed TBR Policy 2:01:01:01, *Permanent or Semi-Permanent Off-Campus Instructional Facilities*, and recommend dissolution of the policy. The requirements of the policy are neither applicable nor relevant to the current operations of the system or the State.

Policies of the Tennessee Higher Education Commission provide the criteria and procedure for establishing Permanent or Semi-Permanent Off-Campus Instructional Facilities and have final approval for all teaching locations. Existing TBR policies that address facilities development and acquisition will be revised to include a reference to the appropriate THEC policies. It is through those existing TBR policies that the Board will review and approve new facilities in accordance with THEC and State regulations.

# Permanent or Semi-Permanent Off-Campus Instructional Facilities: 2:01:01:01

## Topics

### Policy Area

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Academic Policies

### Applicable Divisions

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TCATs, Community Colleges

### Purpose

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The establishment of standards and procedures for the Tennessee Board of Regents' institutions to seek every means of facilitating student access and fostering their participation in the programs that the institutions provide.

### Definitions

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- Semi-Permanent Off-Campus Instructional Facilities - A semi-permanent off-campus instructional facility is one leased by the institution with prior approval of the *Board for multi-year use*.
- Permanent Off-Campus Instructional Facilities - A permanent off-campus instructional facility is one owned by the Tennessee Board of Regents for use by one or more of its institutions. Ownership of such facilities may be inherent or derived.
- Inherent Ownership - facility is approved, built or purchased, and maintained, in whole or in part, through the use of state funds appropriated for that specific purpose.
- Derived Ownership - the facility is donated to and accepted by the Tennessee Board of Regents and is maintained through the use of state funds appropriated for that specific purpose.

### Policy

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#### I. Introduction

- A. The Tennessee Board of Regents recognizes and strongly supports Tennessee's long-standing public policy of providing access for Tennesseans to public higher education.



## DISSOLUTION RECOMMENDED

- B. By the adoption into law of the Tennessee Challenge 2000 goals (T.C.A. § 49-5-5024), Tennessee formally recognizes the fundamental role of higher education in improving the quality of life of its citizens and in nurturing and sustaining the economic life of their communities and the State.
- C. Counties with limited access and low participation rates are invariably among the poorest in the state.
- D. In support of this public policy, therefore, the Tennessee Board of Regents directs its institutions to seek every means of facilitating student access and fostering their participation in the programs that the institutions provide.
- E. In so doing, the Board takes special note of the many citizens who, because of economic, family, work conditions, and geographic location, may find participation in post-secondary education difficult if not impossible.
- F. The Board encourages its institutions to reach out to these citizens by providing them both off-campus and technologically-delivered instruction as well as support services such as day-care, evening, week-end, and compressed scheduling of classes, sponsored scholarships, and financial aid.

### II. [Quality and Efficiency Standards](#)

- A. In carrying out this charge, however, quality and efficiency are and must be the controlling factors.
- B. Institutions must in all circumstances ensure that the quality of instruction meets or exceeds the national standards of good practice and is comparable in quality and results to the instruction provided on the main campus.

### III. [Selection of Off-Campus Instructional Facilities](#)

- A. These standards of quality and efficiency extend to the selection of off-campus instructional sites. Off-campus instructional facilities must be both conducive to learning and efficient in their operation.
- B. As a norm, institutions will seek to offer instruction in schools, community buildings, industrial training centers, and other such facilities where suitable space is provided at little or no cost to the institution and the state.

## DISSOLUTION RECOMMENDED

- C. Approval of these temporary instructional sites is subject to the provisions of TBR Guideline A-020, Inter-institutional Relationships & Off-Campus Offerings.

### IV. Establishment of Semi-Permanent or Permanent Off-Campus Instructional Facilities

- A. The Board recognizes, however, that under certain conditions and circumstances, a semi-permanent or permanent off-campus instructional facility designed to serve the needs of one or more institutions may be warranted or necessary and cost-effective.
- B. In such instances, institutions or the Board itself may initiate the process for the establishment of a semi-permanent or permanent off-campus teaching facility.
- C. Recognition of need for such a facility will generally grow out of the institutions or the Board's own strategic planning process. In every case, however, the establishment of a semi-permanent or permanent off-campus instructional facility must be thoroughly planned in advance and involve the Board and its staff throughout the planning process.
- D. To facilitate this planning, the Board, therefore, establishes the following rules governing the development of semi-permanent or permanent off-campus instructional facilities.

#### 1. Process for Establishing Semi-Permanent or Permanent Off-Campus Facilities

- a. The establishment of semi-permanent or permanent off-campus facilities constitutes a major investment on the part of the institution and the state and, therefore, requires proper planning and prior approval by the Board.
- b. The institution shall initiate the approval process in the following manner:
  - 1. Preliminary Assessment. The institution shall assess current access and participation conditions in the targeted area and the needs of its instructional program in that area. This assessment shall be strictly an internal process and shall not include assessment of the external support, possible funding sources, or the level of local and private interest. The focus, instead, shall be on the instructional needs of students in that area and on the facilities necessary for delivering the needed instruction. The assessment must, as a minimum, address the following considerations:

## DISSOLUTION RECOMMENDED

1. A description of the geographic area under consideration;
  2. Distance from and the quality of access to the main campus, other off-campus facilities, and other public or private post-secondary institutions;
  3. The level of educational achievement in the area as denoted in U.S. Census data and other sources;
  4. The number of students from the area who currently participate in post-secondary education and the institutions at which they are enrolled;
  5. The programs and courses currently offered in the area by the proposing institution and other public or private institutions;
  6. Historical enrollments of local residents in courses provided locally by the proposing institution or by other institutions;
  7. The number of temporary instructional facilities currently in use, the quality and suitability of those facilities, and total square footage in use;
  8. Current costs for rent, delivery of support services, maintenance, etc. associated with the use of each temporary instructional facility;
  9. The programs and courses needed but which cannot be delivered because of space or quality of space limitations;
  10. The ability of delivering the needed programs and services by Distance Education technologies; and
  11. The availability of additional space in the area suitable for the delivery of the needed programs and courses and the estimated cost of that space.
2. Letter of Intent. Upon determination of probable need, the president or director shall notify the Chancellor by Letter of Intent that conditions in the given locale or region are such that a semi-permanent or permanent

## DISSOLUTION RECOMMENDED

instructional facility may be necessary and warranted. A copy of the outcomes of the Preliminary Assessment should be attached.

3. Economic Impact Analysis. Upon receipt of the institution's Letter of Intent and its Preliminary Assessment, the Chancellor shall direct the staff to conduct a thorough study to determine the economic viability that will accrue to the region and the residents thereof by the development of the instructional facility. This study will, among other things, include an analysis of the region's current economy and a forecast of the long-term impact that the proposed facility will have on the economy of the targeted region.
4. Authorization to Proceed. After thorough staff review of the Preliminary assessment outcomes, the Chancellor shall notify the president or director that either:
  1. The conditions described in the Preliminary Assessment warrant further consideration and that the institution is authorized to proceed with a full-scale Feasibility Study or
  2. The present conditions as described in the Preliminary Assessment do not warrant further consideration at the moment.
    1. Prior to receiving the Letter of Authorization, the institution must not discuss the facility publically nor seek to enlist public or private support for its establishment.
    2. The use of any funds, public or private, raised or committed prior to the receipt of the Letter of Authorization will be subject to review by the Chancellor and the Board.
5. Feasibility Study. Upon receipt of the Letter of Authorization to Proceed, the institution shall organize and conduct a feasibility study. The study should accomplish the following objectives:
  1. Define and document the extent and level of need;

## DISSOLUTION RECOMMENDED

2. Define the type (lecture rooms, labs, etc.), quality, and amount of space needed;
  3. Determine whether or not the space needed may be currently available through lease or purchase;
  4. Determine the approximate cost of leasing, purchasing, or constructing the semi-permanent or permanent instructional facility;
  5. Determine and document the level of private and local financial support that will be made available; and
  6. Determine the amount of appropriated funding that would be required to purchase or build a permanent facility or to lease a semi-permanent facility.
6. Determination of Feasibility. Upon completion of the Feasibility Study, the president or director shall determine whether or not a positive recommendation to the Board is warranted. If a positive recommendation is warranted, the president or director shall communicate the recommendation by letter to the Chancellor. The recommendation must be accompanied by a full copy of the Feasibility Study.
  7. Staff Review and Chancellor's Response. Upon receipt of the president's or director's recommendation, the staff will conduct a thorough review of the Feasibility Study and may, as needed, request additional information and clarification from the institution. At the conclusion of the review, the Chancellor shall inform the president of the outcomes of the staff's review.
  8. Board Review and Action. If the staff review has been positive, the Chancellor shall communicate the staff's findings to the Board along with a recommendation for approval and authorization to plan.
  9. Planning and Implementation. Upon approval by the Board, the institution will, in consultation with the TBR Facilities Office, proceed to formal planning of the facility, ensuring that all the requirements of Board policy, Building Commission, and other state agencies are strictly followed.



DISSOLUTION RECOMMENDED

## Sources

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### Authority

T.C.A. §§ 49-8-203, 49-5-5024

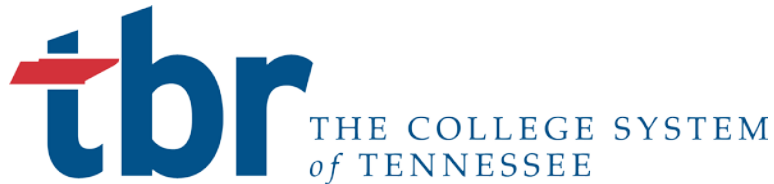
### History

TBR Meetings: June 19, 1998

## Related Policies

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- [Inter-Institutional Relationships & Off-Campus Offerings](#)



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BOARD TRANSMITTAL

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MEETING: Committee on Academic Policies and Programs  
and Student Life

SUBJECT: Policy Dissolution 2:02:00:00  
Associate Degree Programs

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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Policy 2:02:00:00 Associate Degree Programs establishes the community colleges' priority to award the associate degree over the universities.

Whereas the Tennessee Board of Regents no longer governs any universities, the policy is inert and is recommended for dissolution.

This recommendation is supported by the Academic Affairs, Student Affairs, and Faculty Sub-Councils.

## **2 – Academic Policies (recommending dissolution)**

**2:02:00:00**

**Name: Associate Degree Programs**

**Applies to: Community Colleges, Universities**

### **Purpose**

The purpose of this policy is to establish Tennessee Board of Regent policy regarding the awarding of Associate Degrees.

### **Policy**

### **Procedures**

- A. It is the policy of the State Board of Regents that associate degree programs, especially those designated as career education/vocational education, should be delivered by community colleges.
- B. In cities where there is a community college and a university, the community college shall be given exclusive rights to offer associate degree programs.
- C. In areas where there is a defined and documented need for associate degree programs, but no readily accessible community college, the university maybe given permission to offer the program provided a feasibility study has demonstrated that it is not economical for the community college to offer the program directly or through a cooperative arrangement with the university.
  1. Normally the feasibility study will be undertaken by the university desiring to offer the associate degree program and the most convenient community college.
  2. A member of the Board staff and a staff member from the Tennessee Higher Education Commission may be asked to serve on the study team.
  3. Together the two institutions will determine the most economical and suitable way to deliver the desired associate degree program.
  4. In every case, the needs of prospective students will be a paramount consideration in the final decision.
- D. In each instance where conditions warrant that a university requests approval to offer an associate degree program, the State Board of Regents shall evaluate the request in terms

of the standard program criteria used by the Board and the Tennessee Higher Education Commission.

- E. It is the intent of the State Board of Regents to remain at all times sensitive to the need to preserve the role and scope of each institution as well as to satisfy the needs of the residents of Tennessee.
- F. This policy does not affect any programs currently offered by an institution.

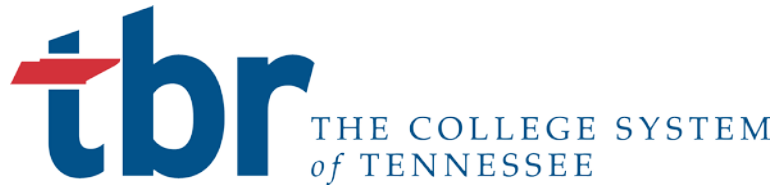
**Sources**

TBR Meetings, June 20, 1975; September 30, 1983

**Related Policies**

**Exhibits**

**Approvals**



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BOARD TRANSMITTAL

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MEETING: Committee on Academic Policies and Programs  
and Student Life

SUBJECT: Policy Revision 2:01:02:00  
Vocational Program Review and Approval

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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The proposed policy revision clarifies TCAT academic awards and types of procedures.



## Technical College ~~Vocational~~ Program Review and Approval

### Purpose

The Tennessee Board of Regents will provide the Tennessee Colleges of Applied Technology with the requirements for academic actions submitted in accordance with TBR Policy, which align with institutional accreditation and Council on Occupational Education standards.

### Applies to:

Tennessee Colleges of Applied Technology

### Definitions

1. Academic action includes any programmatic planned or unplanned substantive change as prescribed by the Council on Occupational Education.
2. Council on Occupational Education (COE) is the national accrediting agency for the technical colleges.
3. Establishment of a New ~~Career~~-Technical Program - a new ~~career~~-technical program that differs ~~in designation~~ from currently approved programs in the institution's program inventory.
4. Diploma- awarded to students who have demonstrated the competencies required for a program and whose total program length is have completed at least 900 clock hours.
5. ~~Proficiency~~-Certificate- awarded to students who have demonstrated the competencies required for a program and whose total program length is have completed at less than 900 clock hours.
6. Supplemental Certificate- are non-~~preparatory credit~~ awards, typically<sup>[1]</sup> related to a special industry or special courses that do not lead to a ~~D~~iploma or ~~proficiency C~~ertificate
7. Curriculog- an online, interactive curriculum workflow system into which all technical college new programs and program modifications are cataloged.

## Policy

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### I. Introduction

A. T.C.A. § 49-8-101 et seq. authorized the establishment of the College System of Tennessee.

~~B.A.~~ Among the powers given to the Tennessee Board of Regents (TBR) by this Act is the power "to prescribe curricula and requirements for diplomas and degrees."

~~C.B.~~ Technical college curriculum groups led by designated curriculum chairs leaders and program faculty determine course content or design and carry out curriculum revisions less extensive than those that the Board has reserved to itself or otherwise delegated.

~~D.C.~~ Per COE, institutions planning an academic action must submit an application through Curriculog and program development and implementation are contingent upon the academic action to include, but not limited to, new programs to the institution, new programs to the system, program modifications, and program duplication, for approval no later than 90 days prior to the change being implemented. All proposed academic actions submitted to TBR must factor in the COE timeline.

~~E.D.~~ This policy addresses:

1. TCAT Program Proposals That Must Be Taken to the Board
2. TCAT Program Proposals Approved by Board through Delegated Authority
3. Academic Proposals Requiring Only Notification to the Vice Chancellor for Academic Affairs

### II. Types of Procedures Area

A. TCAT Program Proposals That Must Be Taken to the Board

1. Beyond those delegated responsibilities, the Board reserves to itself the authority to review and approve all proposed actions pertaining to establishment of career-technical-Ddiploma and Certificate programs.
2. Establishment of a new career-technical program is defined as a new career-technical program that differs in curriculum, delivery format and/or location designation from currently approved Diploma programs or proficiency-Certificates in the institution's program inventory.

B. TCAT Program Proposals Approved by Board through Delegated Authority

1. ~~Programs new to the institution may be approved by the Board through delegated authority to the Chancellor.~~
2. ~~Summaries of these proposals will be reported to the Board, with a 14-day period following for Board concerns.~~

- ~~3. Any proposal questioned by a Board member during this 14-day period will be brought before the full Board at its next quarterly meeting.~~
- 4.1. Institutions shall request a program modification provide, to the Vice Chancellor for Academic Affairs through Curriculog the online curriculum portal, proposals related to the following:
- a. Establishment of Program ~~Options-Exit Points~~ - A exit points program option may be established within an ongoing full-time program when the basic portion of the new option is the same as the ongoing program but with the addition of specialized units of instruction that result in an additional diploma level job title. Other examples include moving a program to an off-campus site, adding or deleting exit points, etc.
  - b. Consolidation of Existing ~~career~~-technical programs — consolidation is when two or more programs are consolidated into one program to meet industry demands. For example, the pipefitting program and the plumbing program is consolidated into the Pipefitting and Plumbing program.
  - c. Inactivation of a ~~career~~-technical program - inactivation of a program may be requested when enrollment and placement factors indicate the program operation is not presently needed but it is the opinion of institution personnel that reactivation will be needed within a three-year period of time.
  - d. Termination of a career-technical program - termination of a program may be requested when enrollment and placement factors indicate the program is no longer needed in the institution's service area and it is the opinion of institution personnel that reactivation of the program is not expected in the foreseeable future.
  - d.e. Duplicated programs offered in same location in different timeframe
  - ~~e. Current on-ground programs that will be converted to a fully online delivery format or vice-versa~~
- 5.2. Revision of the Curriculum of eExisting common program curriculum Programs, ~~impacting other technical college and deviating from the standard curriculum, should~~ must be submitted through the Exhibit 14 form. The revision of existing common program curriculum does not apply to supplemental courses and special industry training.

- C. Academic Proposals Requiring Only Notification to Vice Chancellor
1. Changes to existing academic programs not listed above, that require no new costs or minimal costs that the campus will fund through reallocation of existing resources or through sources such as grants and gifts, may be approved through an established process by the institution.
  2. The Vice Chancellor for y Academic Affairs must be informed of such changes prior to implementation.
  3. Such action includes, but is not limited to, establishment of new credentials/exit points and changes such as the modification of the title of a program that does not affect another technical college program curriculum.

3-4. Dual credit and dual enrollment agreements in compliance with TBR Policy 2:01:00:05.

III.II. Procedures

A. Institutions wishing to effect changes that fall into any of the above categories will, therefore, comply with the following procedures.

~~A. Institutions wishing to effect program changes that fall into any of the above categories must submit through the online curriculum portal, Curriculog.~~

1. Regional nNotification of new programs must be sent through email to all community college presidents, chief academic officers, and presidents and vice-presidents of technical colleges. The notifications must include:
  - a. Title of the proposed program
  - b. Anticipated date for submission to the Board for approval
  - ~~b.c.~~ c. Location of program delivery
  - ~~e.d.~~ d. Anticipated date of implementation
  - ~~d.e.~~ e. Clock hours/program length
  - ~~e.f.~~ f. Brief program description
2. Approval Route of Academic Proposals
  - a. Proposals for all new programs and other academic actions must be submitted through the TBR Curriculog system for review by the Vice Chancellor for Academic Affairs.
  - b. At the conclusion of the review, the Vice Chancellor for Academic Affairs will transmit the proposal along with the recommendation to the Tennessee Board of Regents.
3. Schedule for the Submission and Approval of ~~career-technical~~ Proposals
  - a. The Board will consider ~~career-technical~~ proposals at each of its quarterly meetings.
  - b. Proposals must, however, be submitted by the date established by the Office of Academic Affairs at which Board consideration is desired in order to permit adequate review by the staff.
  - c. The time required for this review will vary according to the nature of the proposal.
- B. Finally, the Board reserves the authority to review either directly or through the Chancellor all other actions affecting the technical college programs of its institutions.
- C. The Board shall ~~It shall, moreover,~~ receive from the Chancellor periodic reports on the status of technical college programs as well as on matters pertaining to student access and to quality.
- D. For this purpose, institutions shall provide to the Chancellor or the Chancellor's designee the following and any other information specifically requested:
  1. Articulation Agreements: Articulation agreements between institutions or between distinct levels of programming (TBR Policy 2:01:00:03) at the same institution, if and when available;
  2. Accreditation Activities: Notice of scheduled self-studies, site visits, and other activities relative to institutional or programmatic accreditation and

reaffirmation as well as a copy of the formal notice of accreditation or reaffirmation.

3. Dual Enrollment agreements must be submitted through letter of notification and DocuSign. the online paperless workflow process prior to any secondary student enrollment at the technical college.

~~E.A. Institutions wishing to effect changes that fall into any of the above categories will, therefore, comply with the following procedures.~~

#### IV-III. Criteria for Reviewing Technical College Program Proposals

- A. A summary of the major criteria used by the TBR staff in evaluation of technical college proposals is presented below.
  1. The proposed action is appropriate to the mission, role, and scope of the institution.
  2. Need for the proposed action is evident from the supporting data on student interest, employer demand, and societal needs. Need must also be reflected in the projected level of student enrollment and the anticipated number of graduates.
  3. The proposed action does not constitute unnecessary duplication of technical programs available at other public institutions within the region. Partnerships or collaborations should be considered whenever needs might be met with greater efficiency.
  - 3-4. The proposed action should delineate a final award to be earned by the student. This shall be a Diploma if the program length is greater than 900 clock hours. This shall be a Certificate if the program length is less than 900 clock hours. The Chancellor must approve any exceptions.
  - 4-5. The proposed action reflects appropriately innovative design and the best available pertinent knowledge.
  - 5-6. The proposal documents the institution's ability to implement the proposed action in terms of:
    - a. fiscal resources,
    - b. support resources,
    - c. physical facilities, and
    - d. qualified personnel.
  - 6-7. When the proposed action is supported in whole or in part by articulation with another institution or by affiliation with other agencies for the provision of clinical or internship experiences, such articulation or affiliation should be acknowledged in the program design and copies of the articulation or affiliation agreements should be appended to the proposal.
  - 7-8. The proposed action is consistent with the achievement of the institution's goals.
  - 8-9. The proposal includes information about the online delivery format (if applicable).
  - 9-10. Proposals pertaining to programs should include a description of procedures for regular evaluation of the programs and units, including evaluation of the program's enrollment and productivity.



40.11. Proposals should include information related to accreditation, both COE and professional, and when applicable, provide a time frame for achieving the appropriate accreditation and approval certification from authorizing agencies.

V.IV. Sources of Specific Criteria

A. Listed below are illustrative sources of specific criteria that serve as bases for staff decisions relative to technical college proposals.

1. TBR Policy No. 2:01:00:03, Principles for Articulation in Vocational/ Technical Education
2. TBR Policy No. 2:03:00:00, Admissions
3. TBR Policy No. 2:03:01:05, Academic Retention and Readmission at the Tennessee Colleges of Applied Technology

## **Exhibits**

TCAT Curriculum Revision Exhibit 14

## **Sources**

March 17, 1989 State Board of Regents' Meeting; June 29, 2007 Quarterly Board Meeting.

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## **Related Policies**

- Principles for Articulation in Vocational/Technical Education
- Academic Retention and Readmission at the Tennessee Colleges of Applied Technology
- TCAT Programs, Changes, and Modifications
- Admissions

**Policy 2:01:02:00**

**Exhibit 1**

**INSTRUCTIONS SHEET FOR**  
**Revision of Curriculum of Existing Programs**  
**TBR Technical Colleges**

**PURPOSE:** To establish a methodology for ensuring academic quality and consistency of program curriculum for each TCAT program.

**DESCRIPTION/PROCESS:** This is an official document initiated, completed, and submitted by the TCAT Curriculum Chair/Co-Chair to the Academic Affairs office documenting recommendations for curriculum revision(s).

Program faculty should meet as a statewide program curriculum committee led by the Curriculum Chair at least once each academic year to review and/or consider revisions to the curriculum. The Chair would compile all proposed revisions from these program curriculum committee meeting(s) and submit along with this completed form to the Office of Academic Affairs.

The Office of Academic Affairs reviews the form, proposed curriculum revisions to certify completion, and then prepares for transmittal to TCAT Presidents.

Upon TCAT President approval, curriculum revisions are transmitted to Vice Chancellor of Academic Affairs for final approval signature.

**PROPOSED REVISION FORMAT:** Strike through the deleted courses, clock hours, or wording within the curriculum description. Underline new courses, clock hours or edited version of the curriculum description.

The following curriculum components are *required* in an Excel Spreadsheet format:

- Program Name
- Trimester
- Course Code
- Short Description
- Long Description
- Clock Hours
- Award
- Total Hours
- Delivery Schools

Please attach the version of the Common Curriculum containing all requested revisions in excel spreadsheet format AND send an email with an electronic copy of the requested revisions.

**Revision of Curriculum of Existing Programs**  
**TBR Technical Colleges**  
**(This includes additions, deletions, and changes)**

Curriculum Chair/Co-Chair for this proposal:

Date:

Program name: Click or tap here to enter text.

**(See below to determine whether this change can go through expedited process)**

**(Please select one of the boxes below)**

**Expedited Process includes, but is not limited to:**

- Change impacts two or fewer colleges
- Administrative oversight
- Curriculum change
- Other minor changes

**Non- Expedited Process includes, but is not limited to:**

- Changing the required number of clock hours for completion of a program
- Curriculum change (when this impacts another unit outside the college)
- Addition or deletion of program curriculum (course(s), exit point, certificate, diploma, etc.).

**Effective term for requested action:** \_\_\_\_\_ **Term- Year-**

***Please see TBR Policy on Technical College Program Review and Approval 2:01:02:00***

<https://policies.tbr.edu/policies/vocational-program-review-and-approval>

**Impact/Justification for the revision:** Click or tap here to enter text.

**Proposed revision format (see instructions):** Click or tap here to enter text.

**FROM:** **(CURRENT** common curriculum structure  
(program name, trimester, course code, short description, long  
description, hours, award, total hours)

**TO:** **(PROPOSED** program name, trimester, course code,  
short description, long description, hours, award, total hours

As the Curriculum Chair/Co-Chair, I have solicited input from all faculty members that these curriculum changes affect. Faculty members were informed of all curriculum changes that will be reviewed.

\_\_\_\_\_  
**Curriculum Chair/Co-Chair** **Date**

\_\_\_\_\_  
**Reviewed by Assistant Vice Chancellor of Academic Affairs** **Date**

\_\_\_\_\_  
**Approved by Vice Chancellor of Academic Affairs** **Date**

**THIS COMPLETED FORM SHOULD BE SENT FROM CURRICULUM CHAIR TO OFFICE OF ACADEMIC AFFAIRS**

**For Office Use**

Date approved by TCAT Presidents committee: \_\_\_\_\_

Date approved by Board of Regents (if needed): \_\_\_\_\_

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BOARD TRANSMITTAL

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MEETING: Committee on Academic Policies and Programs  
and Student Life

SUBJECT: Policy Revision 2:04:00:00 (previously Guideline A-019)  
Academic and Registration Calendar

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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Approval is requested for the revision of Guideline A-019 to become TBR Policy 2:04:00:00, *Academic and Registration Calendar*. The policy requires that “each community college will establish and publish in the institution’s *Catalog*, a minimum of one full year Academic Calendar that includes fall, spring, and summer semester, and any other academic timeframe(s) provided as options for enrolling in and completion of courses during the 12-month academic year, in accordance with the parameters and framework defined in the procedure.”

The following describes the significant changes from requirements previously defined by Guideline A-019:

1. All reference to requirements for TN eCampus were removed because calendars and all courses belong to the institution and not to TN eCampus.
2. Instead of mandating that spring and fall break must take place beginning week 8, this becomes a recommendation with the colleges having the option to schedule the semester break to align with Local Education Agencies (LEAs), providing that no other requirement of the common academic calendar template is altered.
3. Late registration shall not exceed seven calendar days from the first day of class in either fall, spring, or summer semesters.
4. Exceptions to this policy must be approved, in advance, by the Vice Chancellor for Academic Affairs and the Chancellor.



<https://policies.tbr.edu/guidelines/academic-calendar-and-student-registration>

**Key to changes:**

- strike outs and **red font** = initial revisions for first release
  - **yellow highlight** = changes based upon feedback after initial release
  - **blue highlight** = changes recommended by Faculty Sub-Council after approval of **Academic and Student Affairs Sub-Councils**
- 

**Policy Area**

Academic

Number – **2:04:00:00**; previously Guideline A-019

Name: ~~Academic Calendar and Student Registration~~

**Academic and Registration Calendar**

**Purpose**

The purpose of this policy is to provide a common academic calendar among community colleges to: 1) facilitate student enrollment at more than one institution and in collaborative programs, 2) enable institutions to share resources, including courses, faculty, and physical facilities, 3) encourage and support the formation of consortia and partnerships, 4) permit greater efficiency in system-wide information technology resources, **and 5) support data collection for compliance and accountability.**

**Applies To**

Community Colleges

**Definitions**

**NA**

## Policy

~~Each TBR community college will establish and publish in the institution's Catalog, a minimum of two Academic Calendars (12 months for each calendar) in accordance with the parameters and framework outlined in the procedure below.~~

Each community college will establish and publish in the institution's Catalog, a minimum of one full year Academic Calendar that includes fall, spring, and summer semester, and any other academic timeframe(s) provided as options for enrolling in and completion of courses during the 12-month academic year, in accordance with the parameters and framework defined in the procedure.

## Procedure

### I. Academic Calendar

All TBR community colleges will offer fall and spring terms that follow the Academic Calendar Template described in this procedure.

- A. Institutions may offer terms of alternate length in addition to the 15-week fall and spring semesters, but should be mindful of calendar conflicts and federal financial aid requirements.
- B. Institutions may develop the summer semester with the flexibility to optimize educational opportunities to best serve students, the community, and workforce needs. It is the responsibility of the institution to address potential calendar conflicts, federal financial aid requirements, and deadlines for data reporting that will be provided by TBR for the summer semester.

- C. Each semester, the 14th day of class must be identified as the last date a student can drop a class (withdraw) without a grade designation, including a “W,” appearing on the transcript. When providing alternate class formats, the institution is responsible for documenting equivalence in terms of student outcomes and competencies.

## II. Template

### A. Fall Semester, Full Term

1. Week 1 of Fall Semester begins with the first day of class.
  - (a) Classes begin the fourth Monday in August.
  - (b) Labor Day Holiday (1st Monday in September)
  - (c) It is recommended that Fall break for community colleges must be scheduled for Monday and Tuesday of week 8 or may be scheduled for the Monday and Tuesday of Thanksgiving week. However, community colleges may schedule Fall Break to align with Local Education Agencies (LEAs), providing that no other requirement of the common academic calendar template for fall semester is altered.

~~TN eCampus will follow the schedule of the community colleges.~~

2. Thanksgiving Break (Wednesday, Thursday, Friday, Saturday, and Sunday)
  - (a) Monday and Tuesday of Thanksgiving week may also be included if the fall break option described above is used. Wednesday is an extension of a break period where no classes will be held.
  - (b) Administrative close days are not impacted.
3. Classes End
  - (a) Flexibility is provided at the end of the semester to allow institutions to address concerns with the number of class sessions, lab availability, etc.
  - (b) All grades must be submitted no later than the Monday of Week 17 ~~except TN eCampus grades which will be delivered to the appropriate "home" institution no later than 4:30 p.m. on Friday of Week 16.~~
  - (c) Each TBR institution must establish and publish an end-of-term schedule for the last day of class and final exams. Appropriate time for completion of end of course assignments and preparation for final exams must be included in the schedule.
  - (d) The institution assumes responsibility for communicating any variations in breaks or end of term schedules to students and faculty engaged in collaborative programs.
4. Spring Semester, Full Term
  - a) Week 1 of Spring Semester begins with the first day of class.
  - b) Classes must begin on Tuesday after MLK holiday with the exception of when MLK is on the 21st of January, when classes will begin on the Monday before MLK holiday.
  - c) Martin Luther King Holiday (3rd Monday in January)
  - d) It is recommended that Spring break begin on Monday of week 8. However, community colleges may schedule Spring Break to align with Local Education Agencies (LEAs), providing that no other requirement of the common academic calendar template for spring semester is altered. ~~Spring break must take place beginning Monday of week 8 at all community colleges. TN eCampus will follow the schedule of the community colleges.~~

~~e) Friday before Easter Holiday may be used to provide additional flexibility. Institutions have the option of requesting an exception to the TBR Policy from the Chancellor to take to use the Good Friday Holiday on the Friday of spring vacation break rather than the Friday prior to Easter. This will provide an additional Friday for instruction. This provides an additional Friday for instruction.~~

5. Classes End

- a) Flexibility is provided at the end of the semester to allow institutions to address concerns with the number of class sessions, lab availability, etc.
- b) All grades must be submitted no later than the Monday of Week 17. ~~except TN eCampus grades which will be delivered to the appropriate "home" institution no later than 4:30 p.m. on Friday of Week 16.~~
- c) Each TBR institution must establish and publish an end-of-term schedule for the last day of class and final exams. Appropriate time for completion of end of course assignments and preparation for final exams must be included in the schedule.
- d) The institution assumes responsibility for communicating any variations in breaks or end of term schedules to students and faculty engaged in collaborative programs.

B. Registration

1. The published registration schedule for each institution must designate specific registration deadlines for each phase of registration.
2. Late registration ~~may be permitted shall not exceed through the seventh~~ calendar days ~~from the first day of class~~, for regular fall and spring ~~semester~~ courses. ~~with late registration period proportionally adjusted for summer and alternate length courses.~~ Late registration may be established by the institution for summer semester and alternate timeframes, but ~~may~~ shall not exceed seven calendar days from the first day of class.



C. Exceptions

1. Exceptions to ~~this policy the common calendar~~ for specialized programs may be approved by the President, with notification to the Vice Chancellor for Academic Affairs.
2. Other exceptions to the calendar and registration guideline must be approved, in advance, by the Vice Chancellor for Academic Affairs and the Chancellor.

**Source**

**Authority**

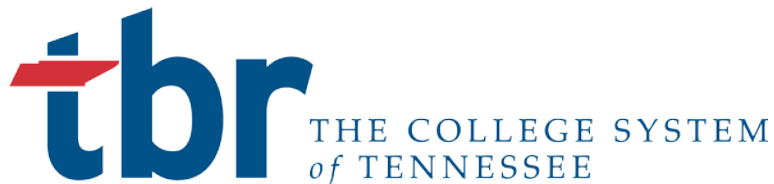
T.C.A. § 49-8-203

**History**

Presidents Meeting February 10, 1987; Presidents Meeting May 21, 2001; Presidents meeting August 13, 2002; Presidents meeting November 8, 2006; Presidents meeting November 7, 2012; TBR Board Meeting \_\_\_\_\_, 2019

**Exhibits**

None



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BOARD TRANSMITTAL

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MEETING: Committee on Academic Policies and Programs  
and Student Life

SUBJECT: Policy Revision 2:07:00:00  
Cost of Textbooks

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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The proposed policy revision has been informed by the recent Digital Engagement Initiative pilot and associated research. Substantive changes include:

1. Addition of Definition of Terms
2. Encouraging transition to a digital campus culture
3. Reinforcing faculty academic freedom

This recommendation is supported by the Academic Affairs, Student Affairs, and Faculty Sub-Councils.

## 2 – Academic Policies

2:07:00:00

**Name: Cost of Textbooks**

### **Purpose**

Tennessee Code Annotated (T.C.A.), Title 49, Chapter 7, Part 1 specifies that the Tennessee Board of Regents develop policies for minimizing the cost of textbooks and ancillary course materials at its higher education institutions, while maintaining quality of education and academic freedom.

**Applies to: TCATs, Community Colleges**

### **Definitions**

- An *E-textbook*, or electronic textbook, is an educational or instructional book in digital form.
- *Open Educational Resources (OER)* are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, and assessing as well as for research purposes.
- *Inclusive Access (IA)* is a subscription-based model whereby students can gain immediate and complete access to digital course materials at substantially reduced cost. This usually includes a direct billing to students' accounts for the cost of the digital materials.
- *Bundled materials* comprise a group of objects joined together by packaging or required to be purchased as an indivisible unit).

### **Policy**

#### Policy Provisions

- A. The Tennessee Board of Regents seeks to address the student success barrier and equity issues caused by continuously increasing textbook costs. Each institution governed by the Tennessee Board of Regents shall develop policies for minimizing the cost of textbooks and ancillary course materials.
- B. No provision in this policy shall have the effect of diminishing the academic freedom faculty possess in selecting materials for their courses.

### **Procedures**

- A. Students must have access to information regarding required and supplementary course materials through viable channels, including the institution's website, before courses begin. This information must include, but is not limited to, the International Standard Book Number (ISBN).
- B. Faculty members should consider practices that reduce the cost of course materials, such as adopting the least expensive option from the available products that meet the requirements of the course. ~~Institutions should consider bundled materials only if they deliver cost savings to the students.~~
- C. Any on-campus bookstore selling textbooks to students as part of a bundled package also provide students the option of purchasing the textbooks and other study products separately from each other, if possible.
- D. Digital materials, including e-textbooks, courseware, and supplemental course activities (exercises, quizzes, readings, lab workbooks) should be considered if those options are available for the titles chosen by the faculty for his/her courses.
  - 1. Mechanisms for digital delivery include Open Educational Resources (OER), Inclusive Access (IA) through the campus bookstore operator, and traditional transactional process whereby students purchase access codes from the bookstore or online directly from the publisher.
  - 2. If institutions implement an inclusive access model, students must be able to opt out of such program.
- E. Campus policies should not restrict the options for students to rent or purchase new or used textbooks from the vendor of their choice.

## **Sources**

Tennessee Board of Regents meeting, September 27, 2007

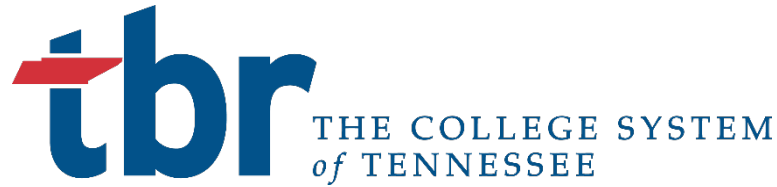
TBR. (2018). Providing students with the tools for success: A systemic digital approach. [White paper].

Tennessee Code Annotated (T.C.A.), Title 49, Chapter 7, Part 1

## **Related Policies**

## **Exhibits**

## **Approvals**



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BOARD TRANSMITTAL

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MEETING:	Committee on Academic Policies and Programs and Student Life
SUBJECT:	Proposed Program Terminations, Modifications, and New Technical Program Implementations
DATE:	September 19, 2019
PRESENTER:	Executive Vice Chancellor Russ Deaton
PRESENTATION REQUIREMENTS:	10 minutes with discussion
ACTION REQUIRED:	Voice Vote
STAFF'S RECOMMENDATION:	Approve

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**Program Proposals requiring Board approval from TCAT Committee:**

Nineteen (19) program proposals are being presented for the Committee's review and approval. These proposals will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries. Please see corresponding implementation proposals for each program following the list below. The proposals are:

1. Implementation of a Nursing Aide program at TCAT Knoxville- Blount Memorial Hospital (2T)
2. Replicate the Practical Nursing program at TCAT Knoxville- Blount Memorial Hospital (2T)
3. Replicate the Industrial Maintenance Integrated Automation program at the TCAT McKenzie-Weakley County Center for Adults (2A)
4. Implementation of an Information Technology and Infrastructure Management program at TCAT Memphis



5. Implementation of an Information Technology and Infrastructure Management dual enrollment program at TCAT Memphis- Collierville High School (2D)
6. Implementation of a Mechatronics program at TCAT Memphis- Bartlett Instructional Service Center (pending THEC approval)
7. Implementation of a Heavy Equipment Technology program at TCAT Memphis- Bartlett Instructional Service Center (pending THEC approval)
8. Replicate the Automotive Technology program at TCAT Memphis- Bartlett Instructional Service Center (pending THEC approval)
9. Replicate the Heating, Ventilation, Air Conditioning, & refrigeration Technology program at TCAT Memphis- Bartlett Instructional Service Center (pending THEC approval)
10. Replicate the Machine Tool Technology program at TCAT Memphis- Bartlett Instructional Service Center (pending THEC approval)
11. Replicate the Welding Technology program at TCAT Memphis- Bartlett Instructional Service Center (pending THEC approval)
12. Implementation of a Building Construction Technology program at TCAT Oneida- Morgan County Regional Correctional Complex (2C)
13. Implementation of a Computer Information Technology program at TCAT Oneida- Morgan County Regional Correctional Complex (2C)
14. Implementation of an Industrial Maintenance-Mechatronics program at TCAT Oneida
15. Implementation of a Farming Operations Technology dual enrollment program at TCAT Oneida- York Institute (AB)
16. Implementation of a Farming Operations Technology program at TCAT Oneida- York Institute (AB)
17. Implementation of a Criminal Justice: Correctional Officer at TCAT Oneida- Morgan County Career & Technical Center (2A)
18. Implementation of a Truck Driving program at TCAT Oneida
19. Implementation of a Welding Technology program at TCAT Oneida- York Institute (AB)

**Academic Actions for September 2019 Requiring Only Notification to Vice Chancellor:**

Nine (9) academic actions were submitted by a TCAT institution to the Vice Chancellor for approval based on section C of the TBR Policy: 2:01:02:00, requiring only notification to the Vice Chancellor. Appropriate documentation to support need was provided. The proposals are as follows:

<b>College</b>	<b>Summary of Proposal</b>	<b>New Costs/Funding Source</b>	<b>Approval/Implementation Date</b>
Hartsville	Relocate the Patient Care Technology/Medical Assisting program from the main campus to the Lebanon Campus (ZM)	None	Spring 2020
Hohenwald	Relocate the Practical Nursing program from Spring Hill High School (2G) to Columbia Central High School (2H)	None	Fall 2019
McMinnville	Terminate the Phlebotomy Technology program due to no student interest or job placement	None	Fall 2019
McMinnville	Terminate the Rx Electrocardiography program due to no student interest or job placement	None	Fall 2019
Memphis	Duplicate the Automotive Technology day program and adding an evening offering at the main campus	\$24,000 Program Costs \$63,000 Faculty Costs over 3 years	Spring 2020
Memphis	Duplicate the Diesel-Powered Equipment Technology day program and adding an evening offering at the main campus	\$21,000 Program Costs \$63,000 Faculty Costs over 3 years	Spring 2020
Shelbyville	Terminate the Patient Care Technology/Medical Assisting program due to low enrollment	None	Fall 2019
Shelbyville	Relocate the Industrial Maintenance Automation program from the Middle Tennessee Education Center (2E) to the main campus	None	Spring 2020

Newbern	Inactivate the Cosmetology Instructor Training program due to licensure pass rates	None	Fall 2019
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## **PROGRAM IMPLEMENTATION PROPOSAL – 1**

**INSTITUTION:** Tennessee College of Applied Technology Knoxville

**PROPOSED PROGRAM TITLE:** Nursing Aide

**PROPOSAL:** The Tennessee College of Applied Technology Knoxville will be working to fill the healthcare employment demand in the service area by opening a Nursing Aide program in partnership with Blount Memorial Hospital. The program would award a Nursing Assistant certificate and the program length is 120 clock hours.

**PROGRAM ACCREDITATOR:** Tennessee Department of Health

**EFFECTIVE DATE:** Spring 2020

**OBJECTIVES:** The Tennessee College of Applied Technology Knoxville will be working to fill the healthcare employment demand in the service area by opening a CNA program in partnership with Blount Memorial Hospital. This program prepares a person for gainful employment in a healthcare setting. The education shall be in an organized program with planned learning experiences in a logical sequence. Both theory and clinical will enable the learner to obtain knowledge, skills, and attitude to function within the defined job scope of the nursing assistant. Broad areas of learning shall include: communication skills, safety, logical and ethical, basic anatomy and physiology, nutrition, basic nursing principles and skills. The graduate is prepared to complete the certification exam.

**NEED:** According to the TN workforce maps, the Workforce Investment Area 3 indicates an excellent job outlook with a total projected 2024 jobs at 3,830 and projected annual job growth rate of 2.5%.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	120	72
	2	120	72
	3	120	72

PROJECTED COSTS:

1st Year: \$45,000

2nd Year: \$4,5000

3rd Year: \$45,000

NEW FACULTY NEEDED:

1<sup>st</sup> Year: \$30,000

2<sup>nd</sup> Year: \$30,000

3<sup>rd</sup> Year: \$30,000

FISCAL RESOURCES:

All funds will come from student tuition costs.

FACILITIES:

Blount Memorial Hospital has agreed to allow TCAT Knoxville to use their facility to offer a Nursing Aide program in Blount County.

ACTION REQUIRED:

Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 2

INSTITUTION: Tennessee College of Applied Technology Knoxville

PROPOSED PROGRAM TITLE: Practical Nursing

PROPOSAL: The Tennessee College of Applied Technology Knoxville will implement a Practical Nursing program on-site at Blount Memorial Hospital beginning Spring 2020. The program final award is Practical Nursing diploma and the program length is 1296 clock hours.

PROGRAM ACCREDITATOR: Tennessee Board of Nursing

EFFECTIVE DATE: Spring 2020

OBJECTIVES: The Practical Nursing Program is a 12-month diploma program, which consists of a combination of classroom, laboratory and clinical experiences. These experiences expose the student to the wide variety of tasks and responsibilities required of today's practical nurse.

NEED: Blount Memorial has a significant demand for employees in the nursing field and has requested for TCAT Knoxville to partner with them in order to assist in providing educational opportunities in this area for the local community.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	12	12
	2	120	12
	3	120	12

PROJECTED COSTS:

1st Year: \$5,000

2nd Year: \$5,000

3rd Year: \$5,000



NEW FACULTY NEEDED:

No new faculty needed.

FISCAL RESOURCES:

All funds will come from student tuition and institutional funds.

FACILITIES:

Blount Memorial Hospital has agreed to allow TCAT Knoxville to use their facility.

ACTION REQUIRED:

Staff recommends approval

### **PROGRAM IMPLEMENTATION PROPOSAL – 3**

**INSTITUTION:** Tennessee College of Applied Technology McKenzie

**PROPOSED PROGRAM TITLE:** Industrial Maintenance Integration Automation

**PROPOSAL:** Replicate the Industrial Maintenance Integrated Automation in Weakley County. To partner with Weakley Co. High Schools and expand training opportunities to traditional and non-traditional students. Help meet the demand for industrial maintenance technicians due to the growing industry such as Tyson, MTD, Pottery Direct, etc. The program final award is an Industrial Maintenance Automation diploma and the program length is 1728 clock hours.

**PROGRAM ACCREDITATOR:** N/A

**EFFECTIVE DATE:** Spring 2020

**OBJECTIVES:** To increase dual enrollment by 10 percent in this program. To increase the number of graduates in this field to meet industry demand. To aid citizens of the area with training in a high-demand, high-wage career

**NEED:** This program is a duplication of a successful, high-demand, high placement offering at the main campus TCAT McKenzie and sister institution TCAT Paris. Currently, both offerings have waitlists. Industrial Maintenance Integrated Automation includes PLCs, Pneumatics, and Robotics. Currently, Tyson reported they need 120 more maintenance technicians by August 2020 to fill the need at their facility. Pottery Direct will soon be located in our county and will need twelve maintenance employees to start. There are five pages of jobs related to this field on jobs4tn.gov. There are 100 jobs per page. We currently are serving business via special industry training and co-ops in order to help offset the gap that exists in this area. We have four students traveling over thirty minutes a day to partake in the dual enrollment offerings in this area and would have more if students were able to have this program closer to their high schools. This

program will fall in line with the Drive to 55 and EPSO initiatives across the state. It will also offer the opportunity to gain stackable credentials for dual enrollment students which will include OSHA 10, LLE, and NIMs certifications. We have excellent placement rates for our graduates and we have a substantial waiting list. This offering allows students to be multi-skilled and earn high dollar salaries. With current plans to grow West Tennessee and current industry and educational partners, this would be an excellent fit for Weakley Co. and the Governor's GIVE grant opportunity.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	15	12
	2	18	15
	3	20	18

PROJECTED COSTS:

1st Year: \$300,000  
 2nd Year: \$100,000  
 3rd Year: \$100,000

NEW FACULTY NEEDED:

1st Year: \$50,000  
 2nd Year: \$52,000  
 3rd Year: \$54,000

FISCAL RESOURCES:

The GIVE grant will be sought out. Support from local business and industry for supplies and equipment TBR. Area Grants as they become available

FACILITIES:

Weakley County Center for Adults where we currently host programs. They have renovatted and have additional space.

ACTION REQUIRED:

Staff recommends approval

## **PROGRAM IMPLEMENTATION PROPOSAL – 4**

**INSTITUTION:** Tennessee College of Applied Technology Memphis

**PROPOSED PROGRAM TITLE:** Information Technology and Infrastructure Management

**PROPOSAL:** At the completion of the diploma level, graduates will have satisfied the educational requirements for the ITIM Program. Students are prepared for initial employment at small, medium and enterprise level private businesses, medical institutions, logistics, government, Manufacturing and educational network and computing environments. The program final award is an Information Technology and Infrastructure Systems Coordinator diploma and the program length is 2160 clock hours.

**EFFECTIVE DATE:** Summer 2020

**OBJECTIVES:** This program is designed to consist of a combination of job simulated and live projects providing the student with real "hands-on" learning experiences. Students will be provided with a first-hand knowledge of the software, hardware, and operation of computers, network devices, wireless and other advanced technology used in industry today. This may include building, repairing, troubleshooting, installing, networking and servicing computers, network devices, firewalls, mobile devices and other advanced IT/IS devices. The instruction also includes an introduction to information management, cybersecurity, workstations, servers, network infrastructure, and other advanced technology including a thorough education in information technology and information systems. Instruction continues with networking, security, communications, multiple operating systems, and culminates with system and network analysis, diagnosis, and advanced troubleshooting.

**NEED:** FedEx have expressed a shortage of skilled workers in the Cyber security field of study and collaborated with Collierville High School to offer the program to Juniors and Seniors beginning fall 2019. The curriculum was evaluated by all parties and TCAT Memphis was the chosen institution to provide training for both secondary and post secondary students in an effort to meet the needs of FedEx and other agencies in the IT field. Letters of support were provided by FedEx and Collierville High School

<b>PROJECTED ENROLLMENT:</b>	<b>YEAR</b>	<b>ENROLLMENT</b>	<b>COMPLETERS</b>
	1	40	0
	2	40	35
	3	40	35

**PROJECTED COSTS:**

1st Year: \$0

2nd Year: \$0

3rd Year: \$0

**NEW FACULTY NEEDED:** No new faculty members needed

**FISCAL RESOURCES:** TCAT Memphis will teach out students enrolled in the Computer Information Technology program. By doing so, we will utilize the same instructors for the Information Technology and Infrastructure Management program and salaries will not be modified. Equipment will be provided by industry partners.

**FACILITIES:** The program will be located at the TCAT Memphis main campus.

**ACTION REQUIRED:** Staff recommends approval

## **PROGRAM IMPLEMENTATION PROPOSAL – 5**

**INSTITUTION:** Tennessee College of Applied Technology Memphis

**PROPOSED PROGRAM TITLE:** Information Technology and Infrastructure Management (Dual Enrollment)

**PROPOSAL:** TCAT Memphis will offer the Network and Infrastructure Technician and Network and Infrastructure Cyber Security Specialist certificate at Collierville High School. The program length is 432 clock hours.

**EFFECTIVE DATE:** Fall 2019

**OBJECTIVES:** This program is designed to consist of a combination of job simulated and live projects providing the student with real "hands-on" learning experiences. Students will be provided with a first-hand knowledge of the software, hardware, and operation of computers, network devices, wireless and other advanced technology used in industry today. This may include building, repairing, troubleshooting, installing, networking and servicing computers, network devices, firewalls, mobile devices and other advanced IT/IS devices. The instruction also includes an introduction to information management, cybersecurity, workstations, servers, network infrastructure, and other advanced technology including a thorough education in information technology and information systems. Instruction continues with networking, security, communications, multiple operating systems, and culminates with system and network analysis, diagnosis, and advanced troubleshooting.

**NEED:** FedEx have expressed a shortage of skilled workers in the Cyber security field of study and collaborated with Collierville High School to offer the program to Juniors and Seniors beginning fall 2019. The curriculum was evaluated by all parties and TCAT Memphis was the chosen



institution to provide training for both secondary and post secondary students in an effort to meet the needs of FedEx and other agencies in the IT field. Letters of support were provided by FedEx and Collierville High School

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	40	0
	2	40	35
	3	40	35

PROJECTED COSTS:

1st Year: \$0

2nd Year: \$0

3rd Year: \$0

NEW FACULTY NEEDED: No new faculty members needed

FISCAL RESOURCES: TCAT Memphis will teach out students enrolled in the Computer Information Technology program. By doing so, we will utilize the same instructors for the Information Technology and Infrastructure Management program and salaries will not be modified. Equipment will be provided by industry partners.

FACILITIES: The Dual Enrollment program will be located at Collierville High School.

ACTION REQUIRED: Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 6

**INSTITUTION:** Tennessee College of Applied Technology Memphis

**PROPOSED PROGRAM TITLE:** Mechatronics

**PROPOSAL:** At the completion of the diploma in Mechatronics, graduates will be well-rounded, multi-craft technicians with skills required to enter an on-the-job apprenticeship program. The program final award is an Industrial Machinery Mechanics diploma and the program length is 2160 clock hours.

**EFFECTIVE DATE:** Fall 2020

**OBJECTIVES:** The Mechatronics technician ensures all components of a manufacturing operation that includes mechanics, electronics, control engineering, and computing are working properly. Mechatronics may also be called electromechanical systems or control and automation engineering/technician. Mechatronics combines training in two existing fields - Industrial Maintenance and Mechatronics - the technician must know how to repair and troubleshoot a variety of systems. Students earning the Mechatronics diploma will be trained extensively in Manufacturing processes with emphasis on accuracy and productivity utilizing skills in pneumatics, hydraulics, robotics, computer controls and preventive maintenance. Instructors emphasize proactive maintenance rather than reactive maintenance.

**NEED:** Edge, Greater Memphis Alliance, the Greater Memphis Medical Device Council, and the Bartlett Area Chamber have expressed a significant demand for employees in the Advanced Manufacturing, Mechatronics, and Medical Device fields and requested that TCAT Memphis partner with them in order to assist in providing educational opportunities in this area for the local community.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	0
	2	20	18
	3	20	38

PROJECTED COSTS:

1st Year: \$6,500

2nd Year: \$6,500

3rd Year: \$6,500

NEW FACULTY NEEDED:

1st Year: \$48,000

2nd Year: \$48,000

3rd Year: \$48,000

FISCAL RESOURCES:

The program will be funded by institution dollars along with support from industry partners for equipment, supplies, etc.

FACILITIES:

This program will be located at the Bartlett Instructional Center. The site is currently under construction with an expected completion date of fall 2020, in which we plan to begin enrolling students.

ACTION REQUIRED:

Staff recommends approval

## **PROGRAM IMPLEMENTATION PROPOSAL – 7**

**INSTITUTION:** Tennessee College of Applied Technology Memphis

**PROPOSED PROGRAM TITLE:** Heavy Equipment Technology

**PROPOSAL:** The Heavy Equipment Technology program provides practical experience in the repair and maintenance of engines, fuel systems, electrical systems, clutch and transmissions, hydraulics, drivelines and axles, frame and suspension systems, steering systems, brake systems, and heating, ventilation, and air conditioning systems. Students receive instruction in diagnosing trouble, system analysis, disassembly, replacing defective parts, reassembling, etc. The program mission is to provide technical instruction and skill development to enable students to enter employment in truck, construction, agricultural equipment, and other related fields as technicians. By working on actual heavy equipment, students are well prepared to enter the workforce after graduation. The program final award is a Heavy Equipment Technician diploma and the program length is 2160 clock hours.

**EFFECTIVE DATE:** Fall 2020

**OBJECTIVES:**

- To provide training for those who are interested in obtaining a thorough knowledge of Heavy Equipment component construction, theory of operation, proper service procedures, mechanical skills necessary for gainful employment in the Diesel field, and to obtain ASE Certification in one or more areas.
- To develop a knowledge and skill of the use of tools, diagnostic test equipment, technical manuals, and practical “hands on” industry type shop experience.
- To ensure the trainee develops proper safety practices and desirable attitudes such as good moral and personal characteristics essential to job success.

To develop the student's cognitive and psychomotor skills to be able to pass the examinations administered by the National Institute for Automotive Service Excellence (ASE) and be awarded their certificate showing their areas of demonstrated competence.

**NEED:** Memphis Associated Equipment Distributors have expressed a significant demand for employees in the field of Heavy Equipment Technology and requested that TCAT Memphis partner with them in order to assist in providing educational opportunities in this area for the local community.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	0
	2	20	18
	3	20	38

**PROJECTED COSTS:**  
1st Year: \$7,500  
2nd Year: \$7,500  
3rd Year: \$7,500

**NEW FACULTY NEEDED:**  
1st Year: \$48,000  
2nd Year: \$48,000  
3rd Year: \$48,000

**FISCAL RESOURCES:** The program will be funded by institution dollars along with support from industry partners for equipment, supplies, etc.

**FACILITIES:** This program will be located at the Bartlett Instructional Center. The site is currently under construction with an expected completion date of fall 2020, in which we plan to begin enrolling students.

**ACTION REQUIRED:** Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 8

INSTITUTION: Tennessee College of Applied Technology Memphis

PROPOSED PROGRAM TITLE: Automotive Technology

PROPOSAL: Replication of Automotive Technology program at Instructional Service Center (Bartlett). The program final award is a Automotive Technician diploma and the program length is 2160 clock hours.

EFFECTIVE DATE: Fall 2020

OBJECTIVES: Train students for entry into the automotive repair field. Prepare students to take the ASE certification exams. Encourage professional and ethical behavior to ensure success in a wide range of endeavors.

NEED: Local automotive shops and dealerships have expressed a significant demand for skilled workers in the automotive field and requested that TCAT Memphis partner with them in order to assist in providing educational opportunities in this area for the local community. With limited space at the main campus, the addition of this program at the Bartlett ISC will allow an opportunity for more students to enroll in the program, as well as expand the opportunities throughout Bartlett and neighboring communities.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	20
	2	20	20
	3	20	20

PROJECTED COSTS:  
1st Year: \$8,000  
2nd Year: \$8,000  
3rd Year: \$8,000

NEW FACULTY NEEDED:  
1st Year: \$45,000  
2nd Year: \$45,000  
3rd Year: \$45,000



**FISCAL RESOURCES:**

The program will be funded by institution dollars along with support from industry partners for equipment, supplies, etc.

**FACILITIES:**

This program will be located at the Bartlett Instructional Center. The site is currently under construction with an expected completion date of fall 2020, in which we plan to begin enrolling students.

**ACTION REQUIRED:**

Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 9

INSTITUTION: Tennessee College of Applied Technology Memphis

PROPOSED PROGRAM TITLE: Heating, Ventilation, Air Conditioning, and Refrigeration

PROPOSAL: Replication of Heating, Ventilation, Air Conditioning & Refrigeration Technology program at Instructional Service Center (Bartlett). The program final award is a HVACR diploma and the program length is 1728 clock hours.

EFFECTIVE DATE: Fall 2020

OBJECTIVES: Upon completion of the program, graduates are prepared to troubleshoot, repair, and maintain residential and commercial refrigeration; air conditioning; heat pumps; humidifiers; and electrical and gas heating. Graduates also understand the fundamentals of electricity, electric motors, and controls. Graduates of the program will be able to install and braze refrigeration tubing, diagnose electrical problems; install duct systems; repair light commercial equipment; recover air conditioning and refrigeration refrigerants; locate and repair leaks.

NEED: Local business and industry leaders have expressed a significant demand for skilled workers in the HVAC field and requested that TCAT Memphis partner with them in order to assist in providing educational opportunities in this area for the local community. With limited space at the main campus, the addition of this program at the Bartlett ISC will allow an opportunity for more students to enroll in the program, as well as expand the opportunities throughout Bartlett and neighboring communities.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	20
	2	20	20
	3	20	20

**PROJECTED COSTS:**

1st Year: \$7,500  
2nd Year: \$7,500  
3rd Year: \$7,500

**NEW FACULTY NEEDED:**

1st Year: \$48,000  
2nd Year: \$48,000  
3rd Year: \$48,000

**FISCAL RESOURCES:**

The program will be funded by institution dollars along with support from industry partners for equipment, supplies, etc.

**FACILITIES:**

This program will be located at the Bartlett Instructional Center. The site is currently under construction with an expected completion date of fall 2020, in which we plan to begin enrolling students.

**ACTION REQUIRED:**

Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 10

INSTITUTION: Tennessee College of Applied Technology Memphis

PROPOSED PROGRAM TITLE: Machine Tool Technology

PROPOSAL: Replication of Machine Tool Technology program at Instructional Service Center (Bartlett). The program final award is a Machinist I diploma and the program length is 1728 clock hours.

EFFECTIVE DATE: Fall 2020

OBJECTIVES: At the completion of the diploma in Machine Tool Technology, graduates will be able to set-up and operate manual machining equipment such as, band saws, drill presses, lathes, milling machines, surface grinders, and tool and cutter grinders. Students will learn to write programs and choose tooling sufficient to complete the machining process for CNC machine tools such as vertical and horizontal machining centers, turning centers, electrical discharge machines and 3D Printing operations. Students will be able to interpret part prints and use computer aided drafting, computer aided manufacturing, and solid modeling software. Students will be proficient in related math operations and will be trained in safe operating practices compliant with OSHA and related safety regulatory agencies.

NEED: Edge, Greater Memphis Alliance, the Greater Memphis Medical Device Council, and the Bartlett Area Chamber have expressed a significant demand for employees in the Medical Device field and requested that TCAT Memphis partner with them in order to assist in providing educational opportunities in this area for the local community. It was the request of these individuals that led to the addition of the Bartlett ISC.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	20
	2	20	20
	3	20	20

**PROJECTED COSTS:**

1st Year: \$6,750

2nd Year: \$6,750

3rd Year: \$6,750

**NEW FACULTY NEEDED:**

1st Year: \$48,000

2nd Year: \$48,000

3rd Year: \$48,000

**FISCAL RESOURCES:**

The program will be funded by institution dollars along with support from industry partners for equipment, supplies, etc.

**FACILITIES:**

This program will be located at the Bartlett Instructional Center. The site is currently under construction with an expected completion date of fall 2020, in which we plan to begin enrolling students.

**ACTION REQUIRED:**

Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 11

INSTITUTION: Tennessee College of Applied Technology Memphis

PROPOSED PROGRAM TITLE: Welding Technology

PROPOSAL: Replication of Machine Tool Technology program at Instructional Service Center (Bartlett). The program final award is a Welder diploma and the program length is 1296 clock hours.

EFFECTIVE DATE: Fall 2020

OBJECTIVES: Students will attain the needed knowledge of skills and theory to obtain entry level job performance in the welding/cutting industry.

NEED: Edge, Greater Memphis Alliance, the Greater Memphis Medical Device Council, and the Bartlett Area Chamber have expressed a significant demand for employees in the Medical Device and Advanced manufacturing fields and requested that TCAT Memphis partner with them in order to assist in providing educational opportunities in this area for the local community. The Welding program will directly align with this initiative, as the skill is very much needed in the medical device industry.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	20
	2	20	20
	3	20	20

PROJECTED COSTS:

1st Year: \$5,200  
2nd Year: \$5,200  
3rd Year: \$5,200

NEW FACULTY NEEDED:

1st Year: \$48,000  
2nd Year: \$48,000  
3rd Year: \$48,000



**FISCAL RESOURCES:**

The program will be funded by institution dollars along with support from industry partners for equipment, supplies, etc.

**FACILITIES:**

This program will be located at the Bartlett Instructional Center. The site is currently under construction with an expected completion date of fall 2020, in which we plan to begin enrolling students.

**ACTION REQUIRED:**

Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 12

INSTITUTION: Tennessee College of Applied Technology Oneida

PROPOSED PROGRAM TITLE: Building Construction Technology

PROPOSAL: TCAT Oneida/Huntsville will partner with Morgan County Regional Correctional Complex to offer Building Construction Technology to incarcerated inmates. The program final award is a General Construction diploma and the program length is 2160 clock hours.

EFFECTIVE DATE: Spring 2020

OBJECTIVES: To train incarcerated prisoners at MCCX to become skilled in Building Construction Technology.

NEED: This is a program offered to incarcerated prisoners at Morgan County Regional Correctional Complex. This program will not be a duplication of existing program in the region. TCAT Oneida/Huntsville is offering this program at the request of THEC, TBR and the Tennessee Department of Corrections.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	18
	2	20	18
	3	20	18

PROJECTED COSTS:

1st Year: \$150,000

2nd Year: \$71,000

3rd Year: \$71,000

NEW FACULTY NEEDED:

1st Year: \$45,000 + benefits

2nd Year: \$45,000 +benefits

3rd Year: \$45,000+benefits

**FISCAL RESOURCES:**

TCAT Oneida/Huntsville will supply the instructor and necessary equipment with a THEC appropriation. MCCX will supply training space and consumables.

**FACILITIES:**

Morgan County Regional Correctional Complex

**ACTION REQUIRED:**

Staff recommends approval

## **PROGRAM IMPLEMENTATION PROPOSAL – 13**

**INSTITUTION:** Tennessee College of Applied Technology Oneida

**PROPOSED PROGRAM TITLE:** Computer Information Technology

**PROPOSAL:** TCAT Oneida/Huntsville will open a Computer Information Technology program for incarcerated prisoners at Morgan County Regional Correctional Complex. The program final award is an Information Technology Systems Coordinator diploma and the program length is 2160 clock hours.

**EFFECTIVE DATE:** Spring 2020

**OBJECTIVES:** To train incarcerated prisoners at MCCX to become skilled in Computer Information Technology.

**NEED:** This program will be done by TCAT Oneida/Huntsville at MCCX and is the first of its kind in the state. Program will be offered to Incarcerated Prisoners at Morgan County Regional Correctional Complex.

<b>PROJECTED ENROLLMENT:</b>	<b>YEAR</b>	<b>ENROLLMENT</b>	<b>COMPLETERS</b>
	1	20	18
	2	20	18
	3	20	18

**PROJECTED COSTS:**

1st Year: \$175,000

2nd Year: \$71,000

3rd Year: \$71,000

**NEW FACULTY NEEDED:**

1st Year: \$45,000 + benefits

2nd Year: \$45,000 +benefits

3rd Year: \$45,000+benefits

**FISCAL RESOURCES:** First year start-up funding will be provided by THEC funds, Initial salary will be necessary appropriation. Instructional

space will be provided by MCCX at no charge to TCAT Oneida/Huntsville.

FACILITIES:

Morgan County Regional Correctional Complex

ACTION REQUIRED:

Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 14

INSTITUTION: Tennessee College of Applied Technology Oneida

PROPOSED PROGRAM TITLE: Industrial Maintenance- Mechatronics

PROPOSAL: To reopen Industrial Maintenance/Mechatronics program at the Oneida Campus. The program final award is an Industrial Maintenance Helper diploma and the program length is 1296 clock hours.

EFFECTIVE DATE: Fall 2019

OBJECTIVES: Industries throughout TCAT Oneida/Huntsville's service area cannot hire enough skilled Industrial Maintenance Technicians. This program will help fill this need.

NEED: TCAT Knoxville is the closest TCAT offering the program. TCAT Knoxville is located 1-1.5 hour drive from our service area and is at capacity with a waiting list for the program and has placements around 100%. We have surveyed regional industries and found there is a need for graduates of this program. We will also offer the program as dual enrollment opportunities for secondary partner students and as opportunities for individuals incarcerated at partnering jails and the Morgan County Regional Correctional Complex.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	15
	2	20	15
	3	20	15

PROJECTED COSTS:

1st Year: \$70,000

2nd Year: \$70,000

3rd Year: \$70,000

NEW FACULTY NEEDED:

1st Year: \$45,000 + benefits

2nd Year: \$45,000 +benefits

3rd Year: \$45,000+benefits

**FISCAL RESOURCES:**

The start-up will be funded with Grant Funding. It will be sustained by post-secondary and dual enrollment tuition after initial startup

**FACILITIES:**

Have adequate classroom, Lab and all equipment necessary to offer the program.

**ACTION REQUIRED:**

Staff recommends approval



## PROGRAM IMPLEMENTATION PROPOSAL – 15

**INSTITUTION:** Tennessee College of Applied Technology Oneida

**PROPOSED PROGRAM TITLE:** Farming Operations Technology- Dual Enrollment

**PROPOSAL:** TCAT Oneida/Huntsville is seeking approval to open a Farming Operations Technology Program at Alvin C. York Agricultural Institute. The program final award is a Precision Production Technology diploma and the program length is 1728 clock hours.

**EFFECTIVE DATE:** Spring 2020

**OBJECTIVES:** To provide skilled agriculture workers for the diverse agriculture operation throughout the service area.

**NEED:** The only other TCAT offering this program is TCAT Crump in West Tennessee.

**PROJECTED ENROLLMENT:**

YEAR	ENROLLMENT	COMPLETERS
1	25	0
2	25	0
3	22	0

**PROJECTED COSTS:**

1st Year: \$70,000  
2nd Year: \$70,000  
3rd Year: \$70,000

**NEW FACULTY NEEDED:**

1st Year: \$45,000  
2<sup>nd</sup> Year: \$45,000  
3rd Year: \$45,000

**FISCAL RESOURCES:** Grant funding will be used for the initial startup year. It will be sustained by secondary dual enrollments and post-secondary tuitions after the first year. There will be no cost to use York Institute facilities.

**FACILITIES:** We will use Alvin C. York Agricultural Institute's Facility, classroom, lab, and school farm.

**ACTION REQUIRED:** Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 16

INSTITUTION: Tennessee College of Applied Technology Oneida

PROPOSED PROGRAM TITLE: Farming Operations Technology

PROPOSAL: TCAT Oneida/Huntsville is seeking approval to open a Farming Operations Technology Program at Alvin C. York Agricultural Institute. The program final award is a Precision Production Technology diploma and the program length is 1728 clock hours.

EFFECTIVE DATE: Spring 2020

OBJECTIVES: To provide skilled agriculture workers for the diverse agriculture operation throughout the service area.

NEED: The only other TCAT offering this program is TCAT Crump in West Tennessee.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	15	12
	2	20	18
	3	20	18

PROJECTED COSTS: Projected costs noted in Program Implementation- 9

NEW FACULTY NEEDED:  
1st Year: \$45,000  
2<sup>nd</sup> Year: \$45,000  
3rd Year: \$45,000

FISCAL RESOURCES: Grant funding will be used for the initial startup year. It will be sustained by secondary dual enrollments and post-secondary tuitions after the first year. There will be no cost to use York Institute facilities.

FACILITIES: We will use Alvin C. York Agricultural Institute's Facility, classroom, lab, and school farm.

ACTION REQUIRED: Staff recommends approval

**PROGRAM IMPLEMENTATION PROPOSAL – 17**

INSTITUTION: Tennessee College of Applied Technology Oneida

PROPOSED PROGRAM TITLE: Criminal Justice: Correctional Officer

PROPOSAL: TCAT Oneida Huntsville is proposing opening a Criminal Justice: Correctional Officer Program at the Morgan County Career & Technical Center. The program final award is a Master Correctional Officer certificate and the program length is 864 clock hours.

EFFECTIVE DATE: Spring 2020

OBJECTIVES: To open a Program to train Correctional Officers for local jails and Morgan County Regional Correctional Complex. Morgan County Regional Correctional Complex is the largest employer in Morgan County. Local jails and the prison are having a difficult time at hiring trained correctional officers.

NEED: TCAT Elizabethton is the only TCAT that has a program comparable. This program will allow dual enrollments for juniors and seniors at our partnering high schools. The Criminal Justice: Correctional Officer program will provide skilled correctional officers to local jails and prisons. Jails and prisons in the region are having a difficult time in hiring trained correctional officers.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	20	18
	2	20	18
	3	20	18

PROJECTED COSTS:  
1st Year: \$70,000  
2nd Year: \$70,000  
3rd Year: \$70,000

NEW FACULTY NEEDED:  
1st Year: two adjunct faculty at \$30,000  
2nd Year: two adjunct faculty at \$30,000

3rd Year: two adjunct faculty at \$30,000

**FISCAL RESOURCES:**

Morgan County School System providing training space at no cost to the College.

**FACILITIES:**

Morgan County Career & Technical Center

**ACTION REQUIRED:**

Staff recommends approval

**PROGRAM IMPLEMENTATION PROPOSAL – 18**

**INSTITUTION:** Tennessee College of Applied Technology Oneida

**PROPOSED PROGRAM TITLE:** Truck Driving

**PROPOSAL:** Truck Driving Program at the Oneida Campus to accommodate CDL Training for the region. The program final award is a Truck Driving certificate and the program length is 222 clock hours.

**EFFECTIVE DATE:** Summer 2020

**OBJECTIVES:** To open a Truck Driving program to accommodate the 50 Power Line Construction and Maintenance students that Oneida/Huntsville trains each year as well as other students that want to obtain a CDL license.

**NEED:** The only truck driving programs offered by TCATs in East Tennessee are Knoxville and Chattanooga and they are limited to the number of students they can train. TCAT Oneida/Huntsville is training 40-50 Power Line Construction and Maintenance students per year that need CDL licenses. These students have to go to Knoxville for their CDL test and training. We also have large regional trucking companies looking for drivers with CDL licenses.

<b>PROJECTED ENROLLMENT:</b>	<b>YEAR</b>	<b>ENROLLMENT</b>	<b>COMPLETERS</b>
	1	20	18
	2	20	18
	3	20	18

**PROJECTED COSTS:**  
1st Year: \$45,000  
2nd Year: \$45,000  
3rd Year: \$45,000

**NEW FACULTY NEEDED:** 1st Year: one adjunct faculty at \$25,000  
2nd Year: one adjunct faculty at \$25,000  
3rd Year: one adjunct faculty at \$25,000

**FISCAL RESOURCES:**

Funding by an ARC POWER Grant for the purchase of trucks and initial year instructor's salary. It will be sustained by tuition after the start-up year.

**FACILITIES:**

TCAT Oneida campus

**ACTION REQUIRED:**

Staff recommends approval

## PROGRAM IMPLEMENTATION PROPOSAL – 19

INSTITUTION: Tennessee College of Applied Technology Oneida

PROPOSED PROGRAM TITLE: Welding Technology

PROPOSAL: TCAT Oneida/Huntsville is seeking approval to open a Welding Technology Evening Program at Alvin C. York Agricultural Institute in Jamestown, TN. The program final award is a Truck Driving certificate and the program length is 222 clock hours.

EFFECTIVE DATE: Spring 2020

OBJECTIVES: To provide post-secondary training in Welding Technology to help fill the need for skilled welders for industries throughout the service area.

NEED: TCAT Oneida/Huntsville, Crossville, and Livingston have Welding Programs, but they are at or near capacity. Fentress Countians have to drive a good distance to enroll in these programs. TCAT O/H has dual enrolled welding students for 14 years at Alvin C. York Agricultural Institute. TCAT Oneida/Huntsville has offered dual enrollment welding at York Institute for several years. This proposal provides a post-secondary evening program so students are able to continue their welding training as adult students. It also provides a new pipeline of trained welders that are in huge demand manufacturers throughout the region.

PROJECTED ENROLLMENT:	YEAR	ENROLLMENT	COMPLETERS
	1	15	12
	2	15	12
	3	15	12

PROJECTED COSTS:

1st Year: \$70,000

2nd Year: \$70,000

3rd Year: \$70,000



**NEW FACULTY NEEDED:**

1st Year: one new adjunct faculty at \$35,000  
2nd Year: one new adjunct faculty at \$35,000  
3rd Year: one new adjunct faculty at \$35,000

**FISCAL RESOURCES:**

The additional welders needed to provide post-secondary training are being provided by a \$50,000 USDA Grant. York is providing training space at no cost to TCAT Oneida/Huntsville. The startup year salary and supplies will be grant funded. Secondary and post-secondary tuition will sustain the program after the initial year.

**FACILITIES:**

Alvin C. York Agricultural Institute

**ACTION REQUIRED:**

Staff recommends approval

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BOARD TRANSMITTAL

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MEETING: Committee on Academic Policies and Programs  
and Student Life

SUBJECT: Approval of proposed *A.A.S. in Entrepreneurship*  
at Motlow State Community College

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 7 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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Approval is requested for the establishment of a new A.A.S. in Entrepreneurship at Motlow State Community College. This is a unique degree program that does not currently exist in the State. However, it is anticipated that other colleges may pursue a similar program once this program is established.

Motlow State Community College faculty developed the curriculum using existing courses already delivered by the college in support of other degree programs. The program is projected to be self-sustaining from its inception with the only new costs being those associated with additional adjunct faculty.

The program is intended to encourage and support Tennessee College of Applied Technology (TCAT) graduates to continue their higher education endeavors to include an associate of applied science degree. Most of these students will be adult learners and therefore would be eligible for tuition funding through TN Reconnect.

The entire program will be available through institutional online delivery of all courses as well as on-ground deliver. Motlow State will deliver the program on-ground at the Fayetteville, McMinnville, Moore County, and Smyrna campuses.

*Attachments*  
*Summary of the Proposal and Financial Projections (THEC Form)*

## ACADEMIC PROPOSAL SUMMARY

September 2019 TBR Quarterly Meeting

**INSTITUTION:** Motlow State Community College

**PROPOSAL:** Establish a new *A.A.S. in Entrepreneurship*  
CIP Code: 52.0701  
SOC Code: 1210

**EFFECTIVE DATE:** Spring 2020

### **PURPOSE:**

The proposed A.A.S. in Entrepreneurship is designed to increase access to higher education in support of the institution's strategic plan and to address the rapidly changing workforce needs of the region and State. The program is intended to encourage and support Tennessee College of Applied Technology (TCAT) graduates to continue their higher education endeavors to include an associate of applied science degree. Most of these students will be adult learners and therefore would be eligible for tuition funding through TN Reconnect.

The entire program will be available through institutional online delivery of all courses as well as on-ground delivery. Motlow State will deliver the program on-ground at the Fayetteville, McMinnville, Moore County, and Smyrna campuses.

There are no other associate degrees of this type available at the colleges in the College System of Tennessee. Chattanooga State Community College has a technical certificate program and a concentration in Entrepreneurship within its A.A.S. in Business. Northeast State Community College offers a technical certificate in Entrepreneurship. Faculty representatives from these three institutions worked together to develop the common course library for Entrepreneurship from which the proposed curriculum is built and is now available as a curriculum framework for other institutions that may pursue approval for this degree program.

### **NEED:**

Employment prospects for entrepreneurs are subjective and vary among industries and demographics. Therefore, the U.S. Bureau of Labor Statistics does not provide a specific job outlook for entrepreneurs, but provides a statement that entrepreneurs are the driving force of a market economy. A recent 2015 report by Global Entrepreneurship Monitor (GEM) finds that 27 million working-age Americans - nearly 14 percent - are starting or running new businesses. According to GEM, 24 percent of U.S. entrepreneurs expect to employ 20 or more people in the next five years (Sokanu, 2018). Career OneStop posits a 17% increase in customer service jobs in Tennessee through 2026. This is a projected 9,180 jobs that range from \$20,000-\$51,000 per year. Motlow State conducted a brief survey of local business and industries to assess their perception of value for the proposed degree. All of those responding

recognized the program as addressing valuable skills for potential employees, in addition to a great skillset to start a new company/business. Employers marked ranges for pay with this degree to be from \$45,000 to \$55,000 annually.

Letters of support providing detailed statements of need and approval of the proposed curriculum were submitted from the following sources:

- 1) Mr. Ryan Horony, Founder & CEO of The Fox & Goat Coffee Co., LLC
- 2) Mr. Jon Hoscheit, CTO of MydataSuites Data Centers and Founding Member of the Murfreesboro Technology Council
- 3) Ms. Mary Mayfield, Owner Market Connect, Director Murfreesboro Tech Council
- 4) Ms. Laura Monks, President, Tennessee College of Applied Technology, Shelbyville

## **CURRICULUM:**

The proposed program requires completion of 60 semester credit hours (SCH) distributed as follows:

<u>Curriculum Category</u>	<u>Hours Required</u>
General Education	15
Major Field Core	15
Career Path/Specialty Courses	<u>30</u>
<b>TOTAL:</b>	<b>60</b>

All entrepreneurship majors who are required to take Learning Support must also complete MSCC 1300 First Year Experience. For those students, the degree program will require 63 SCH.

No new courses were developed; all courses are currently delivered under other existing programs. Existing courses are being packaged to address the core competencies needed by entrepreneurs.

The requirements for admission, progression, and graduation are the same as the institutional requirements and as stated in the institution's Catalog. Students must complete at least 25 percent of the credit hours required for their degree program through Motlow State Community College. Transfer and Prior Learning Assessment credit will be evaluated on an as-needed basis. Students can earn up to 30 semester credit hours through Prior Learning Assessment (PLA) in accordance with TBR and MSCC policies. MSCC may use this program to support dual enrollment, general studies, and students coming into the program through PLA evaluation as endorsed by the American Council on Education (ACE) portfolio assessment.

The proposed curriculum is provided on the following page.

## **Curriculum for the Proposed A.A.S. in Entrepreneurship at MSCC**

The A.A.S. in Entrepreneurship will provide students with the skills needed to start and successfully run their own business. This program is designed for students who do not intend to transfer to a four-year institution. While open to all students, this program is particularly designed to assist students who have received a certificate or diploma in a technical field such as those granted by the Tennessee Colleges of Applied Technology.

The following is a recommended full-time schedule. Learning Support, pre-requisites and other academic factors may impact this schedule. GPS (Graduation Planning System), along with the correct catalog, should be utilized by students for all educational planning. Students can monitor progress toward a degree and view missing requirements with the GPS audit, accessible through MyMotlow. All required courses below provide 3 semester credit hours.

### **Semester One (15 credit hours)**

ACCT 1010 - Principles of Accounting I

BUSN 1305 - Introduction to Business

ENGL 1010 - English Composition I

INFS 1010 - Computer Applications

**Mathematics**

### **Semester Two (15 credit hours)**

ACCT 2321 - Intermediate Accounting I

BUSN 1320 - Business Calculations

BUSN 1330 - Entrepreneurship

BUSN 2380 - Principles of Marketing

ECON 2100 - Principles of Macroeconomics OR ECON 2200 Principles of Microeconomics

### **Semester Three (15 credit hours)**

ACCT 2382 - Accounting Systems Applications

BUSN 1310 - Business Communications

BUSN 2370 - Legal Environment of Business

ADMN 1313 - Spreadsheet Applications

**Humanities/Fine Arts -**

### **Semester Four (15 credit hours)**

ADMN 2390 - Capstone Experience for APT OR ADMN 2395 APT Internship

BUSN 1340 - Small Business Management

BUSN 1350 - Sales and Service

COMM 2025 - Fundamentals of Communication

LGM 180 - Sourcing and Procurement

**PLANS FOR ACCREDITATION:**

Accreditation for the A.A.S. in Entrepreneurship will be pursued through the Accreditation Council for Business Schools and Programs (ACBSP). SACSCOC will be notified upon approval from the Board.

**ORGANIZATIONAL STRUCTURE:**

The proposed A.A.S. in Entrepreneurship will be housed under the Dean of Career and Technical Programs. This division houses Mechatronics, Robotics, and Business and Technology.

Each campus has its own library and multiple computer labs to support this program. Since we have all the courses, no additional resources are needed.

**PROJECTED NEW COSTS AND REVENUE:**

Five full-time and 16 part-time faculty members are credentialed to teach in this program. Since all courses already exist, MSCC will add students into existing capacity and add additional sections as needed. Each campus has its own library and multiple computer labs to support this program. No additional resources are needed beyond those that currently serve existing programs.

New costs associated with this degree program are those anticipated to support the hiring of additional adjunct faculty. Financial projections are provided in Appendix A., immediately following this summary.

**PROJECTED STUDENT ENROLLMENT:**

Year	Full time	Part time	Total	FTE	Graduates
1	10	5	15	12	0
2	20	7	27	23	7
3	35	10	45	40	19

Retention rates for current business programs at MSCC are reported at 72% resulting in an attrition rate of 28% used for these projections.

**EXTERNAL REVIEW:**

Since the courses to be used for this new degree already exist in other business-related programs, and all needed resources are in place to support the program, a site visit was deemed to be unnecessary.

**STAFF RECOMMENDATION:**

**The proposal has been reviewed by the staff of the Office of Academic Affairs. Board approval is recommended.**

**Tennessee Higher Education Commission  
Appendix A: THEC Financial Projections  
Motlow State Community College  
Entrepreneurship Program**

Seven-year projections are required for doctoral programs.  
Five-year projections are required for baccalaureate and Master's degree programs  
Three-year projections are required for associate degrees and undergraduate certificates.  
Projections should include cost of living increases per year.  
Planning year projections are not required but should be included when appropriate.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>								
<b>A. One-time Expenditures</b>								
New/Renovated Space <sup>1</sup>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	-	-	-	-	-	-	-
Library	-	-	-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Sub-Total One-time</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>								
<b>Personnel</b>								
<b>Administration</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-	-
<b>Sub-Total Administration</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Faculty</b>								
Salary	\$ -	\$ 16,200	\$ 21,600	\$ 27,000	\$ -	\$ -	\$ -	\$ -
Benefits	-	2,430	3,240	4,050	-	-	-	-
<b>Sub-Total Faculty</b>	\$ -	\$ 18,630	\$ 24,840	\$ 31,050	\$ -	\$ -	\$ -	\$ -
<b>Support Staff</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-	-
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-	-	-
<b>Sub-Total Graduate Assistants</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Operating</b>								
Travel	\$ -	\$ 1,000	\$ 2,000	\$ 3,000	\$ -	\$ -	\$ -	\$ -
Printing	-	-	-	-	-	-	-	-
Equipment	-	-	-	-	-	-	-	-
Other	-	1,000	2,000	3,000	-	-	-	-
<b>Sub-Total Operating</b>	\$ -	\$ 2,000	\$ 4,000	\$ 6,000	\$ -	\$ -	\$ -	\$ -
<b>Total Recurring</b>	\$ -	\$ 20,630	\$ 28,840	\$ 37,050	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES (A + B)</b>	\$ -	\$ 20,630	\$ 28,840	\$ 37,050	\$ -	\$ -	\$ -	\$ -



**\*If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
Number of Graduate Assistants		-		-		-		-		-		-

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7				
<b>II. Revenue</b>												
Tuition and Fees <sup>2</sup>	-	49,200	92,496	157,440	-	-	-	-				
Institutional Reallocations <sup>3</sup>	-	(28,570)	(63,656)	(120,390)	-	-	-	-				
Federal Grants <sup>4</sup>	-	-	-	-	-	-	-	-				
Private Grants or Gifts <sup>5</sup>	-	-	-	-	-	-	-	-				
Other <sup>6</sup>	-	-	-	-	-	-	-	-				
<b>BALANCED BUDGET LINE</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>20,630</b>	<b>\$</b>	<b>28,840</b>	<b>\$</b>	<b>37,050</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>

**Notes:**

**(1) Provide the funding source(s) for the new or renovated space.**

There is no new or renovated space required for this program.

**(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.**

Tuition and fee revenue will be generated in year one.

**(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.**

None is required for this program.

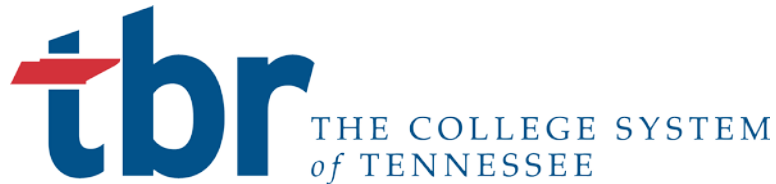
**(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.**

N/A

**(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).**

N/A

**(6) Provide information regarding other sources of the funding.**



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BOARD TRANSMITTAL

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MEETING: Committee on Academic Policies and Programs  
and Student Life

SUBJECT: Institutional Mission Statements

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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Per the Complete College Act of 2010 and reiterated in the FOCUS Act of 2016, the Tennessee Higher Education Commission (THEC) reviews and approves Institution Mission Profiles annually for all community colleges and universities. These profiles, which are distinct from institutional mission statements used for institutional accreditation, are used primarily to communicate the institution's distinct mission to stakeholders, and as a guide for THEC in the development of the outcomes-based funding formula. Institutions submit the proposed profile to its respective governing board for review and approval before submission to THEC for action. If approved, TBR will submit these profiles to THEC for review and action at its November 2019 quarterly meeting.

## **Chattanooga State**

### **March 2018 Version**

Chattanooga State Community College is a comprehensive community college serving the greater Chattanooga area, including Hamilton, Rhea, Bledsoe, Sequatchie, Grundy, and Marion Counties. The college's main campus is located in Chattanooga along the Tennessee River, and there are two instructional centers in Dayton and Kimball. Chattanooga State offers Associate of Arts, Associate of Science, Associate of Applied Science, Associate of Science in Teaching and Associate of Fine Arts degree programs as well as college credit certificates. Chattanooga State is the only community college in Tennessee that has a technical college. Not only is Chattanooga's Tennessee College of Applied Technology located on the campus, it is part of the College. Through the technical college, Chattanooga State offers 21 diploma and four technical certificate programs.

Chattanooga State has a history of providing excellence in technical education and training and has a robust selection of AAS, transfer and certificate programs in Engineering and Computer Science. Chattanooga State is the home of the Volkswagen Akademie and the Wacker Academy. Also, the College has an exemplary Nursing and Allied Health division that offers 12 AAS degree programs and 12 certificate programs.

Chattanooga State has a robust selection of early postsecondary opportunities available on its campus and centers. These include the Collegiate High School, the STEM Academy, the VW Mechatronics Akademie, Early College Academy at Kimball, Early College at Chattanooga State, the Polytech Academy at Chattanooga State, the Polytech Academy at Kimball, and Dual Credit for high school CTE. In the fall 2017, the College enrolled 1,308 dual enrollment students. High achieving students can participate in Chattanooga State's Global Honors Program, which enrolls 188 students.

By the end of fall 2017, Chattanooga State enrolled 8,344 credit and 1,283 technical college students. The average age of the Chattanooga State student is 24 and 54% are female. The student population is diverse with seven different ethnicities represented.

Chattanooga State's Economic and Workforce Development division is responsive to the workforce training needs of the college's service area and serves over 100 companies and provided, on average, over 50,000 hours of training over the last three years.

### **March 2019 Version**

Chattanooga State Community College is a regionally accredited comprehensive public community college serving the greater Chattanooga area, including Hamilton, Rhea, Bledsoe, Sequatchie, Grundy, and Marion counties. The college's main campus is based in Chattanooga along the Tennessee River with instructional sites located in both Dayton and Kimball. Chattanooga State offers Associate of Art, Associate of Science, and Associate of Applied Science degrees along with technical and embedded certificates. Home to the only fully-embedded technical college on a Tennessee community college campus, Chattanooga State's

Tennessee College of Applied Technology Division (TCAT) offers 21 one-year diploma programs and four technical certificate programs. It leads the state in terms of the most program offerings by a technical college. Chattanooga State's TCAT also offers 18 different programs that allow students to earn 18-24 credit hours toward an A.A.S. degree at Chattanooga State.

Chattanooga State Community College is committed to student success as evidenced by its focus on the High Impact Practices (HIPs) of Service Learning, First Year Seminar Experience, Technology Enhanced Learning (ePortfolio), Undergraduate Research, Study Abroad, and the robust Honors Program for high-achieving students (Global Scholars). In 2016, the College became an Achieving the Dream partner with Focus on Completion as the moniker. Data-driven strategies and initiatives from this partnership aim at improving equitable student success through continuous improvement in teaching and learning, proactive advising/coaching, supportive services, early college programs, and academic maps.

Chattanooga State's Engineering & Information Technologies Division has forged a number of unique partnerships designed to provide training for the local workforce. Every engineering technology degree within the division allows a student to transfer seamlessly to the University of Tennessee at Chattanooga as a junior.

Also, the College has an exemplary Nursing and Allied Health Division that offers 14 A.A.S. degree programs and 12 certificate programs. The Chattanooga State Registered Nursing program recently celebrated 35 years of excellence. The RN licensure pass rate boasts an impressive ten-year average of 97 percent.

Chattanooga State has a robust selection of early postsecondary opportunities available on its main campus and sites. These include Hamilton County's Collegiate High School at Chattanooga State, Hamilton County's STEM High School, the Mechatronics Akademie at Volkswagen, Early College Academy at Kimball, Early College at Chattanooga State, the Polytech Academy at Chattanooga State, the Polytech Academy at Kimball, TCAT Dual Enrollment, and Dual Credit for high school CTE. In the fall of 2017, the College enrolled 1,304 dual enrollment students.

By the end of fall 2017, Chattanooga State enrolled 8,500 credit and 1,283 technical college students. Just over half of enrolled students are female. Just under half of the student population enroll in more than 12 credit hours per semester. In the academic year 2017-2018, Chattanooga State awarded a record high 1,498 credentials to community college students and 680 technical certificates and diplomas.

Chattanooga State's Economic and Workforce Development Division has strong partnerships with business and industry to create and deploy customized training solutions, including a new college-sponsored registered apprentice program. The division provided 60,457 workforce training hours in fiscal year 2017-2018.

### **July 2019 Proposed Changes**

Chattanooga State Community College is a comprehensive public community college serving the greater Chattanooga area, including Hamilton, Rhea, Bledsoe, Sequatchie, Grundy, and

Marion counties. The college's main campus is based in Chattanooga along the Tennessee River, with instructional sites located in both Dayton and Kimball. In fall 2018, 8,338 students enrolled at Chattanooga State, including 1,183 dual enrollment students. Over 29% of Chattanooga State students in fall 2018 were adults age 25 and older, and 38% were low-income students. The college offers 30 associate degree programs and 47 certificate programs, including programs in the Nursing and Allied Health division, where the Registered Nursing program recently celebrated 35 years of excellence and the RN licensure pass rate boasts an impressive ten-year average of 97%. Additionally, the Engineering and Information Technologies Division has forged a number of unique partnerships designed to provide training for the local workforce. Every engineering technology degree within the division allows a student to transfer seamlessly to the University of Tennessee at Chattanooga as a junior. During the 2017-18 academic year, 1,498 awards were conferred at Chattanooga State, including 575 applied associate degrees, 366 technical certificates, and 557 associate degrees designed to transfer to a university. Home to the only fully embedded technical college on a Tennessee community college campus, Chattanooga State's Tennessee College of Applied Technology Division (TCAT) offers one-year diploma programs and technical certificate programs. Chattanooga State's Economic and Workforce Development Division has strong partnerships with business and industry to create and deploy customized training solutions, including a new college-sponsored registered apprentice program. In 2017-18, the division provided 60,457 hours of workforce training. In 2016, the college became an Achieving the Dream partner with 'Focus on Completion' as the moniker. Data-driven strategies and initiatives from this partnership aim at improving equitable student success through continuous improvement in teaching and learning, proactive advising and coaching, supportive services, early college programs, and academic maps.

## **Cleveland State**

### **March 2018 Version**

Cleveland State Community College is an open door, comprehensive community college located in southeast Tennessee which offers programs leading to certificates and two-year degrees (Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Fine Arts). In addition to its credit programs, the College provides non-credit courses and specialized training for area business and industry. As a small commuter college serving a predominately rural, five county service area, ground courses are offered on its main campus in Cleveland, and its instructional sites in Athens and Vonore. Extensive course offerings are also available through dual enrollment and online programs. The college provides an array of services to facilitate student access, engagement, and success including participation in the initial cohort of institutions selected for the American Association of Community Colleges (AACC) Pathways Project, a national project focused on building capacity for community colleges to design and implement structured academic and career pathways at scale, for all of their students. Cleveland State strives to implement innovative learning strategies which focus on flexible learning opportunities and a deep culture of service learning projects which foster community involvement and real-world engagement. The college is home to the Greg A. Vital Center for Natural Resources & Conservation, which supports the Forestry, Wildlife and Fisheries Program and the Agriculture Program at Cleveland State. The Vital Center brings together students, educators, and working professionals in natural resources, agriculture, industry, and parks to identify and apply effective solutions to the challenges that arise at the intersection of the natural environment and human development.

### **March 2019 Version**

(No changes were proposed by Cleveland State in 2019).

## July 2019 Proposed Changes

Cleveland State Community College is an open door, comprehensive community college located in southeast Tennessee. As a small commuter college serving a predominately rural, five-county service area, ground courses are offered on its main campus in Cleveland and at instructional sites in Athens and Vonore. In fall 2018, 3,272 students enrolled at Cleveland State, including 979 dual enrollment students. Over 24% of Cleveland State students in fall 2018 were adults age 25 and older, and 35% were low-income students. Additionally, in 2017-18, Cleveland State provided 15,399 hours of workforce training. The college offers 18 associate degree programs and 25 certificate programs, including programs in Accounting, Business, Early Childhood Education, Forestry Wildlife and Fisheries, Law Enforcement Training, Nursing, Paramedic, and Social Work. During the 2017-18 academic year, 759 awards were conferred at Cleveland State, including 219 applied associate degrees, 250 technical certificates, and 290 associate degrees designed to transfer to a university. The college provides an array of services to facilitate student success including participation in the initial cohort of institutions selected for the American Association of Community Colleges (AACC) Pathways Project, a national project focused on building capacity for community colleges to design and implement structured academic and career pathways at scale. The college is home to the Greg A. Vital Center for Natural Resources & Conservation, which supports the Forestry, Wildlife and Fisheries Program and the Agriculture Program at Cleveland State. In 2019, at the first annual SOAR awards, Cleveland State was selected as TBR College of the Year for significant increases in retention and graduation rates, particularly for minority students.



## **Columbia State**

### **March 2018 Version**

Columbia State Community College is a multi-campus institution serving nine counties in Southern Middle Tennessee by providing transfer and technical associate degree programs, one-year career entry certificate programs, as well as activities, events and training that contribute to economic development, diversity, and quality of life in the region. Dedicated to student success, the college is committed to student engagement and support and provides students with programs and activities of interest, student clubs and organizations, tutoring and counseling services. Emphasis on support for first generation students, adult students, low income students, and less than college ready students is a priority. Highlighting the critical importance of improving student success in America's community colleges, the Aspen Institute College Excellence Program recently named Columbia State Community College, a second time, as one of the nation's top 150 community colleges. High quality programs are a hallmark of Columbia State.

### **March 2019 Version**

Columbia State Community College is Tennessee's first community college and serves the citizens of a nine-county area in Southern Middle Tennessee. With five strategically located campuses, high quality programs in a caring environment are hallmarks of Columbia State. The Aspen Institute College Excellence Program recognized Columbia State as one of the nation's top 150 community colleges in 2017 and again in 2019. The College has also received several awards from the American Association of Community Colleges (AACC).

The College serves approximately 6,000 credit students studying in either transfer or technical associate programs, one-year career-entry certificate programs, or professional development opportunities that contribute to the economic development, diversity, and quality of life in the region. It prides itself on the emphasis given to support for the success of first generation, adults, low income, and academically underprepared students. The diversity of the College has seen an annual growth in enrollment of males and African-American and Hispanic populations. The student population is 60% female with an average age of 22 and an approximate full-time/part-time ratio of 1:1.

The College provides instruction at fourteen high schools in its service region with an overall dual enrollment of over 1,200 students or approximately 18% of the College's enrollment. This includes middle college programs and opportunities for high school students to receive their associate degree or technical certificate when they graduate from high school. Additionally, there is continuing expansion of dual credit agreements with regional high schools.

The goal of providing programming that leads to student-chosen careers as it fulfills community and state workforce needs is embedded throughout the College's strategic planning. This commitment to professional and career education exists in our associate programs and certificates: 55% of students are in college transfer and 45% are in technical/career degrees or certificates. Other initiatives dedicated to workforce development include internships, co-ops,

apprenticeships, continuing education non-credit courses and programs, and industry/college partnerships for specialized training.

The College believes in the education of the whole student and has intentionally dedicated resources to a strong advisement program, enrichment programs, and other student support programs that augment the student's program of study. Support programs include tutoring, counseling services, student clubs and organizations, and activities of interest.

Outreach to our service communities is seen through community programming, including personal development and enrichment programs and courses, and youth camps and academies. The faculty and staff are well-known for their volunteer work on boards, civic organizations, community fundraisers, service programs, and projects that seek to improve the lives of others in their communities.

## July 2019 Proposed Changes

Columbia State Community College is Tennessee's first community college and serves the residents of a nine-county area in southern Middle Tennessee. With five strategically located campuses, high quality programs in a caring environment are hallmarks of Columbia State. In addition to the main campus in Columbia, the college has grown to include the Williamson, Lawrence, Lewisburg, and Clifton campuses. In fall 2018, 6,346 students enrolled at Columbia State, including 1,233 dual enrollment students from fourteen high schools in its service region. This includes middle college programs and opportunities for high school students to receive their associate degree or technical certificate when they graduate from high school. Nearly 20% of Columbia State students in fall 2018 were adults age 25 and older, and 29% were low-income students. Columbia State offers 16 associate degree programs and 13 certificate programs. Approximately 60% of graduates complete the Associate of Science or Associate of Arts degree for transfer to a university for completion of professional studies. The Associate of Applied Science or Certificates is offered in career entry programs that include nursing, respiratory care, radiologic technology, anesthesia, emergency services, medical Lab, computer information technology, business, medical informatics, veterinary technology, criminal justice, engineering systems, and others. During the 2017-18 academic year, 931 awards were conferred at Columbia State, including 225 applied associate degrees, 164 technical certificates, and 542 associate degrees designed to transfer to a university. Additionally, in 2017-18, Columbia provided 46,312 hours of workforce training. Initiatives dedicated to workforce development include internships, co-ops, apprenticeships, continuing education non-credit courses and programs, and industry/college partnerships for specialized training. The Aspen Institute College Excellence Program recognized Columbia State as one of the nation's top 150 community colleges in 2017 and again in 2019. The College has also received several awards from the American Association of Community Colleges (AACC) and was recognized as a finalist in the 2018 AACC Awards of Excellence for Advancing Diversity, Outstanding College/Corporate Partnership and Student Success.

## **Dyersburg State**

### **March 2018 Version**

Dyersburg State Community College (DSCC) is a learner-centered institution, which serves seven rural counties with below average levels of educational attainment and per capita income. DSCC offers associate degree and certificate programs to prepare students for the workforce and for transfer to a four-year institution. Nursing, EMT/paramedic, business, and general transfer studies are the primary academic programs of focus. The average age of students is 22 with 66 percent of all students being female. The majority of DSCC students are low-income, first generation college students who need at least one learning support course before they are ready for college-level work. Public service activities include, but are not limited to, continuing education, workforce services in partnership with the Northwest TN Workforce Board, Upward Bound, the Tennessee Small Business Development Center, and the Tennessee Early Childhood Training Alliance.

### **March 2019 Version**

Dyersburg State Community College (DSCC) is a comprehensive two-year institution, serving seven rural counties including Crockett, Dyer, Gibson, Lake, Lauderdale, Obion, and Tipton. DSCC provides educational opportunities through its home campus in Dyersburg, the Jimmy Naifeh Center at Tipton County (Covington) and the Gibson County Center (Trenton). DSCC offers associate degree and certificate programs to prepare students for the workforce and for transfer to a four-year institution. Nursing, EMT/Paramedic, Business Administration, and General Studies are the primary academic programs of emphasis. Programs designed for transfer assist approximately 38 percent of the College's students in transferring to local universities. The average age of students is 24 years with 41 percent of all students enrolled full-time. Thirty-two (32) percent of DSCC students are adults, age 25 and older. Strong partnerships with high schools contribute to successful dual enrollment programs including Emergency Medical Responder (EMR), Basic Early Childhood Education, Certified Production Technician (CPT), courses to prepare for the Certified Nursing Assistant (CNA) credential, General Education Core and more. Thirty-three (33) percent of students in fall 2017 were dual enrolled high school students. DSCC offers various student support programs to multiple subpopulations, including low-income students, first-generation students, adult students, underprepared students, dual enrolled students, and veteran students. The three-year graduation rate is 25 percent. Four hundred sixty-seven (467) degrees and certificates were awarded in 2017-2018, with 108 of those being short-term and long-term certificates and 359 associate degrees. Public service activities include, but are not limited to, continuing education, workforce services in partnership with the Northwest Tennessee Workforce Board, Upward Bound, the Tennessee Small Business Development Center (TSBDC), and the Tennessee Early Childhood Training Alliance (TECTA). As the College grows and develops, facility needs as outlined in its Master Plan include a new Arts and Sciences building on the Dyersburg campus; a Health Sciences/Academic building at the Jimmy Naifeh Center at Tipton County; and upgrades to existing facilities in Dyersburg, such as the First Citizens National Bank Auditorium and the E.H. Lannom, Jr. Gymnasium.

## July 2019 Proposed Changes

Dyersburg State Community College is a comprehensive two-year institution, serving seven rural counties in northwest Tennessee including Crockett, Dyer, Gibson, Lake, Lauderdale, Obion and Tipton. The College provides educational opportunities through its home campus in Dyersburg, the Jimmy Naifeh Center at Tipton County in Covington, and the Gibson County Center in Trenton. In fall 2018, 2,981 students enrolled at Dyersburg State, including 808 dual enrollment students. Thirty percent of Dyersburg State students in fall 2018 were adults age 25 and older, and 36% were low-income students. Additionally, in 2017-18, the College provided 11,116 hours of workforce training. Dyersburg State offers 12 associate degree programs and 17 certificate programs, including the College's notable Nursing, EMT/Paramedic, and Business Administration programs. The College introduced a new Paramedic to Registered Nurse (RN) Fast Track Program during the fall 2016 semester at its Covington center and in fall 2018 at its Dyersburg campus. During the 2017-18 academic year, 467 awards were conferred at Dyersburg State, including 144 applied associate degrees, 108 technical certificates, and 215 associate degrees designed to transfer to a university. Strong partnerships with high schools contribute to successful dual enrollment programs including Certified Production Technician (CPT), Childhood Development Associate (CDA), Emergency Medical Responder (EMR), courses in the General Education Core and courses to prepare for the Certified Nursing Assistant (CNA) credential. The College offers various student support programs to multiple subpopulations, including low-income students, Pell eligible students, first-generation students, adult students, underprepared students, dual enrolled students and veteran students. Pell eligible students are the College's focus population, which was determined by the review of success rates of various subpopulations.

## **Jackson State**

### **March 2018 Version**

Jackson State Community College is a comprehensive community college in West Tennessee offering associate degrees in arts, sciences, teaching, and applied sciences. The college also offers technical certificates, non-credit workforce training and continuing education programs. Classes are offered on the main campus in Jackson and at centers in Lexington, Savannah, and Humboldt. There is a robust offering of online, hybrid, and distance learning classes available as well as dual enrollment classes offered at high schools throughout the 14-county service area. Due to continuing healthcare needs in the community, Jackson State has established state-of-the-art healthcare programs. Jackson State has an exceptionally strong learning support program that utilizes co-requisite remediation courses to assist students to be successful in the areas of mathematics, reading, and writing. Jackson State has an active honors program, international education/study abroad program, service learning program, athletics program, and Student Government Association. Students can take advantage of becoming involved in the many student organizations available at the college. Jackson State is committed to helping students complete their educational goals with an assigned academic advisor, an assigned completion coach, and tools and resources on campus aimed at helping students succeed. The enrollment at Jackson State averages about 5,000 students each semester.

### **March 2019 Version**

(No changes were proposed by Jackson State in 2019).

## July 2019 Proposed Changes

Jackson State Community College is a comprehensive community college serving West Tennessee. Classes are offered on the main campus in Jackson and at centers in Lexington, Savannah, and Humboldt. Jackson State provides a robust offering of online, hybrid, and distance learning classes available as well as dual enrollment classes offered at high schools throughout the 14-county service area. In fall 2018, 4,875 students enrolled at Jackson State, including 1,355 dual enrollment students. Over 23% of Jackson State students in fall 2018 were adults age 25 and older, and 40% were low-income students. Additionally, in 2017-18, Jackson State provided 20,725 hours of workforce training. The Associate of Applied Science, Engineering Systems Technology program has developed a consortium of 27 manufacturing partners to address the area's employment needs in the high-skilled, maintenance technician occupation. This consortium, in conjunction with Jackson State, developed an Advanced Maintenance Technician work cooperative in 2014 which recruits high school seniors and other interested applicants into a 2-year work-study cohort group. To date, Jackson State graduates involved in this cooperative education program have experienced a 100 percent job placement rate. The college offers 17 associate degree programs and 10 certificate programs. Due to continuing healthcare needs in the community, Jackson State has established state-of-the-art healthcare programs. Since the Nursing program's inception, graduate success on the national licensure exam has consistently exceeded state and national norms. Other state-of-the-art programs include the Computer Information Technology program. In 2012, Jackson State's Cyber Defense program became the only community college program in the state to be designated as a National Center of Academic Excellence in Cyber Defense Two-Year Education by the National Security Agency and the Department of Homeland Security. Jackson State was re-designated for another five years in the summer of 2017. During the 2017-18 academic year, 648 awards were conferred at Jackson State, including 205 applied associate degrees, 106 technical certificates, and 337 associate degrees designed to transfer to a university. Jackson State has an active honors program, international education/study abroad program, service-learning program, athletics program, and Student Government Association.

## Motlow State

### March 2018 Version

Motlow State Community College is a public, multi-campus college offering certificates, associate degrees, and flexible learning pathways for early transfer, college preparation, and workforce training. Students are prepared for employment, career advancement, and four-year college or university transfer. The College serves an eleven-county area comprised of full-time, part-time, traditional, and non-traditional age students from diverse socio-economic populations with disparate educational and cultural backgrounds. The College offers high quality accredited educational programs and a variety of support services emphasizing and promoting student success.

### March 2019 Version

Motlow State Community College is a public, regionally accredited student-centered institution of higher learning offering certificates, associate degrees, and flexible learning pathways for degree attainment, credential-building, workforce training, dual enrollment and a variety of early college and life-long learning opportunities. Motlow is committed to high-quality instruction that ensures our students are prepared for employment, career advancement, and university transfer. In addition to institutional accreditation, the college has also achieved program accreditation in key degree pathways.

Motlow's mission is student success. The College invests in both the instructional faculty and organizational staff needed to field a robust portfolio of programs and resources designed to support the recruitment, retention, and completion of the learners we serve. Our students attend both full-time and part-time. We teach in traditional ground, online, dual enrollment, early college, middle college, distance learning, and short-term training environments.

Motlow is a multi-campus institution and provides instruction at a variety of teaching sites throughout a large 11-county service area. Motlow State has four campuses: Moore County, Fayetteville, McMinnville, and Smyrna. Other free-standing sites include instructional facilities in White County and Shelbyville. Motlow State is intentionally inclusive in the recruitment of faculty, staff, and students. Our students are from diverse socio-economic populations with disparate educational and cultural backgrounds. Our planning, programs, and services are designed to embrace, serve, and celebrate a multicultural student body.

We are a data-informed institution committed to best practices, the adoption of appropriate technology, and the ongoing professional development of our staff. We are passionate about building personal relationships with our students in order to foster genuine access, meaningful support, and the lasting success of students, staff, and community.

Motlow State is an economic engine for growth in middle Tennessee. The college partners with regional companies and national thought leaders to cultivate job growth, ensure relevant programming, and to produce career-ready students with industry-recognized credentials targeting high-wage, high-demand jobs. The College also offers a robust, industry-responsive workforce training initiative that facilitates internships, externships, and apprenticeships, as



well as provides professional development, credentialing, CUEs, and customized industry training.

As the fastest growing community college in Tennessee from fall 2015 to fall 2018, Motlow State's enrollment has risen 43 percent, and its FTE rate has increased by 54 percent. Motlow leads all TBR community colleges in three-year graduation rates and dual enrollment. The College's athletic programs are highly competitive, with women's soccer and men's basketball each capturing the TCCAA/Region VII championship in 2018.

## July 2019 Proposed Changes

Motlow State Community College is a student-centered institution of higher learning offering certificates, associate degrees, and flexible pathways for degree attainment, credential-building, workforce training, and a variety of life-long learning opportunities. Motlow State is a multi-campus institution and provides instruction at a variety of teaching sites throughout a large 11-county service area. The college has four campuses: Moore County, Fayetteville, McMinnville, and Smyrna. Other free-standing sites include instructional facilities in White County and Shelbyville. In fall 2018, 6,913 students enrolled at Motlow State, including 1,762 dual enrollment students. Over 21% of Motlow State students in fall 2018 were adults age 25 and older, and 27% were low-income students. The college offers 12 associate degree programs and seven certificate programs, including Mechatronics, Nursing, Computer Information Technology, and University Parallel. During the 2017-18 academic year, 1,135 awards were conferred at Motlow State, including 146 applied associate degrees, 152 technical certificates, and 837 associate degrees designed to transfer to a university. Motlow State is intentionally inclusive in the recruitment of faculty, staff, and students. Motlow State's mission is student success. The college invests in both the instructional faculty and organizational staff needed to field a robust portfolio of programs and resources designed to support recruitment, retention, and completion. Motlow's students are from diverse socio-economic populations with disparate educational and cultural backgrounds. The college's planning, programs, and services are designed to embrace, serve, and celebrate a multicultural student body. Motlow State is an economic engine for growth in middle Tennessee. The college partners with regional companies and national thought leaders to cultivate job growth, ensure relevant programming, and to produce career-ready students with industry-recognized credentials targeting high-wage, high-demand jobs. Additionally, in 2017-18, the college provided 11,034 hours of workforce training. Motlow State was the fastest growing community college in Tennessee from fall 2015 to fall 2018, and the college leads all TBR community colleges in three-year graduation rates and dual enrollment.

## **Nashville State**

### **March 2018 Version**

Nashville State Community College is an open-admission comprehensive educational institution, serving a diverse student population and a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart Counties. The College awards the Associate of Arts, Associate of Fine Arts, Associate of Science, and the Associate of Science in Teaching transfer degrees, as well as the Associate of Applied Sciences career degrees and technical certificates. Nashville State offers over 80 programs of study across numerous areas including business, computer and engineering technologies, health sciences, the humanities, performing and applied arts, social and behavioral sciences, mathematics, and the natural and physical sciences. The college offers an array of academic support services to our diverse student body and is committed to developing the local and statewide workforce through partnerships with employers and community partners.

### **March 2019 Version**

Nashville State Community College is an open-admission, comprehensive educational institution, serving a diverse student population and a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart Counties. The College offers over 80 programs of study spanning business, computer and engineering technologies, the liberal arts, health sciences, and creative arts & technologies. Programs falling outside of those broad categories include paralegal studies, culinary arts, hospitality, education, and law enforcement. In addition to technical certificates and A.A.S. career degrees, Nashville State awards the A.A., A.F.A., A.S., and A.S.T.

Highly-qualified and credentialed faculty along with dedicated staff support student success through student-centered curricula, a strong emphasis on the first-year experience, and an array of academic and student support services. The College continues to strengthen its community involvement in order to be an education and workforce development leader in its service area.

## July 2019 Proposed Changes

Nashville State Community College serves a diverse student population and a broad geographic area comprised of Davidson, Cheatham, Dickson, Houston, Humphreys, Montgomery, and Stewart Counties. In fall 2018, 8,337 students enrolled at Nashville State, including 1,045 dual enrollment students. Nearly 40% of Nashville State students in fall 2018 were adults age 25 and older, and 38% were low-income students. Additionally, in 2017-18, Nashville State provided 12,490 hours of workforce training. The college offers 20 associate degree programs, 21 technical certificate programs, and 47 transfer programs, including nursing, music, information technology, culinary arts, and hospitality. During the 2017-18 academic year, 1,082 awards were conferred at Nashville State, including 321 applied associate degrees, 216 technical certificates, and 545 associate degrees designed to transfer to a university. Highly-qualified and credentialed faculty along with dedicated staff support student success through student-centered curricula, a strong emphasis on the first-year experience, and an array of academic and student support services. Nashville State continues to move forward in meeting the needs of our diverse community by building a fourth campus in Davidson county, serving a growing English as a Second Language (ESL) population. Nashville state also partners with the city of Nashville in the Nashville GRAD (Getting Results by Advancing Degrees) program to help Davidson county residents navigate and complete college. The Nashville GRAD program provides eligible students with financial and academic support, including assistance with the cost of living, textbooks, and transportation.

## **Northeast State**

### **March 2018 Version**

Northeast State Community College is an open-access, public, comprehensive community college serving Carter, Johnson, Sullivan, Unicoi, and Washington Counties in Tennessee. The College provides over 90 programs of study leading to associate and certificate degrees along with courses and events that address the workforce development and lifelong learning needs of the community. Support services are provided to all students, of which a significant number are first-time freshmen, low income, and/or adult students.

### **March 2019 Version**

(No changes were proposed by Northeast State in 2019).

## July 2019 Proposed Changes

Northeast State Community College is a comprehensive community college serving Carter, Johnson, Sullivan, Unicoi, and Washington Counties. The College's main campus is located in Blountville, and there are four primary off-campus sites: Elizabethton, Gray, Johnson City, and Kingsport. Northeast State offers Associate of Applied Science, Associate of Arts, Associate of Fine Arts, Associate of Science, and Associate of Science in Teaching degree programs. Students may select from 19 associate degree programs, including Aviation, Nursing, and Tennessee's only Cardiovascular program. In addition to the associate degree, the College offers 21 certificate programs. In fall 2018, 6,147 students were enrolled at the College. Twenty-nine percent of students were adults age 25 or older, with the ethnic diversity of the institution mirroring the diversity of the service area. Additionally, 43% of students were low-income and 53% were female. During the 2017-18 academic year, 1,423 awards were conferred, including 349 applied associate degrees, 490 technical certificates, and 584 associate degrees designed to transfer to a university. Northeast State proudly serves and is responsive to the community's needs, and it is committed to providing lifelong learning opportunities. For example, the College provides robust early postsecondary opportunities at all area public high schools, with 886 dual enrollment students participating in fall 2018. It also provides services for individuals transitioning to college, with the institution leading all TBR community colleges for the percentage of tAchieves Summer Bridge program participants who improved or tested out of learning support. With regard to workforce training, it provided more than 90,000 contact hours of training in 2018-19, and it boasts the State's first Department of Labor registered community college group apprenticeships that provide credit offerings. In 2018, the College broke ground in Blountville on a 114,475 square-foot Technical Education Complex, which will house the divisions of Business and Advanced Technologies, which will bring more opportunities to meet emerging business and industry needs. In 2019, the College established the Honors Institute learning community, and its Alpha Iota Chi Chapter was recognized by Phi Theta Kappa International Honor Society of the Two-Year College as the fifth most distinguished chapter.

## Pellissippi State

### March 2018 Version

Located in Tennessee's third-largest metropolitan area, Pellissippi State Community College is a public two-year institution serving Knox and Blount Counties. With campuses at five locations, the College provides access to higher education for a diverse student population by providing associate of arts, associate of science, associate of science in teaching, associate of fine arts (music), associate of applied science, and associate of applied science in nursing degrees, as well as certificates in specialized areas and noncredit courses for personal and professional development. The College supports and develops associate degrees for transfer to four-year institutions, career-path associate degrees, certificates, and continuing education opportunities to meet the needs of the community. Pellissippi State offers credit courses to high school students as well. Freshman and sophomore level courses transfer into baccalaureate programs at public and private institutions, and 54 percent of Pellissippi State students are enrolled in these transfer programs. Twenty-four percent of Pellissippi State students are enrolled in technical programs, including business, criminal justice, computer technology, engineering technology, media technologies, nursing, and paralegal studies. Both traditional and distance learning methods are used for course delivery. Approximately 50 percent of Pellissippi State's students are enrolled full-time and 79 percent of students are younger than 25 years old. Student support programs are provided for multiple subpopulations, including first-generation students, underprepared students, adult students, veteran students, students with disabilities, dual enrolled students, and part-time students. The Business and Community Services division accommodates the needs of area employers and other citizens by providing courses for career-specific training and personal enrichment.

### March 2019 Version

Located in Tennessee's third-largest metropolitan area, Pellissippi State Community College is a public two-year institution serving Knox and Blount Counties. With campuses at five locations, the College provides access to higher education for a diverse student population by providing associate of arts, associate of science, associate of science in teaching, associate of fine arts, associate of applied science, and associate of applied science in nursing degrees, as well as certificates in specialized areas and non-credit courses for personal and professional development. The College supports and develops associate degrees for transfer to four-year institutions, career-path associate degrees, certificates, and continuing education opportunities to meet the needs of the community. Freshman and sophomore level courses transfer into baccalaureate programs at public and private institutions, and 66 percent of Pellissippi State degree-seeking students are enrolled in these transfer programs. Thirty-four percent of Pellissippi State degree-seeking students are enrolled in career and technical programs. Thirty-four percent of Pellissippi State degree-seeking students are enrolled in technical programs including business, criminal justice, computer technology, engineering technology, media technologies, nursing, and paralegal studies. In addition, the College serves approximately 1,300 dual enrollment students and 974 non-degree-seeking students. Both traditional and distance learning methods are used for course delivery. Approximately 48 percent of Pellissippi State's students are enrolled full-time and 27 percent of students are 24 or older. Student

support programs are provided for multiple underserved populations, including first-generation students, underprepared students, adult students, historically underrepresented students, veteran students, students with disabilities, dual enrolled students, and part-time students. The Business and Community Services division accommodates the needs of area employers and other citizens by providing courses for career-specific training and personal enrichment.



## July 2019 Proposed Changes

Located in Tennessee's third-largest metropolitan area, Pellissippi State Community College is a public two-year institution serving Knox and Blount Counties, with campuses in five locations. In fall 2018, 11,073 students enrolled at Pellissippi State, including 1,372 dual enrollment students. Nearly 27% of Pellissippi State students in fall 2018 were adults age 25 and older, and 29% were low-income students. Additionally, in 2017-18, the college provided 49,118 hours of workforce training. Pellissippi State offers 19 associate degree programs and 32 certificate programs. The College's longest running program is Engineering Technology, its largest programs are in Business and Media Technologies; and its newest program is Water Quality Technology, the only program of its type in Tennessee. During the 2017-18 academic year, Pellissippi State conferred 2,160 awards, including 439 applied associate degrees, 702 technical certificates, and 1,019 associate degrees designed to transfer to a university. Recognizing the importance of diversity, student support programs are provided for multiple underserved populations, including first-generation students, academically underprepared students, adult students, historically underrepresented students, veteran students, students with disabilities, dual enrolled students, and part-time students. The work of the College is guided by the following values: academic integrity, accessibility, affordability, community and civic engagement, diversity and sustainability. Its mission to be a transformative environment for learning is demonstrated through holistic support and an integrated student experience for all. Pellissippi State is recognized nationally for its study abroad opportunities and commitment to student success. As a result of participating in Achieving the Dream, the College is currently engaged in an initiative (InSTEPS) to integrate student and academic services to better provide students with holistic support leading to graduation.

## Roane State

### March 2018 Version

Roane State Community College is a comprehensive, two-year postsecondary institution with eleven teaching locations in central east Tennessee. The college offers academic programs leading to the Associate of Arts, Associate of Science, Associate of Science in Teaching, Associate of Fine Arts, and Associate of Applied Science degrees as well as Technical Certificates. Although Roane State is primarily an open-admissions institution, selective admissions requirements are in place for the college's Nursing and 18 Allied Health Science programs. Roane State's student population is 67% female, with 46% of students enrolled full-time. Students over the age of 25 represent 22% of the population, 65% are under the age of 21, and 23% are pre-college students enrolled in dual studies. Roane State also has cohorts of Middle College students from six area school systems. The college is distinctive not only for the breadth of its health science programs but as the TN higher education institution with the largest number of off-campus teaching locations. Currently 42% of students are enrolled in programs intending to transfer to a four-year institution and 58% are enrolled in career preparation programs. Of those enrolled in career programs, 40% are in the healthcare field. The most recent six-year graduation rate was 32% the 3<sup>rd</sup> highest among community colleges. Roane State fulfills its public service mission through a wide range of continuing education and workforce development offerings as well as the positive economic and public service impact associated with the Henry Stafford Agricultural Exposition Center, the Cumberland Business Incubator, the Tamke-Allen Observatory, and the Princess Theatre.

### March 2019 Version

Roane State Community College is a comprehensive, two-year postsecondary institution with eleven teaching locations in central east Tennessee. The college offers academic programs leading to the Associate of Arts, Associate of Science, Associate of Science in Teaching, Associate of Fine Arts, and Associate of Applied Science degrees as well as Technical Certificates. Although Roane State is primarily an open-admissions institution, selective admissions requirements are in place for the college's Nursing and 18 Allied Health Science programs. Roane State's student population is 67% female, with 44% of students enrolled full-time. Students over the age of 25 represent 26.5% of the population, 61% are under the age of 21, and 21% are pre-college students enrolled in dual studies. Roane State also has cohorts of Middle College students from six area school systems. The college is distinctive not only for the breadth of its health science programs but as the TN higher education institution with the largest number of off-campus teaching locations. Currently, 67% of students are enrolled in programs designed for transfer to a four-year institution, and 33% are enrolled in career preparation programs. Forty-five percent of students are enrolled at Roane State to prepare for a career in the field of healthcare. The most recent three-year graduation rate was 29.2%, the 2<sup>nd</sup> highest among community colleges. Roane State fulfills its public service mission through a wide range of continuing education and workforce development offerings, as well as the positive economic and public service impact associated with the Henry Stafford Agricultural Exposition Center, the Cumberland Business Incubator, the Tamke-Allen Observatory, and the Princess Theatre.

## July 2019 Proposed Changes

Roane State Community College is a comprehensive, two-year postsecondary institution in central East Tennessee. Serving a predominantly rural, eight-county service area across eleven teaching locations, Roane State is distinctive not only for the breadth of its health science programs but as the state's higher education institution with the largest number of off-campus teaching locations. In fall 2018, 5,870 students enrolled at Roane State, including 1,316 dual enrollment students. Over 26% of Roane State students in fall 2018 were adults age 25 and older, and 36% were low-income students. Roane State also has cohorts of middle college students from six area school systems. The college offers 27 academic programs leading to associate degrees and 12 programs leading to technical certificates, including newer offerings in Mechatronics, Chemical Engineering Technology, and Cyberdefense as well as Nursing and 18 Allied Health programs. In fact, 45% of students are enrolled at Roane State to prepare for a career in the healthcare field. During the 2017-18 academic year, 1,172 awards were conferred by the college, including 332 applied associate degrees, 227 technical certificates, and 613 associate degrees designed to transfer to a university. The most recent three-year graduation rate was 29.2%, the second highest among TBR community colleges. Roane State fulfills its public service mission through a wide range of continuing education and workforce development offerings, as well as the positive economic and public service impact associated with the Henry Stafford Agricultural Exposition Center, the Cumberland Business Incubator, the Tamke-Allen Observatory, and the Princess Theatre. Additionally, in 2017-18, Roane State provided 94,935 hours of workforce training. In 2019, Roane State was among six colleges across the U.S. earning a "Leader College" designation from Achieving the Dream for demonstrating measurable progress in areas critical to improving success for all community college students.

## Southwest Tennessee

### March 2018 Version

Southwest Tennessee Community College is a comprehensive public two-year college that serves the diverse population of Memphis and the surrounding Mid-South region at two main campuses, four centers, and smaller instructional sites located across its service area of Shelby and Fayette counties. Southwest prepares students for transfer to universities through the offering of the Associate of Arts, the Associate of Science, and the Associate of Science in Teaching degrees for students preparing for immediate career entry and advancement; Southwest offers thirty (30) Associate of Applied Science degrees and twenty-six (26) Technical Certificates. Located in a major medical and commercial center, Southwest emphasizes nursing, allied health, business, and technology programs while also offering a strong university parallel curriculum. In response to emerging areas of community need, Southwest has initiated new programs such as Advanced Integrated Industrial Technology and Biotechnology. The majority of Southwest 8,327+ students are female, minority, and low income. Southwest follows a co-requisite model for academic support in Mathematics, Reading and English. More than 70% of degree-seeking new freshmen and 47.1% of all students receive need-based financial aid. Public service activities at Southwest include Service Learning across the curriculum and the Upward Bound program for high school students. Southwest is also an active collegiate partner in TN Promise.

### March 2019 Version

Southwest Tennessee Community College educates more than 13,000 students annually and has an annual economic impact that exceeds \$126 million. As Memphis's only public two-year college, Southwest serves the city's diverse population and the surrounding Mid-South region at two main campuses, four centers, and two instructional sites. The College's strategic focus areas are students, communities, and excellence. Student success is at the center of its work and culture. Southwest provides students with academic, mental, and social support throughout their matriculation as they prepare to transfer to the university level or go directly into the workforce with an Associate of Arts, Associate of Science, or Associate of Science in Teaching degree. Southwest also offers forty-nine (49) Associate of Applied Science degrees and twenty-five (25) Technical Certificates. Southwest follows a co-requisite model for academic support in Mathematics, Reading and English. Located in a major medical and commercial center, Southwest emphasizes nursing, allied health, business, and technology programs while also offering a strong university parallel curriculum. The majority of Southwest's students are female, minority, and low-income. More than 70 percent of degree-seeking new freshmen and nearly half of all students receive need-based financial aid and such state aid as TN Promise and Reconnect. The Southwest Foundation also helps students overcome financial barriers with book and tuition scholarships and emergency funds.

## July 2019 Proposed Changes

Southwest Tennessee Community College is an open access, comprehensive community college serving Shelby and Fayette counties. As Memphis' only public two-year college, Southwest serves the city's diverse population and the surrounding Mid-South region at two main campuses, five centers, and many instructional sites. The college has an annual economic impact that exceeds \$126 million. In Fall 2018, 9,496 students enrolled at Southwest, including 639 dual enrollment students. Nearly 36 percent of these students were adults who were 25 years or older and 48 percent were classified as low-income. The college offers 34 programs leading to associate degrees and 28 programs leading to technical certificates. Located in a major medical and commercial center, Southwest emphasizes nursing, allied health, business, and technology programs while also offering a strong university parallel curriculum. During the 2018-19 academic year, Southwest conferred 1,163 credentials, including 278 associate of applied science degrees, 282 technical certificates, and 603 associate degrees designed to transfer to a university. The College's strategic focus continues to be our students, the community, and excellence. Southwest fosters student success by providing academic, mental, and social support to students throughout their matriculation as they prepare to transfer to the university level or go directly into the workforce. The Southwest Foundation also helps students overcome financial barriers with book and tuition scholarships and emergency grants. In January 2019, the college met a pressing need for trained funeral service professionals with the launch of its new Associate of Applied Science in Funeral Service Education program, the first of its kind at a public college or university in Tennessee. Southwest also offers non-credit coursework and training, including 34,964 hours of workforce training in 2018-19. Southwest has embarked upon a \$4.5 million renovation of the Fulton Building on its Macon Cove campus to provide state-of-the-art classrooms and laboratories for credit technology courses and non-credit industrial readiness training courses. Southwest's commitment to students, community and excellence is evident. A testament to our impact in the community is our groundbreaking partnership with Memphis Tomorrow and the Memphis Police Department that led to the launch of the Blue Path program in 2016. Blue Path is a police recruitment program that allows area students to begin working as police service technicians the summer after they graduate high school and study criminal justice at Southwest to earn their associate degree free of charge.

## **Volunteer State**

### **March 2018 Version**

Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the citizens of eleven counties in northern middle Tennessee through course offerings held at the Gallatin main campus, the Livingston Center, the Cookeville Higher Education Campus, Highland Crest and over 25 off-site locations throughout the service area. Flexible course offerings respond to emerging labor force and educational needs culminating in Associate of Arts, Associate of Science, Associate of Fine Arts, Associate of Applied Science, and Associate of Science in Teaching degrees and certificates. Programs designed for transfer assist approximately 62% of the College's students in transferring to local universities. Strong secondary education partnerships contribute to the largest dual enrollment program in the state and afford students extensive opportunities for college courses. Training needs of local residents are met through a globally competitive curriculum, innovative workforce programs and emerging technologies. Fifty-six (56) percent of all students enroll full-time and 79% are younger than 25 years of age. Student support programs assist adult students, first generation college students, underprepared students, dual enrolled students, and part-time students in reaching their educational goals. Continuing education initiatives provide personal enrichment, career sustainment, Occupational Safety and Health Administration (OSHA) training, and career growth opportunities while the Center of Emphasis offers healthcare training for area professionals; complementing the Health Science credit curriculum of the College.

### **March 2019 Version**

Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the citizens of eleven counties in northern middle Tennessee through course offerings held at the Gallatin main campus, the Livingston Center, the Cookeville Higher Education Campus, Highland Crest (Springfield), and over 25 off-site locations throughout the service area. Approximately 59% of students come from Sumner, Davidson, and Wilson counties. The College offers a full complement of on-line courses with more than 3,700 students taking one or more online courses. Flexible course offerings respond to emerging labor force and educational needs culminating in Associate of Arts, Associate of Science, Associate of Fine Arts, Associate of Applied Science, and Associate of Science in Teaching degrees in addition to multiple career certificates. The College achieved record enrollment (9,156) in Fall, 2018. University parallel programs and Tennessee Transfer Pathways assist approximately 62% of the College's students in transferring to local universities. A globally competitive curriculum, innovative workforce programs and emerging technologies provide 38% of students the opportunity to earn a certificate or applied science degree leading to an immediate career. Strong secondary education partnerships contribute to one of the largest dual enrollment programs in the state and afford students extensive opportunities for college courses. Fifty-five percent of all students enroll full-time, and 73% are younger than 25 years of age. Forty-seven percent of students received Pell, Hope, or TSAC grants while 42% of students were eligible for TN Promise or TN Reconnect. The college awarded more than \$31 million in student assistance. Student support programs assist adult students, veterans, first generation

college students, underprepared students, dual enrolled students, and part-time students in reaching their educational goals. Workforce development, non-credit offerings provide career enhancement and sustainment, Occupational Safety and Health Administration (OSHA) training, and career growth opportunities while the Center of Emphasis offers healthcare training for area professionals. This year, Vol State delivered more workforce development hours (223,647) than any other Tennessee community college.

## July 2019 Proposed Changes

Volunteer State Community College, a public comprehensive two-year institution, provides educational opportunities to the residents of eleven counties in northern middle Tennessee through course offerings held at the Gallatin main campus, the Livingston Center, the Cookeville Higher Education Campus, Highland Crest (Springfield), and over 25 off-site locations throughout its service area. In Fall 2018, a record 9,202 students enrolled at Volunteer State, including 1,576 dual enrollment students. Over 26% of Volunteer State students in fall 2018 were adults age 25 and older, and 35% were low-income students. Approximately 59% of students come from Sumner, Davidson, and Wilson counties. The college offers a full complement of online courses with more than 3,700 students taking one or more online courses. The college offers 21 academic programs leading to associate degrees and 13 programs leading to technical certificates, including Ophthalmic Technician, Sleep Diagnostics, Veterinary Technology, and 50 Tennessee Transfer Pathways. During the 2017-18 academic year, the college conferred 1,504 awards, including 349 applied associate degrees, 353 technical certificates, and 802 degrees designed to transfer to a university. Student support programs assist adult students, veterans, first generation college students, underprepared students, dual enrolled students, and part-time students in reaching their educational goals. Workforce development, non-credit offerings provide career enhancement and sustainment, Occupational Safety and Health Administration (OSHA) training, and career growth opportunities, and the Center of Emphasis offers healthcare training for area professionals. In 2017-18, Volunteer State delivered 223,650 workforce development hours, more than any other Tennessee community college.



## Walters State

### March 2018 Version

Located in the geographically and economically diverse Great Smoky Mountains Region of East Tennessee, Walters State Community College is a public two-year institution noted for national prominence in using mobile technologies to enhance student learning. To provide access and services throughout its area of responsibility, the college has established campuses or facilities in Claiborne, Greene, Hamblen, Jefferson, and Sevier counties and serves students from Cocke, Grainger, Hancock, Hawkins, and Union counties. In the college's history, students from all over the United States and more than 70 countries have attended classes at one of the physical facilities or through distance education.

Innovative instructional methods are used to deliver affordable, high quality, general education, and career-specific courses in programs of study that prepare students for transfer to other higher education institutions or for immediate employment. Academic offerings include degrees in associate of arts, associate of fine arts, associate of science, associate of science in teaching, and associate of applied science; as well as academic and workforce development certificates.

More than half of the student body is enrolled full-time, and approximately 80% are younger than age 25. To enhance student learning, co-requisite courses are provided for underprepared students they will benefit. Support services place emphasis on student engagement, retention, and persistence to completion. To promote global understanding and civic responsibility, international education, diversity, and service learning are stressed in the curriculum and co-curriculum.

Workforce training services include customized corporate and non-credit healthcare training to support local workforce development. Other services include youth development programs and lifelong learning opportunities. The college partners with secondary and postsecondary educational institutions and local and regional business and industry to offer a range of learning and career advancement opportunities.

### March 2019 Version

Located in the geographically and economically diverse Great Smoky Mountains Region of East Tennessee, Walters State Community College is a public two-year institution noted for national prominence in using mobile technologies to enhance student learning and was named the top-tech-savvy community college in the country in 2018 by the Center for Digital Education. To provide access and services throughout its area of responsibility, the college has established campuses or facilities in Claiborne, Greene, Hamblen, Jefferson, and Sevier counties and also serves students from Cocke, Grainger, Hancock, Hawkins, and Union counties. In the college's history, students from all over the United States and more than 70 countries have attended classes at one of the physical facilities or through distance education.

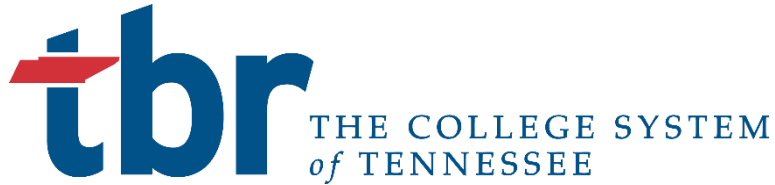
The college enrolls around 6,000 students per term. About half of the student body is enrolled full-time, and approximately 80% are younger than age 25, 1,437 of whom are students taking

dual enrollment courses. Academic offerings include degrees in Associate of Arts, Associate of Fine Arts, Associate of Science, Associate of Science in Teaching, and Associate of Applied Science along with technical certificates. Popular majors include college transfer and allied health programs. In 2018, 51% of the degrees awarded were in career/technical programs and 49% were university parallel programs. Walters State is also one of only two community colleges in the state to host a Regional Law Enforcement Academy.

Support services place emphasis on learning support, student engagement, retention, and persistence to completion. To promote global understanding and civic responsibility, international education, diversity, and service learning are stressed in the curriculum and co-curriculum. Workforce training services include customized corporate and non-credit healthcare training to support local workforce development. In 2017, the college served 217 companies with 73,234 workforce training hours. Other services include youth development programs and lifelong learning classes. The college partners with secondary and postsecondary educational institutions and local and regional business and industry to provide a range of learning and career advancement opportunities.

## July 2019 Proposed Changes

Located in the geographically and economically diverse Great Smoky Mountains Region of East Tennessee, Walters State Community College is a public two-year institution noted for national prominence in using mobile technologies to enhance student learning. The college is consistently ranked as one of top ten most tech-savvy community colleges in the country by the Center for Digital Education. To provide access and services throughout its area of responsibility, the college has established campuses or facilities in Claiborne, Greene, Hamblen, Jefferson, and Sevier counties and also serves students from Cocke, Grainger, Hancock, Hawkins, and Union counties. In fall 2018, 6,228 students enrolled at Walters State, including 1,440 dual enrollment students. Nearly 21% of the fall 2018 students were adults age 25 and older, and 36% were low-income students. The college offers 21 programs leading to associate degrees and 15 programs leading to technical certificates. Many of the programs lead to licensure and careers in health care fields. Walters State is also one of only two community colleges in the state to host a Regional Law Enforcement Academy. Transfer programs encompass numerous academic disciplines providing opportunities for seamless articulation from high school through four-year universities. During the 2017-18 academic year, the college conferred 1,179 awards, including 280 applied associate degrees, 321 technical certificates, and 578 degrees designed to transfer to a university. The college's support services place emphasis on learning support, student engagement, retention, and persistence to completion. To promote global understanding and civic responsibility, international education, diversity, and service learning are stressed in the curriculum and co-curriculum. Workforce training services include customized corporate and non-credit healthcare training to support local workforce development. In 2017, the college served 217 companies with 73,269 workforce training hours. In 2018, the college joined the Achieving the Dream Network aimed at strengthening its commitment to equity and student success. The college's overall job placement rate at or above 98% for technical programs provides ongoing evidence of this firm commitment to student success.



**Tennessee Board of Regents**  
*Committee on Finance and Business Operations*  
**September 19, 2019**

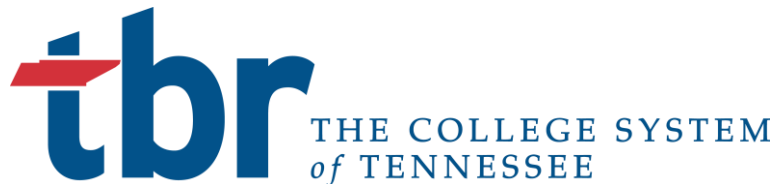
**AGENDA**

**1. TECHNOLOGY ACCESS FEE SPENDING PLANS FOR FISCAL YEAR 2019-2020** (Vice Chancellor Danny Gibbs)

The Committee will receive a report on the review of FY 2019-2020 Technology Access Fee spending plans.

**2. SYSTEM BUDGET REQUESTS TO TENNESSEE HIGHER EDUCATION COMMISSION** (Vice Chancellor Danny Gibbs)

The Committee will consider for approval System requests to be forwarded to the Tennessee Higher Education Commission for inclusion in the 2020-2021 budget request.



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BOARD TRANSMITTAL

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MEETING: Committee on Finance and Business Operations

SUBJECT: Technology Access Fee Spending Plans

DATE: September 19, 2019

PRESENTER: Vice Chancellor Danny Gibbs

PRESENTATION REQUIREMENTS: 5 minutes with discussion

ACTION REQUIRED: None – for informational purposes only

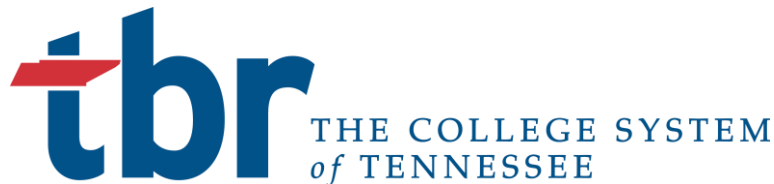
STAFF'S  
RECOMMENDATION: N/A

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By FY 1997-98, the Board had approved a uniform technology access fee (TAF) of \$112.50 per semester across all universities and community colleges and \$100.00 per term for Tennessee Colleges of Applied Technology. This fee was levied for the purpose of providing student access to computing and similar technologies. Board Guideline B-060, Section VIII provides that TAF funds be used to benefit students directly, for items such as new and improved high technology laboratories and classrooms, appropriate network and software, computer and other equipment, and technological improvements that enhance instruction. For compliance purposes, Section B.4 of this guideline requires that the Chancellor annually review TAF proposed spending plans from 25% of TBR institutions and provide a report to the Board.

For fiscal year 2019-20, TAF spending plans from Dyersburg State Community College, Motlow State Community College, Roane State Community College and Southwest Tennessee Community College, as well as Tennessee Colleges of Applied Technology at Covington, Hartsville, Jacksboro, Nashville, Oneida, Ripley and Shelbyville were reviewed for compliance with TAF use guidelines.

Although minor template and mathematical problems were discovered and corrected, all plans reviewed were found to be in compliance with TAF use guidelines.



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BOARD TRANSMITTAL

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MEETING: Committee for Finance and Business Operations

SUBJECT: TBR System State Funding Requests for  
FY 2020-2021

DATE: September 19, 2019

PRESENTER: Vice Chancellor Danny Gibbs

PRESENTATION REQUIREMENTS: 10 minutes with discussion

ACTION REQUIRED: None - For Informational Purposes

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On an annual basis, Board staff develops a list of System funding needs that are not recognized through the higher education funding formula. Items identified are intended to have broad benefit across the System and to align with the State's strategic goals. Review of these items by the Board is the first step in this process. Items will be then submitted to the Tennessee Higher Education Commission for its consideration. TBR items endorsed by the Commission are then forwarded to the Governor for his consideration in developing his FY 2020-2021 budget recommendations to the General Assembly. The legislature then ultimately determines which items recommended are funded. There are seven items listed on the next two pages, three related to student success and four related workforce development, totaling approximately \$27.3 million (\$11.1 million Recurring and \$16.2 Non-recurring).

While each of the following items is worthy of consideration, it is noted that the System's priority is that THEC's formula funding recommendations be sufficient to recognize improvements in outcomes funded through the outcome formula.

## **Student Success**

### **Student Support Personnel: \$3.9 million (Recurring)**

Recurring funding is requested to expand community college advising capacity, consistent with best practices to improve student success with prior investments by the General Assembly. Each of the 27 TCATs would also receive funding to add a proactive advisor to assist students in the transition from K-12 to postsecondary, as well as finding a job in the field via a career services function.

### **Competency Based Education Capacity: \$1.05 million**

Competency Based Education (CBE) is an approach to instruction that emphasizes mastery of material rather than simply seat time. It is a cornerstone of the TCAT model and is utilized by other colleges throughout the country to good effect. Funds would support faculty to convert their courses to the CBE model throughout numerous programs.

#### Estimated Costs

Personnel (Recurring)	\$ 550,000
Curriculum Development (Non-recurring)	<u>500,000</u>
Total budget request	\$1,050,000

### **Safety and Security for TCATS: \$2.98 million**

These funds would continue the investments that Tennessee has made in campus safety and security by adding security personnel at each TCAT, along with appropriate equipment and vehicles. Additionally, TBR would add a Director of Public Safety/Chief of TCAT Police who would be responsible for campus security operations across the system.

#### Estimated Costs

Personnel Costs (Recurring)	\$1,927,000
Equipment (Non-recurring)	<u>1,050,000</u>
Total budget request	\$2,977,000

## **Workforce Development**

### **Regional Higher Ed Workforce Coordinators: \$700,000 (Recurring)**

Crucial to Tennessee's economic vitality is the strong coordination between higher education and Economic and Community Development (ECD). This investment would strengthen that connection by adding two people in each grand division whose job it would be to connect local and regional industry needs with higher education programs. The coordinators would act as a liaison as TBR tries to move effectively and quickly respond to industry needs.

**Technical Program Capacity (TCAT/CCs): \$14 million**

TCAT programs must have the capacity to meet current and emerging industry needs. As the TCATs are both equipment intensive and heavily reliant on state funding for revenue (tuition is a smaller share of TCAT revenue than any other sector), it takes significant resources to meaningfully and quickly expand programs. This investment would allow TCATs to meet current industry demands that exceed capacity and to more quickly respond to needs as they arise. The request is also applicable to the community colleges as well and would allow them to be more responsive to industry needs.

Estimated Costs

Personnel and operating (Recurring)	\$ 4,000,000
Equipment (Non-recurring)	<u>10,000,000</u>
Total budget request	\$14,000,000

**Technical Program Capacity-TCAT Morristown: \$3.63 million**

Funding for equipment for the TCAT Morristown new 45,000 square feet Advanced Manufacturing Center. The building will be built on donated property that is adjacent to the existing TCAT Morristown campus.

Estimated Costs

Equipment for the new building (Non-recurring)	\$2,270,000
Renovation of existing space to accommodate auto mechanics and collision repair programs (Non-recurring)	<u>1,360,000</u>
Total budget request	\$3,630,000

**TCAT Morristown Land: \$1 million (Non-recurring)**

Funding to acquire land next to the TCAT Morristown campus for potential future expansion.





**Tennessee Board of Regents**  
***Committee on Personnel and Compensation***  
September 20, 2019

**AGENDA**

**1. TENURE UPON APPOINTMENT RECOMMENDATIONS AT COMMUNITY COLLEGES**

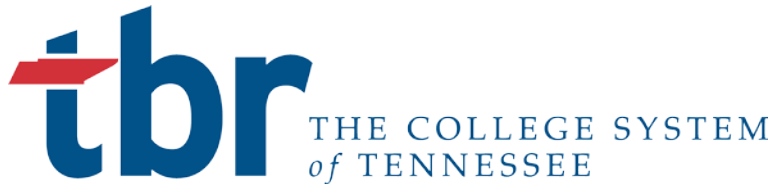
The community colleges request approval to grant tenure upon appointment to one (1) faculty member.

**2. APPROVAL OF VICE CHANCELLOR FOR ACADEMIC AFFAIRS RECOMMENDATION**

Following an open competitive national search, the Chancellor will be making a recommendation for the next Vice Chancellor for Academic Affairs.

**3. PROPOSED POLICY REVISIONS**

- a.** 5:01:01:08 Parental Leave Policy
- b.** 5:02:02:10 Faculty Rank & Promotion at TCATs
- c.** 5:02:03:10 Tenure at the TCATs
- d.** 5:02:03:30 Academic Freedom and Responsibility
- e.** 5:02:03:70 Academic Tenure for Community Colleges
- f.** 5:02:07:00 Faculty Appointments at Community Colleges
- g.** 5:02:06:00 Financial Exigency



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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation  
SUBJECT: Recommendation to Award Tenure upon  
Appointment  
DATE: August 27, 2019  
PRESENTER: Executive Vice Chancellor Russ Deaton  
PRESENTATION REQUIREMENTS: 5 minutes with discussion  
ACTION REQUIRED: Voice Vote  
STAFF'S  
RECOMMENDATION: Approve

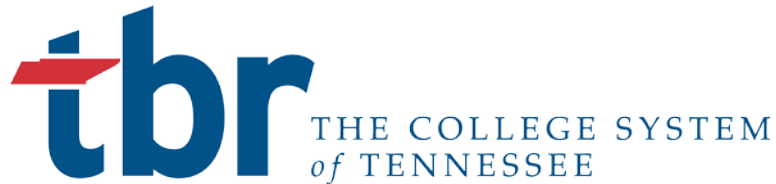
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The Committee Chairs are asked to act on recommendations for the granting of tenure upon appointment to eligible faculty members at the community colleges. The recommendations are made within the requirements of TBR policies on tenure and promotion specifically TBR Policy 5:02:03:70.

The Community College Presidents were solicited for recommendations and one recommendation was received from Chattanooga State Community College with supporting materials. Tennessee College for Applied Technology do not have policy authority currently to submit candidates for Tenure Upon Appointment.

TBR central office staff have certified that approved campus policies and procedures were followed. TBR staff review indicates that Chattanooga State Community College has been consistent in their application of Board and institutional personnel policies pertinent in these decisions.

Staff recommends approval that tenure upon appointment be granted for Dr. Beth Norton as Chief Academic Officer and Professor at Chattanooga State Community College. Dr. Norton previously served as Assistant Vice-President of Academic Affairs at Pellissippi State Community College. While at PSCC, Dr. Norton was awarded Tenure upon Appointment by the Tennessee Board of Regents during their September 2016 quarterly board meeting. Over the 28 years she has served in higher education, she was Dean of Humanities, Title III Grant Activity Director, Professor of Communication, Chair of the University of Kentucky Community College System Senate Rules Committee, University of Kentucky Leadership Academy participant and part-time instructor and advisor to Bachelor of Independent Study students for Murray State University. Her dissertation entitled "A Longitudinal View of the Liberal Arts Curriculum a Decade After Merger: A Multiple Case Study of Community Colleges in Connecticut, Kentucky, and Louisiana", was published in the Community College Journal of Research and Practice. Dr. Norton holds a Ph.D. in Educational Leadership and Organizational Development from the University of Louisville, a M.A. in Organizational Communication and B.A. in Public Relations from Western Kentucky University.



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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation

SUBJECT: Recommendation for Vice Chancellor for Academic Affairs

DATE: September 19, 2019

PRESENTER: Chancellor Tydings

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

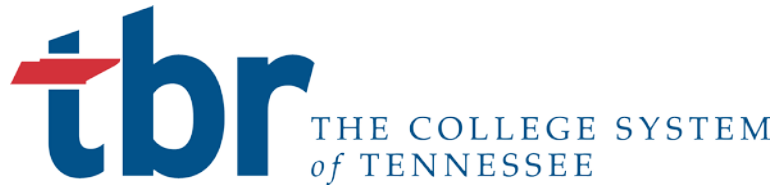
STAFF'S

RECOMMENDATION: Approve

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Due to the retirement of Randy Schulte as the Vice Chancellor for Academic Affairs effective August 30, 2019, a search was opened in June 2019. Executive Vice Chancellor Russ Deaton will serve as the interim Vice Chancellor for Academic Affairs until the position is filled. The search committee met August 19 to review process and applicants. Interviews were conducted on September 16.

After the interviews were conducted and careful consideration was given, Chancellor Tydings is ready to make a recommendation for the next Vice Chancellor for Academic Affairs for TBR-The College System of Tennessee. A resume will be provided for your review and consideration.



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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation

SUBJECT: Policy Revision 5:01:01:08  
Parental Leave Policy

DATE: September 19, 2019

PRESENTER: General Counsel, Mary

Moody PRESENTATION REQUIREMENT: 5 minutes with

discussion ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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The proposed policy revision is due to changes in Tennessee law related to Parental Leave. The changes bring the TBR policy in compliance.

# Parental Leave: 5:01:01:08

## Policy Area

Personnel Policies

## Applicable Divisions

TCATs, Community Colleges, System Office

## Purpose

It is the policy of the Tennessee Board of Regents to provide a period of up to four (4) months of leave to eligible employees for adoption, pregnancy, childbirth and nursing the infant, where applicable, in accordance with T.C.A. § 4-21-408. With regard to adoption, the four (4) month period shall begin at the time the employee receives custody of the child.

## Policy

### I. Eligibility

- A. Employees who have been employed by the State for at least twelve (12) consecutive months as full-time employees, as determined by the employer at the job site or location, are eligible for this leave.
- B. Subsequent references within this policy to an employee shall assume eligibility of that individual.

### II. Relevant Policies

- A. Upon receipt of a written request for parental leave, the President/Chancellor or designee will process the request in accordance with the provisions of this policy and the employee's eligibility for leave under TBR Policy 5:01:01:14 Family and Medical Leave. Reference may also need to be made to TBR Policies 5:01:01:07 Sick Leave, 5:01:01:03 Leave of Absence and 5:01:01:01 Annual Leave.

### III. Notice; Employment Rights and Benefits; Reinstatement

- A. Employees who give at least three (3) months advance notice to their employer of their anticipated date of departure for such leave, their length of leave, and their intention to return to full-time employment after leave, shall be restored to their previous or similar positions with the same status, pay, length of service credit and seniority, wherever applicable, as of the date of their leave.

- B. Employees who are prevented from giving three (3) months advance notice because of a medical emergency which necessitates that leave begins earlier than originally anticipated shall not forfeit their rights and benefits under this policy solely because of their failure to give three (3) months advance notice.
- C. Employees who are prevented from giving three (3) months advance notice because the notice of adoption was received less than three (3) months in advance shall not forfeit their rights and benefits under this policy solely because of their failure to give three (3) months advance notice.
- D. Leave will be granted as paid or unpaid pursuant to the policies of the Tennessee Board of Regents.
  - 1. Such leave shall not affect the employees' right to receive annual leave, sick leave, bonuses, advancement, seniority, length of service credit, benefits, plans or programs for which the employees were eligible at the date of their leave, and any other benefits or rights of their employment incident to the employees' employment position.
  - 2. However, the employer need not provide for the cost of any benefits, plans or programs during the period of leave unless such employer so provides for all employees on leaves of absence.
- E. If an employee's job position is so unique that the employer cannot, after reasonable efforts, fill that position temporarily, then the employer shall not be liable for failure to reinstate the employee at the end of the parental leave period.
- F. The purpose of this policy is to provide leave time to employees for adoption, pregnancy, childbirth and nursing the infant, where applicable.
  - 1. Therefore, if the employer finds that the employee has utilized the period of leave to actively pursue other employment opportunities or if the employer finds that the employee has worked part time or full time for another employer during the period of leave, the employer shall not be liable for failure to reinstate the employee at the end of such leave.

- G. Whenever the employer shall determine that the employee will not be reinstated at the end of such leave because the employee's position cannot be filled temporarily or because the employee has used such leave to pursue employment opportunities or to work for another employer, the employer shall so notify the employee.

#### IV. Sick Leave

- A. Use of accrued sick leave for adoption or childbirth is limited to ~~thirty (30)~~sixty (60) working days following the birth of a child or placement for adoption unless medical complications arise that fit ordinary rules regarding the use of sick leave.
- B. In the event both parents are state employees, the aggregate amount of sick leave that may be used for ~~childbirth or~~ adoption is limited to ~~thirty (30)~~sixty (60) working days total for both parents following the ~~birth of a child or~~ placement for adoption. In the event of childbirth, each parent may take up to sixty (60) working days when both parents are state employees.
- C. In order to be eligible to use sick leave as parental leave, a statement from the attending physician indicating the expected date of delivery must accompany the request for leave.
  - 1. Additional information from the attending physician may be required if there are complications and the period of absence must begin sooner than agreed, extend further than agreed, or require the use of sick leave beyond the period beginning with the period of hospitalization and extending for ~~thirty (30)~~sixty (60) work days following the birth of a child or placement for adoption.
- D. After the ~~thirty (30)~~sixty (60) working days following the birth of a child or placement for adoption or, if extended, after employee's physician determines that the employee should be released, thus ending the period of sick leave, the employee may use accrued annual leave or leave without pay for the remainder of the four-month parental leave.

#### V. Annual Leave; Compensatory Time

- A. Accrued annual leave and compensatory time may be used for the entire leave period.

#### VI. Leave of Absence



- A. When accrued annual and sick leave balances are depleted prior to the end of the four (4) month parental leave period, the employee will be placed in a leave of absence status. Refer to TBR Policy 5:01:01:03 Leave of Absence regarding continuation of insurance coverage for employees on unpaid leave of absence.

## VII. Family and Medical Leave

- A. To be eligible for Family and Medical Leave (FML) which provides for up to twelve (12) work weeks of leave, an employee must have:
  - 1. Worked for the State at least 12 months; and,
  - 2. Worked a minimum of 1250 hours during the year preceding the start of the leave.
- B. Employees who are eligible for FML will have parental leave processed in conjunction with the provisions of TBR Policy 5:01:01:14 Family and Medical Leave regarding election of paid/unpaid leave, continuation of insurance coverage, etc. Parental leave and FML periods shall run concurrently.
- C. At the end of the FML period, an employee is also entitled to receive the difference between the four months granted under this policy and the 12 workweeks granted under FML. Accrued annual leave or leave of absence may be used for the remainder of the parental leave period.
- D. During work weeks that an employee takes leave designated as FML, the employer is responsible for paying the employer's portion of the employee's insurance premium, whether the leave is paid or unpaid.
- E. Employees who choose to take any unpaid leave over the amount to which they are entitled under FML should be made aware that they will be responsible for paying the employer's portion of the insurance premium for the remainder of the leave period if they wish to ensure continued coverage.
- F. The above Policy 5:01:01:08 Paternal Leave supersedes 5:01:01:02 Adoptive Parents Leave, 5:01:01:08 Maternity Leave, and 5:01:01:16 Paternity Leave.

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### Sources Authority

T.C.A. § 49-8-203; T.C.A. § 4-21-408

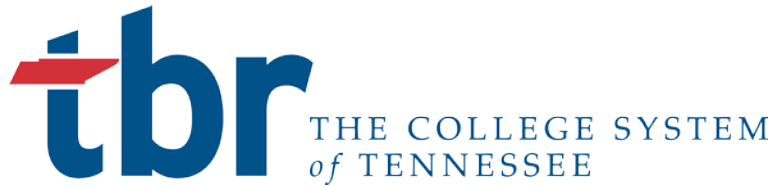
### **History**

TBR Board Mtg. December 2, 2005; June 24, 2010

### **Related Policies**

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- [Family, Medical, and Service Member Leave](#)
- [Sick Leave](#)
- [Leave of Absence](#)
- [Annual Leave](#)



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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation

SUBJECT: Policy Revision 5:02:02:10  
Faculty Rank and Promotion at Tennessee Colleges of Applied Technology

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S RECOMMENDATION: Approve

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The proposed policy revision, only applicable to the TCATs, adds rank and promotion consideration for all faculty (nine-months, ten-months, and full fiscal).

## 5-Personnel Policies

5:02:02:10

Name: Faculty Rank & Promotion at Technical Colleges TCATs

### Purpose

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The purpose of this policy is to establish the criteria and process regarding faculty rank and promotion at Tennessee Colleges of Applied Technology governed by the Tennessee Board of Regents.

### Applies to Colleges of Applied Technology

### Policy

The policy of Tennessee Board of Regents is to grant advancement on the basis of merit tempered by college and fiscal considerations. In accord with this policy, promotions are to be made equitably, impartially, and in keeping with the following procedures guidelines. Each academic rank represents specific qualifications, professional competencies, and a history of productivity together with the promise of continued growth. Promotion to higher rank is neither an unqualified right nor an automatic occurrence. Having completed a given period of service or performed routine duties should be considered an affirmative factor in appraising a faculty member's qualifications for promotion, though they are insufficient in and of themselves to warrant promotion.

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### Procedures

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#### I. Introduction

- A. Initial appointment to a faculty rank reflects an assessment of credentials in light of various criteria, which define each rank.
- B. Promotion in rank is recognition of past achievement of the individual being considered for promotion. In addition, the advancement in rank is usually recognition of future potential and a sign of confidence that the individual is capable of greater accomplishments and assuming greater responsibilities.
- C. Faculty members who are employed full-time to teach only dual-enrollment students or special industry classes are included in this policy. These faculty members must be on a nine-month, a ten-month, or a full fiscal year contract.
- ~~D.~~

#### II. Minimum Criteria for Initial Rank Appointment and for Promotion in Rank

- A. Full-time faculty appointed in the tenure track or appointed to a one-year contract, a nine-month contract, a ten-month academic year contract, or full fiscal year contract for

those faculty members identified in Section I. C., must be assigned one of the following five (5) ranks:

1. Associate Instructor
  2. Instructor
  3. Senior Instructor
  4. Master Instructor
  5. Master Instructor II
- B. The following criteria for initial appointment in rank also serve as criteria for promotion in rank:
1. Associate Instructor
    - a. Evidence of good ability in instruction (as reflected by performance evaluations).
    - b. Evidence of potential ability in instruction.
    - c. Evidence of good character, mature attitude, and stable personality.
    - d. Credential indicating high school graduation or equivalent.
    - e. Three (3) years of employment experience in the occupation to be taught and appropriate occupational certification.
    - f. Indication of a willingness to remain current in the occupation to be taught.
    - g. Indication of a willingness to establish and maintain positive relationships with business, industry and government.
    - h. A three year average of 70% for completion and 80% for placement is required for promotion, if applicable.
  2. Instructor
    - a. Evidence of good ability in instruction (as reflected by performance evaluations).
    - b. Evidence of demonstrated ability in instruction.
    - c. Evidence of good character, mature attitude, and stable personality.
    - d. Evidence of study in the instructional or related discipline aimed toward an associate degree or higher from an accredited institution (such evidence would include acquiring a minimum of 30 semester hours of academic credit of which 18 semester hours should be in technical education courses designed for technical educators.) or evidence of a college of applied technology diploma consisting of at least 900 contact hours and completion of 15 hours of college-level work in the appropriate concentration, general education, or technical education courses designed for technical educators.
    - e. Three (3) years of teaching experience in the occupational discipline and three (3) years of employment experience in the occupation to be taught.
    - f. Evidence that the instructional program ~~and being taught by~~ the instructor are certified or accredited, if applicable.
    - g. Evidence of a developed plan to remain current in the occupation to be taught.
    - h. Evidence of maintaining positive relationships with business, industry and government.
    - i. A three year average of 70% completion and 80% placement is required for promotion, if applicable.
  3. Senior Instructor

- a. Evidence of good ability in instruction (as reflected by performance evaluations).
  - b. Evidence of good character, mature attitude, and stable personality.
  - c. Credential from an accredited institution indicating an associate degree or 60 credit hours toward a bachelor's degree in the occupational area or a related area.
  - d. Six (6) years of teaching experience in the occupational discipline and three (3) years employment experience in the occupation.
  - e. Evidence of having carried out a planned program to remain current in the occupation to be taught.
  - f. Evidence of maintaining positive relationships with business, industry and government.
  - g. A three year average of 70% completion and 80% for placement is required for promotion, if applicable.
4. Master Instructor
- a. Evidence of excellent ability in instruction (as reflected by performance evaluations).
  - b. Evidence of good character, mature attitude, and stable personality.
  - c. Credential from an accredited institution indicating a bachelor's degree (or above) in the occupational area instructional discipline or a related area.
  - d. Nine (9) years of teaching experience in the occupation and three years employment experience in the occupation.
  - e. Evidence of a well-conceived on-going plan and program to remain current in the occupation to be taught.
  - f. Evidence of maintaining positive relationships with business, industry and government.
  - g. A three year average of 70% for completion and 80% for placement is required for promotion, if applicable.
5. ~~5.~~ Master Instructor II
- a. Evidence of excellent ability in instruction (as reflected by performance evaluations).
  - b. Evidence of good character, mature attitude, and stable personality.
  - c. Credential from an accredited institution indicating a bachelor's degree (or above) in the occupational area instructional discipline or a related area.
  - d. Fifteen (15) years of teaching experience in the occupation and three years employment experience in the occupation.
  - e. This level will recognize faculty members who reached the Master Instructor level and have continued to do an outstanding job including a three year history of leadership activities plus a three year average of 70% for completion and 80% for placement, if applicable.
  - f. Evidence of a well-conceived on-going plan and program to remain current in the occupation and documented by a leadership portfolio.
  - g. Evidence of maintaining positive relationships with business, industry, and government.

### III. Initial Rank Appointment

- A. It is the responsibility of the President to ensure that all positions are filled in compliance with Board policy and any special directions from the Chancellor.
- ~~B. —When full-time faculty are appointed in the tenure track, it is also the responsibility of the President to ensure that such appointments reflect clearly the criteria for ranks described in II (above).~~

IV. Promotion in Rank

- A. It is the responsibility of the President to recommend at a time stipulated by the Chancellor or his or her designee only those individuals who warrant promotion in light of the criteria for ranks described in II (above). A letter of promotion recommendation from the President of the Tennessee College of Applied Technology shall be forwarded to the Chancellor for his or her review. That letter should be accompanied by an attached “School Promotion Report.”
- B. The Chancellor’s recommendation for promotion will be forwarded to the Board Committee on Personnel and subsequently to the Tennessee Board of Regents. ~~Promotions in rank for tenured or tenured-track faculty may not become effective until they have received positive action by the Tennessee Board of Regents.~~

V. Exceptions

- A. If the President wishes to make an appointment or a promotion that does not reflect adherence to the criteria described in II (above), he or she must appeal to the Chancellor for an exception prior to making any commitment to the candidate.
  - ~~1. —Faculty members identified in Section 1.C. are not evaluated for compliance with COE Standard 2 requirements for Completion Rates, Placement Rates, and Licensure Exam Pass rates. Notwithstanding other relevant TBR policies, Presidents are authorized to recommend these faculty members for promotion by exception.~~
- B. Board staff will review the exception and supporting documentation during the regular promotion recommendation cycle.
  - ~~1. —If exceptional instructors are identified, up to two exceptions per institution per academic year may be sent to the Chancellor's Office for TBR Board recommendation.~~

VI. Distribution of Information to Faculty

- A. This policy of the Tennessee Board of Regents on faculty and promotion at Tennessee Colleges of Applied Technology is applicable to all Colleges of Applied Technology governed by the Board. It should be incorporated in those personnel policy manuals by which each school normally communicates with its faculty.

**Source**

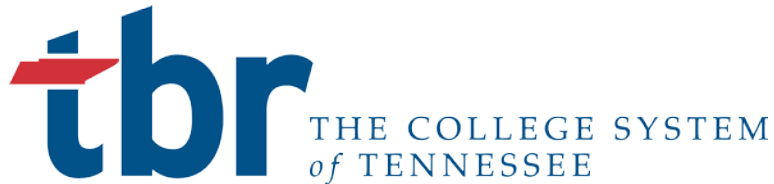
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T.C.A. § 49-8-203

TBR Meeting, September 30, 1993; December 9, 1994; Revise: TBR Meeting, September 30, 2005; December 3, 2009; TBR Meeting June 23, 2016.

**Exhibits**

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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation

SUBJECT: Policy Revision 5:02:03:10  
Tenure at Tennessee Colleges of Applied  
Technology

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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The proposed policy revision, only applicable to the TCATs, removes all language regarding academic freedom and responsibility. The language will be added to TBR Policy 5:02:03:30- Academic Freedom and Responsibility and will apply to both TCATs and community colleges. Additionally, the proposed revision dissolves the tenure and tenure-track option for faculty hired after October 1, 2019.



# ~~Academic Freedom, Responsibility, & Tenure at the Tennessee Technical Colleges of Applied Technology: 5:02:03:10~~

## **Policy Area**

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Personnel Policies

## **Applicable Divisions**

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TCATs

## **Purpose**

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The purpose of this policy is to establish the principles of academic freedom and responsibility at Tennessee Colleges of Applied Technology governed by the Tennessee Board of Regents as well to establish the criteria and process regarding tenure at those colleges.

## **Definitions**

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The following are general definitions of words and terms used in this policy which are not hereinafter specifically defined; however, the words and terms are subject to further qualification and definition in the subsequent sections of this policy.

- Academic Tenure - a personnel status in a college of applied technology pursuant to which the appointments of full-time faculty who have been awarded tenure are continued at a college until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons.
- Adequate Cause - a basis upon which a faculty member, either with academic tenure or on a tenure-track or temporary appointment prior to the end of the specified term of the appointment, may be dismissed or terminated. The specific grounds which constitute adequate cause are set forth in Section N.

- ~~Financial Exigency – the formal declaration by the Tennessee Board of Regents that colleges of applied technology face an imminent financial crisis, that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) for the colleges as a whole to maintain current programs and activities at a level sufficient to fulfill their educational goals and priorities, and that the budget can only be balanced by extraordinary means which include the termination of existing and continuing academic and non-academic appointments.~~
- Faculty Member - a full-time employee who holds academic rank as Associate Instructor, Instructor, Senior Instructor, or Master Instructor; and, for purposes of this policy, who meets the minimum requirements for tenure in Section C and whose responsibilities primarily include instruction.
- Probationary Employment - a period of full-time professional service by a faculty member for whom an appointment letter denotes a tenure-track appointment in which ~~he/shethey doesdo~~ not have tenure and in which ~~he/shethey isare~~ evaluated by the college for the purpose of determining ~~his/hertheir~~ satisfaction of the criteria for a recommendation for tenure.
- Temporary Appointment, Tenure-track Appointment, Tenure Appointment and Term Appointment - these four types of faculty appointments are defined in Section III.D. of this policy.

## Policy

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### I. Introduction

- A. ~~This e following~~ policy ~~of the Tennessee Board of Regents on academic freedom, responsibility, and tenure~~ is applicable to all colleges of applied technology governed by the Board. It should be incorporated in those personnel policy manuals by which each college normally communicates policies to its faculty.

### ~~II. Academic Freedom and Responsibility~~

A.—~~The Board recognizes the principle of academic freedom, pursuant to which:~~

- ~~1.—The faculty member is entitled to freedom in the classroom in discussing his/her the subject being taught, being careful not to introduce into the teaching controversial matter which has no relation to the subject;~~
- ~~2.—The faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her their other academic duties; but research for pecuniary gain must be based upon an understanding written agreement with the authorities of the college; and~~
- ~~3.—The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, he/she they should be free from institutional censorship or discipline, but his/her their special position in the community imposes special obligations. As a man or woman of learning and an educational officer, he/she they should remember that the public may judge the profession and the college by the faculty member's utterances. Hence, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she they do do not speak for the college.~~

B.—~~Academic freedom is essential to fulfill the ultimate objectives of an educational institution—the free search for and exposition of truth—and applies to both teaching and research.~~

C.—~~Freedom in research is fundamental to the advancement of truth, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning.~~

D.—~~Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom.~~

- ~~1.—Incompetence, indolence, intellectual dishonesty, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct—~~

~~these and other grounds as set forth in Section III.N. may constitute adequate cause for dismissal or other disciplinary sanctions against faculty members subject to the provisions of Article III.~~

~~E.—The right to academic freedom imposes upon the faculty an equal obligation to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities.~~

~~F.—Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter. While academic tenure is essential for the protection of academic freedom, aAll faculty members, tenured or non-tenured, have an equal right to academic freedom and bear the same academic responsibilities implicit in that freedom.~~

### III.II. Policy on Academic Tenure

#### A. Academic Tenure

1. Tenure is a personnel status pursuant to which faculty appointments in a college of applied technology are continued until retirement for age or physical or mental disability, subject to dismissal for adequate cause or unavoidable termination on account of financial exigency or curricular reasons. Faculty members hired after October 1, 2019 shall not be eligible for tenure.
2. Tenure is awarded only by positive action by the Board, pursuant to the requirements and procedures of this policy, at a specific college.
3. The awarding of tenure is recognition of the merit of a faculty member and of the assumption that he/shethey would meet the long-term staffing needs of the college. It is only awarded to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure.

- B. The Tennessee Board of Regents does not award tenure in non-faculty positions.
1. Notwithstanding the above, this section shall not be interpreted as diminishing the rights of non-faculty employees previously awarded tenure in positions at the state technical institutes or colleges of applied technology by the Board of Education, whose rights are governed by TBR Policy on Tenure in Non-Faculty Positions (5:02:03:20).
- C. Minimum Eligibility Requirements for Consideration for Academic Tenure
1. The following statements clarify minimum eligibility requirements for consideration for academic tenure:
    - a. Academic tenure may only be awarded to full-time faculty members who;
      1. Hold academic rank as Instructor, Senior Instructor, or Master Instructor;
      2. Have been employed pursuant to tenure-track appointments and have completed not less than the minimum probationary period of service; and
      3. Have been determined by the college of applied technology to meet the criteria for recommendation for tenure and have been so recommended pursuant to this policy.
  2. A faculty member holding the rank of Associate Instructor is not eligible to be awarded tenure.
    - a. If an Associate Instructor is not promoted prior to the end of the probationary period, he/shethey will not be reviewed for tenure. All regulations concerning maximum probationary period will apply (see III.E.1).
  3. Faculty holding temporary appointments or term appointments are not eligible for tenure.

4. Faculty members supported in whole or in part by funds available to the college on a short-term basis, such as grants, contracts, or foundation sponsored projects, shall not be eligible for tenure unless continuing support for such members can be clearly identified in the regular budget of the college upon the recommendation of tenure to the Board.
5. No faculty member shall be eligible for tenure in an administrative position; provided that where a faculty member with tenure is appointed to an administrative position, he/shethey will retain tenure in a former faculty position only; and provided further that a faculty member otherwise eligible for tenure who also holds an administrative position may be awarded tenure in the faculty position only, subject to the requirements of this policy.

D. Types of Appointments

1. There are four types of faculty appointments: temporary appointments, tenure-track appointments, tenure appointments and term appointments.
  - a. Temporary appointments are appointments for a specific purpose for a time appropriate to that purpose or for an unspecified period, which appointments may be terminated according to the terms of the appointments.
    1. Temporary appointments that are full-time should be called Interim Instructor; others should be designated Part-time Instructor.
    2. Temporary appointments ordinarily should be used to replace regular faculty on leave of absence, and faculty employed pursuant to grants or for projects funded in whole or in part by non-appropriated funds.
    3. In addition, temporary appointments may be used for faculty employed on the basis of state appropriated funds in areas where the permanent and continued need for the position has not been established, provided that such appointments shall not be in excess of three academic years.

b. Tenure-track appointments are appointments for regular full-time faculty with academic rank. They are for faculty who are employed in a probationary period of employment preliminary to consideration for tenure.

1. Tenure-track appointments shall not include any right to permanent or continuous employment, shall not create any manner of legal right, interest or expectancy of renewal or any other type of appointment, and shall be subject to annual renewal by the college.

4.2. New tenure-track appointments shall not be made after October 1, 2019.

c. Tenure appointments are appointments of full-time faculty who have been awarded tenure by the Board pursuant to the provisions of this policy.

1. Tenure appointments include the assurance of continued employment for the academic year for an indefinite period, subject to expiration, relinquishment or termination of tenure as hereinafter provided.

2. Tenure appointments do not include assurance of continued employment at any specific salary or position.

d. Term appointments are provided only for faculty at colleges of applied technology. They are non-tenure appointments in a traditional rank (e.g., associate instructor, instructor, etc.) for a fixed period of no more than one (1) year and may be renewed with no presumed maximum number of re-appointments.

#### E. Probationary Employment

1. Untenured faculty may be employed on annual tenure-track appointments for a maximum probationary period which may not exceed seven years. A recommendation for tenure of a faculty member following a probationary period of not less than five years may be made by the ~~director~~president of a college; provided that exceptions to the minimum probationary period may be

made under special circumstances upon recommendation by the ~~director~~president and the Chancellor and approval by the Board. No new tenure track appointments shall be made after October 1, 2019.

2. The minimum probationary period of five years may include credit for prior service when agreed to by the ~~director~~president and subject to the maximum permissible credit for prior service, pursuant to Section III.G.
3. Employment in part-time positions or during periods of leaves of absence (except in the circumstance described in 4 below) shall not be credited toward satisfying the probationary period.
4. Only full-time continuous service at a college will be included in determining completion of the probationary period, except where a break in service was pursuant to an approved leave of absence.
  - a. The period of approved leave of absence shall be excluded from the requisite period for completion of the probationary period unless the ~~director~~president of the college specifies in writing prior to the leave of absence that it shall be included in the probationary period.
  - b. In no case may more than one year of approved absence be included in determining completion of the probationary period.
5. Where a faculty member is appointed to an administrative position prior to being awarded tenure at the college, if ~~he/she~~they maintains/maintain a significant involvement in teaching, the time or a prorated portion of the time spent in the administrative position may be credited toward completion of the probationary period. The ~~director~~president has final responsibility for determining what constitutes "significant involvement in teaching."

#### F. Non-Renewal of Non-Tenured Faculty

1. When the tenure-track appointment of a faculty member is not to be renewed for a subsequent year, the faculty member shall receive notice of ~~his/her~~their non-retention for the ensuing year by April 15. Notice of non-renewal shall be



effective upon personal delivery of the notice to the faculty member, or upon the date the notice is mailed, postage prepaid, to the faculty member at his/her/their current home address of record at the institution.

2. When a faculty member on a tenure-track appointment completes the sixth year of the probationary period, the faculty member will either be recommended for tenure by the director/president or will be given notice of non-renewal of the appointment following the seventh year of service. Such notice of non-renewal will be given not later than June 30 of the sixth academic year. The faculty member's right in an instance where timely notice is not given is described in Section I.
3. Faculty members on tenure-track appointments shall not be terminated during the annual specified term of the appointment except for reasons which would be sufficient for the termination of tenured faculty.
4. The non-renewal or non-reappointment of any faculty member on a tenure-track appointment does not necessarily carry an implication that his/her/their work or conduct has been unsatisfactory. A faculty member whose tenure-track appointment is not renewed shall be given an oral statement of the reason(s) for the non-renewal by the director/president or his/her/their designated representative(s).
5. The institution shall provide the non-renewed faculty member an opportunity to discuss his/her/their case. Responsibility for providing that opportunity resides with the director/president (or his/her/their designee).

G. Credit for Prior Service

1. Credit toward completion of the probationary period may, in the discretion of the director/president, be given for a maximum of three years of previous full-time service at other colleges of applied technology or similar teaching assignments, provided that the prior service is relevant to the college's own needs and criteria.

- a. Any credit for prior service which is recognized and agreed to must be confirmed in writing at the time of the initial appointment.
2. Credit toward completion of the probationary period may, in the discretion of the director/president, be given for a maximum of three years of previous full-time service in a temporary faculty appointment or term appointment at the same college (see Type of Appointments, Section III.D1) or in an earlier tenure-track appointment at the same college which has been followed by a break in service.
  - a. Any credit for prior service in a temporary full-time faculty appointment at the same college or in an earlier tenure-track appointment (at the same college) which has been followed by a break in service must be recognized and confirmed in writing in the appointment letter to a tenure-track position.
- H. Criteria to be Considered in Tenure Recommendations
  1. The tenure-track faculty member being considered for tenure must be assessed with respect to the following criteria:
    - a. Evidence of teaching effectiveness in the occupation being taught.
    - b. Evidence of an on-going commitment to remaining current in the occupation being taught.
    - c. Evidence of service to the college and the community in furthering the goals of the college of applied technology.
    - d. Demonstrated potential for continuous professional growth.
    - e. Participation in professional activities, including membership and leadership in professional organizations supportive of the goals of vocational-technical education.
    - f. Projected staffing needs in the teaching area and in the college as a whole.
    - g. Ability to set and achieve clear objectives that are shared by the college.

I. Tenure Appointments: Authority to Grant

1. No faculty member shall be entitled to or acquire any interest in a tenure appointment at a college without a recommendation for tenure by the ~~director~~president of the college and an affirmative award of tenure by the Board of Regents.
2. No other person shall have any authority to make any representation concerning tenure to any faculty member; and failure to give timely notice of non-renewal of a contract shall not result in the acquisition of a tenure appointment, but shall result in the right of the faculty member to another year of service at the college.

J. Expiration of Tenure

1. Tenure status shall expire upon retirement of the faculty member.
2. Tenure shall also expire upon the event of permanent physical or mental inability of a faculty member, as established by an appropriate medical authority, to continue to perform ~~his/her~~their essential functions.

K. Relinquishment of Tenure

1. A faculty member shall relinquish or waive ~~his/her~~their right to tenure upon resignation from the college or upon willful failure to report for service at the designated date of the beginning of any academic term, which shall be deemed to be a resignation unless, in the opinion of the ~~director~~president, the faculty member has shown good cause for such failure to report.
2. Tenure shall not be relinquished during periods of approved leaves of absence or during periods of service in administrative positions at the college.

~~L. Termination of Tenure for Reasons of Financial Exigency~~

- ~~1. A tenured faculty member may be terminated as a result of financial exigency subject to Board declaration that such financial conditions exist.~~

- ~~2. Personnel decisions (including those pertaining to tenured faculty) that result from a declaration of financial exigency at colleges of applied technology will comply with the provisions here stated.~~
  - ~~a. The definition of financial exigency that applies to colleges of applied technology appears in Definitions.~~
- ~~3. Financial exigency results from an imminent fiscal crisis characterizing the colleges of applied technology in the Tennessee Board of Regents System; thus, the condition of financial exigency may not be declared at a level below that of the aggregate colleges of applied technology (e.g., it may not be declared at the level of an individual college of applied technology).~~
  - ~~a. In light of the gravity of consequences resulting from a declaration of financial exigency, the process leading to recommendation to the Tennessee Board of Regents that financial exigency be declared must be cautious, fair, well informed, and as responsive as possible to the interests of various segments of the colleges.~~
- ~~4. The responsibility for initiating the proposal for declaration of financial exigency resides with the Chancellor.~~
  - ~~a. Since recommending the declaration of financial exigency is an extreme measure, that responsibility requires the Chancellor to provide all appropriate assurances and documentation that available and reasonable procedures to reduce the expenditure levels of the colleges are exhausted and that no efforts have been spared to enhance revenues.~~
- ~~5. If his/her review supports the conclusion that conditions warrant a declaration of financial exigency, the Chancellor shall so recommend to the Tennessee Board of Regents.~~
  - ~~a. That review should include significant participation by the directors of the individual college of applied technology.~~

- ~~b. In addition to providing the Tennessee Board of Regents with a recommendation to declare financial exigency, the Chancellor shall also submit a statement of findings and conclusions which shall include at least the following:~~
- ~~1. A description of the current fiscal condition of the colleges, including the projected amount of deficit that would result from failure to declare financial exigency.~~
  - ~~2. A projection of the fiscal condition that would result, in the opinion of the Chancellor, from general types of action anticipated to be taken subsequent to a declaration of financial exigency.~~
  - ~~3. An analysis of the reason for the current imminent fiscal crisis characterizing the institutions, specifying with appropriate documentation those identifiable factors contributing to the crisis.~~
  - ~~4. A statement of assurance, with supporting evidence, that available and reasonable procedures to reduce expenditure levels of the colleges are exhausted, that further retrenchment within existing policies is not compatible with the objective of assuring maximum protection for the academic programs of the colleges and the educational needs of students, and that efforts to enhance revenues have been carried out in a responsible manner.~~
  - ~~5. A transmittal of any advice, alternatives, or information submitted in writing by individual directors from colleges of applied technology.~~
- ~~6. Should the Tennessee Board of Regents formally declare a state of financial exigency, the Chancellor shall in a reasonable time and with appropriate documentation initiate a proposed plan to allocate necessary funding reductions among the individual colleges of applied technology. The following procedures shall be followed:~~

- a. ~~The Chancellor shall convene a Financial Exigency Committee, the composition of which shall be broadly representative of all personnel constituencies in colleges of applied technology.~~
  - b. ~~The Chancellor's proposed plan for allocating necessary funding reductions to individual colleges of applied technology shall be reviewed by the Financial Exigency Committee. The Committee shall review the amounts of proposed reductions and evaluate proposed reductions in the light of college priorities. It shall also consider the magnitude of proposed reductions in the light of factors prescribed by applicable state or federal laws regarding fair employment practices.~~
    1. ~~The Chancellor shall consider any alternatives recommended by the Committee and – within thirty days – shall indicate to the Committee a final decision relative to the internal allocation of necessary funding reductions. This final plan should be communicated broadly to all personnel constituencies.~~
  - c. ~~The Chancellor shall submit the plan – together with any analysis he/she may deem appropriate – to the Tennessee Board of Regents as information. He/she shall also submit to the Board any written response to the plan from the Financial Exigency Committee.~~
7. ~~Following declaration by the Tennessee Board of Regents that a condition of financial exigency exists, the directors are authorized to carry out those actions, including reduction-in-force, which are included in the Chancellor's plan. Reduction-in-force under this policy may include any personnel classification, including tenured faculty members or probationary faculty members prior to the end of their terms of appointment.~~
- a. ~~The procedures for termination described in this Section of the policy are in force only during a period in which the Tennessee Board of Regents has declared a condition of financial exigency.~~

- ~~b. — An individual selected for termination shall receive prompt written notification from the director. That notification shall include the following:~~
- ~~1. — A statement of the basis on which the individual was selected for termination;~~
  - ~~2. — An indication of the data or reasons supporting the choice if it is not a clearly defined factor such as rank or tenure status;~~
  - ~~3. — A statement of the date on which the termination is to become effective; and~~
  - ~~4. — A copy of the declaration of financial exigency adopted by the Tennessee Board of Regents.~~
- ~~c. — An individual who receives notice of termination may appeal the decision under the conditions indicated in this Section. That appeal will be directed to a Hearing Committee, which shall be appointed by the Chancellor to represent broadly personnel constituencies at colleges of applied technology.~~
- ~~d. — The Hearing Committee shall ensure prompt hearings that are thorough and fair but need not be judicial in nature. Strict rules of procedure (e.g., confrontation, cross-examination, and formal rules of evidence) need not be required.~~
- ~~e. — The following conditions constitute grounds for appeal by an individual of notice of termination:~~
- ~~1. — That established college procedures or provisions of this policy were not followed.~~
  - ~~2. — That appropriate criteria were not applied, including but not limited to the allegation that his/her selection constituted a violation of the individual's academic freedom or that unfounded or arbitrary assumptions of fact were made.~~

- ~~f. The Hearing Committees shall not review the decision concerning the declaration of financial exigency or the Chancellor's plan for the amount of reduction to be assumed by colleges of applied technology.~~
  - ~~g. A recommendation will be sent from the Hearing Committee to the Chancellor recommending that he/she uphold or reverse the action of termination, and the Chancellor will inform the Hearing Committee and the individual of his/her final decision on the recommendation.~~
  - ~~h. The final decision of the Chancellor may be appealed to the Tennessee Board of Regents.~~
- ~~8. No vacancy caused by a termination under conditions of financial exigency shall be filled for a period of three years from the time of notice of termination without first offering the position to the person terminated (faculty or non-faculty), provided that the person terminated keeps the college informed of his/her current mailing address. If the person previously terminated is offered the position and accepts, he/she will be returned in the same rank and tenure status.~~
- ~~9. If the financial health of the colleges improves sufficiently, the Chancellor shall initiate a proposal for the termination of a declared state of financial exigency. The policies and procedures established by this policy shall continue in effect during the period of a state of financial exigency. At the termination of a declared state, that action by the Tennessee Board of Regents shall cause all policies, procedures, and bodies created in this policy for the sole purpose of making and implementing exigency decisions to cease to exist.~~

M.L. Termination of Tenure for Curricular Reasons

1. The employment of a tenured faculty member may be terminated because;
  - a. A program is deleted from the curriculum;



- b. ~~Because of~~ There has been substantial and continued reduction of student enrollment in a field program; or
- c. ~~Because s~~Staff reduction is warranted as a result of reorganization or consolidation of courses or curricula within a college ~~being reorganized or consolidated.~~

~~2.2.~~ The president is responsible for determining that termination of a faculty member is warranted for curricular reasons, subject to the approval of the Chancellor.

~~1. Responsibility for determining that one of these conditions exists resides with the director/president, but the Chancellor must be informed and so acknowledged before termination proceedings for curricular reasons are initiated.~~

~~2.3.~~ Upon determining that termination of one or more tenured faculty members is required for one or more of the three curricular reasons cited above, the director/president shall furnish each the faculty member to be terminated a written statement of the reasons for the termination.

- a. ~~Those reasons shall address fully the curricular circumstances that warranted the termination and shall indicate the manner and the information upon which the decision of which faculty members were to be terminated was reached.~~
- b. ~~The director's written statement shall also indicate that the faculty member has the opportunity to respond in writing stating any objections to the decision.~~

~~3. If the faculty member(s) to be terminated indicate objections to the director's written statement(s) and request(s) a review, the director may appoint a~~

~~faculty committee consisting of a minimum of five tenured faculty members;  
that committee shall conduct a hearing on the proposed termination(s).~~

~~a. —The committee shall report its findings and recommendations to the  
director, who shall in a reasonable time inform in writing the faculty  
member(s) proposed for termination either that the decision for  
termination stands or that it has been altered.~~

4. ~~The director's decision to terminate a tenured faculty member for curricular  
reasons is subject to appeal to the Chancellor and the Board as provided in  
the policy on appeals to the Board (Policy No. 1:02:11:00).~~

5. When a tenured faculty member is terminated for curricular reasons, the  
position will not be filled by a new appointee with the same areas of  
specialization as the terminated faculty member within a period of three (3)  
years unless the terminated faculty member has been offered, in writing,  
reappointment to the position at his/her/their previous rank and salary (with  
the addition of an appropriate increase which, in the opinion of the  
~~director~~president, would constitute the raise that would have been awarded  
during the period that he/she/they was not employed).

6. Upon determining that termination of one or more tenured faculty members is  
warranted for curricular reasons, the ~~director~~president should base  
his/her/their decision about which faculty member(s) should be terminated  
upon his/her/their assessment as to what action would least seriously  
compromise the educational programs in a department or a division.

a. Termination for curricular reasons presumes a staffing pattern in a college  
of applied technology which cannot be warranted either by comparison  
with general load practices within the college or by comparison with  
faculty loads in comparable colleges.

b. In that light, the ~~director~~president shall also, in his/her/their discretion,  
base his/her/their decision on a careful assessment of the impact of the

curricular reason on staffing requirements in the college of applied technology as compared to overall patterns in the college and to other colleges similar enough to warrant assessment.

7. When a tenured faculty member is to be terminated for curricular reasons, the ~~director~~president will make every possible effort to relocate the tenured faculty member in another existing vacant position for which ~~he/she~~they ~~is~~are qualified. The final decision on relocation is within the discretion of the ~~director~~president.

#### N.M. Termination for Adequate Cause

1. A faculty member with tenure or a faculty member on a tenure-track appointment prior to the end of the term appointment may be terminated for adequate cause, which includes the following:
  - a. Incompetence or dishonesty in teaching or research.
  - b. Willful failure to perform the duties and responsibilities, for which the faculty member was employed, or refusal or continued failure to comply with the policies of the Board, the college or the department, or to carry out specific assignments, when such policies or assignments are reasonable and non- discriminatory.
  - c. Conviction of a felony or a crime involving moral turpitude.
  - d. Improper use of narcotics or intoxicants, which substantially impairs the faculty member's fulfillment of ~~his/her~~their departmental and college duties and responsibilities.
  - e. Capricious disregard of accepted standards of professional conduct.
  - f. Falsification of information on an employment application or other information concerning qualifications for a position.
  - g. Failure to maintain the level of professional excellence and ability demonstrated by other members of the faculty in the department or division of the college.

O.N. Procedures for Termination for Adequate Cause

1. Termination of a faculty member with a tenure appointment, ~~or with a tenure-track or temporary appointment prior to the annual specified term of the appointment,~~ shall be subject to the following procedures:
  - a. No termination shall be effective until steps 4 through 10 below have been completed.
2. Suspensions pending termination shall be governed by the following procedure.
  - a. Except in cases involving allegations of sexual assault or harassment, which will be governed by TBR Guideline P-80, Aa faculty member may not be suspended pending completion of steps 4 through 10, unless it is determined by the institution that the faculty member's presence poses a danger to persons or property or a threat of destruction to the academic or operational processes of the institution. Reassignment of responsibilities is not considered suspension; however, the faculty member must be reassigned responsibilities for which he/shethey is/are qualified.
  - b. In any case of suspension, the faculty member shall be given an opportunity at the time of the decision or immediately thereafter to contest the suspension; and, if there are disputed issues of fact or cause and effect, the faculty member shall be provided the opportunity for a hearing on the suspension as soon as possible at which time the faculty member may cross-examine his/hertheir accuser, present witnesses on his/hertheir behalf and be represented by an attorney. Thereafter, whether the suspension is upheld or revoked, the matter shall proceed pursuant to these procedures.
3. Except for such simple announcements as may be required concerning the time of proceedings and similar matters, public statements and publicity

about these proceedings by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the Board.

4. Upon a recommendation by the ~~director~~president or upon a decision by the ~~director~~president that these procedures should be undertaken in consideration of the termination of a tenured faculty member, one or more appropriate administrators shall meet privately with the faculty member for purposes of attempting to reach a mutually acceptable resolution of the problems giving rise to the proposed termination proceedings.
5. If a mutual resolution is not reached under step 4, the ~~director~~president shall appoint a faculty committee consisting of tenured faculty members, whose appointments should be, but are not required to be, agreed to by the faculty member. The faculty committee shall conduct an informal inquiry of the facts giving rise to the proposed termination and seek a mutually acceptable resolution. Should no such resolution be reached, the committee shall recommend to the ~~director~~president whether in its opinion further proceedings should be taken in pursuit of the termination. The recommendation shall be in writing and shall be accompanied by reasons for the recommendation. The committee's recommendation shall not be binding on the ~~director~~president.
6. If no mutually acceptable resolution is reached through step 5 and/or if after consideration of the faculty committee's recommendation the ~~director~~president determines that further proceedings are warranted to consider termination, the following steps shall be taken.
  - a. The faculty member shall be provided with a written statement of the specific charges alleged by the institution which constitute grounds for termination and a notice of hearing specifying the time, date, and place of the hearing. The statement and notice must be provided at least twenty

(20) days prior to the date of the hearing. The faculty member shall respond to the charges in writing at least five (5) days prior to the hearing. The faculty member may waive the hearing by execution of a written waiver.

- b. A committee consisting of members of faculty or faculty and administration shall be appointed to hear the case and to determine if adequate cause for termination exists according to the procedure hereinafter described. The committee shall be appointed by the director/president and the officially recognized faculty senate, assembly or advisory committee, with each appointing the number of members designated by the policy of the institution. The committee may not include any member of the faculty committee referred to in 5 above. Members deeming themselves disqualified for bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Members of the committee shall not discuss the case outside committee deliberations and shall report any ex-parte communication pertaining to the hearing to the director/president who shall notify all parties of the communication.
7. The hearing committee shall elect a chairperson who shall direct the proceedings and rule on procedural matters, including the granting of reasonable extensions of time at the request of any party and upon the showing of good cause for the extension.
8. The chairman of the hearing committee may in his/her/their discretion require a joint pre-hearing conference with the parties which may be held in person or by a conference telephone call. The pre-hearing conference may be for purposes which may include but is not limited to one or more of the following:
  - a. Notification as to procedure for conduct of the hearing.
  - b. Exchange of witness lists; documentary evidence; and affidavits.

- c. Define and clarify issues.
  - d. Effect stipulations of fact.
    - 1. A written memorandum of the pre-hearing conference should be prepared and provided to each party.
9. A hearing shall be conducted before the hearing committee to determine whether adequate cause for termination of the faculty member exists. The hearing shall be conducted according to the procedures below.
- a. During the hearing, the faculty member will be permitted to have an academic advisor present and may be represented by legal counsel of his/her/their choice.
  - b. A verbatim record of the hearing will be taken and a typewritten copy will be made available to the faculty member, upon request, at the faculty member's expense.
  - c. The burden of proof that adequate cause exists rests with the institution and shall be satisfied only by clear and convincing evidence and the record considered as a whole.
  - d. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the committee in securing witnesses and making available documentary and other evidence.
  - e. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and if possible, provide for interrogatories.
    - 1. An affidavit may be submitted in lieu of the personal appearance of a witness if the party offering the affidavit has provided a copy to the opposing party at least ten (10) days prior to the hearing and the

opposing party has not objected to the admission of the affidavit in writing within (7) days after delivery of the affidavit or if the hearing officer determines that the admission of the affidavit is necessary to insure a just and fair decision.

- f. In a hearing on charges of incompetence, the testimony shall include that of qualified faculty members from the institution or other institutions of higher education.
  - g. The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
  - h. The findings of fact and the report will be based solely on the hearing record.
  - i. The ~~director~~president and the faculty member will be provided a copy of the written committee report. The committee's written report shall specify findings of fact and shall state whether the committee has determined that adequate cause for termination exists and, if so, the specific grounds for termination found. In addition, the committee may recommend action less than dismissal. The report shall also specify any applicable policy the committee considered.
10. After consideration of the committee's report and the record, the ~~director~~president shall notify the faculty member of ~~his/her~~their decision, which, if contrary to the committee's recommendation, shall be accompanied by a statement of the reasons.
- a. If the faculty member is terminated or suspended as a result of the ~~director~~president's decision, the faculty member may appeal the ~~director~~president's action to the Chancellor as provided in the policy on appeals (TBR Policy 1:02:11:00).



- b. Review of the appeal shall be based upon the record of hearing.
- c. If upon review of the record, the Chancellor notes objections regarding the termination and/or its proceedings, the matter will be returned to the [director/president](#) for reconsideration, taking into account the stated objections, and, in the discretion of the [director/president](#), the case may be returned to the hearing committee for further proceedings.

## Sources

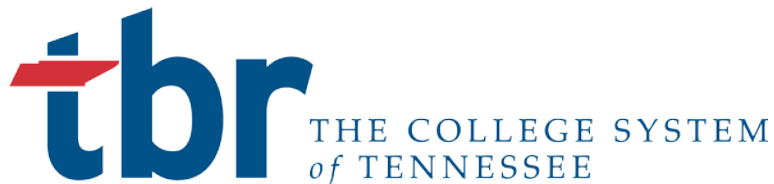
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TBR Meeting, September 30, 1983; September 18, 1987; December 4, 1987; June 25, 1993; December 8, 2006; December 3, 2009.

## Related Policies

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- [Tenure in Non-Faculty Positions](#)
- [Appeals and Appearances Before the Board](#)
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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation

SUBJECT: Policy Revision 5:02:03:30  
Academic Freedom and Responsibility

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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The purpose of this policy is to establish the criteria and process regarding academic freedom and responsibility at community colleges and technical colleges governed by the Tennessee Board of Regents. The policy requires that each college in the System be required to develop a policy on academic freedom and responsibility. As a minimum, institutional policies must cite, comply with, and incorporate all the procedures outlined in Policy 5:02:03:30. Once the institution has developed its policy, it must be forwarded to TBR System Office for review and approval by the Chancellor or the Chancellor's designee.

This policy now includes the Tennessee Colleges of Applied Technology and thus replaces the sections on academic freedom and responsibility previously contained by Policy 5:02:03:10 Academic Freedom, Responsibility, & Tenure at the Tennessee Colleges of Applied Technology. Going forward, Policy 5:02:03:10 will address only tenure at the TCAT.

This policy states and approves the definitions for Academic Freedom and Academic Responsibility as approved by the Board in 2013. The definition for Academic Freedom has been augmented by the phrase, "and faculty participation in institutional governance" in keeping with the definition stated in Part II.D. of the policy. The definition of Academic Responsibility has been augmented by the phrase, "development and" to clarify the faculty's responsibility to both develop and deliver educational programs and services. The only other content change in this policy is to

replace the phrase, “a man or woman of learning” with the term, “scholars”. This policy has also been revised to conform with the new TBR policy format. This policy has been reviewed and approved by the Human Resources Advisory Group, the Academic Affairs Subcouncil and the Faculty Subcouncil.

**Policy Category:** 5 – Personnel Policies

**Policy Number:** 5:02:03:30

**Policy Name:** Academic Freedom and Responsibility

**Purpose**

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

**Applies To:** Community Colleges and Tennessee Colleges of Applied Technology

**Definitions:**

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

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

**Policy Statement**

Each community college in the System is required to develop a policy on academic freedom and responsibility. As a minimum, institutional policies must cite, be in compliance with, and incorporate all the procedures outlined in Board Policy 5:02:03:30. Once the institution has developed its policy, it must be forwarded to TBR System Office for review and approval by the Chancellor or the Chancellor’s designee.

**Source**

T.C.A. 49-8-203

**History**

TBR meetings April 2, 2004; December 13, 2012; September 20, 2013

**Exhibit(s)**

Academic Tenure for Community Colleges: 5:02:03:70

## Procedures

- I. ~~Introduction~~ Minimum institutional policy requirements
  - A. The following policy of the Tennessee Board of Regents on academic freedom and responsibility is applicable to all ~~community~~ colleges within the System. The statement in Article II on academic freedom and responsibility may be adopted by each ~~community~~ college, or a ~~community~~ college may adopt an alternative statement, provided that the statement is consistent with the ~~policies~~ procedures set forth herein.
  - B. ~~Community~~ college policies on academic freedom and responsibility must cite and specifically acknowledge compliance with the Board Policy on Academic Freedom and Responsibility (5:02:03:30). Likewise, ~~community~~ college policies must embody and communicate clearly as a minimum all provisions, definitions, and stipulations of the Board policy.
- II. Academic Freedom and Responsibility
  - A. The faculty member is entitled to freedom in the classroom in discussing his or her subject, being careful not to introduce into the teaching unrelated subject matter.
  - B. The faculty member is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties, including and consistent with any and all policies pertaining to clinical and research practices. Research for financial gain must be based upon an understanding with the authorities of the institution, which is documented ~~reduced to writing~~ and signed by the faculty member and the appropriate academic officer(s).
  - C. The faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, they should be free from ~~community~~ college censorship or discipline, but their special position in the community imposes special obligations. As ~~a man or woman person of learning and~~ **scholars and** educational officers, they should remember that the public may judge the profession and the ~~community~~ college by the faculty member's utterances. Hence, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak for the ~~community~~ college.
  - D. Academic freedom is essential to fulfill the ultimate objectives of an educational institution - the free search for and exposition of truth - and applies to teaching, research, and faculty participation in institutional governance. Freedom in research is fundamental to the advancement of truth, and academic freedom in teaching is fundamental for the protection of the rights of the faculty member in teaching and of the student to freedom in learning. Faculty participation in institutional governance is fundamental to the development and maintenance of effective academic policies, national and regional accreditation, and shared

responsibility for the delivery of educational programs and services to students.

1. Implicit in the principle of academic freedom are the corollary responsibilities of the faculty who enjoy that freedom. Incompetence, indolence, intellectual dishonesty, failure to carry out assigned duties, serious moral dereliction, arbitrary and capricious disregard of standards of professional conduct - these and other grounds as set forth in TBR Policy 5:02:03:70 may constitute adequate cause for dismissal or other disciplinary sanctions against faculty members.
- E. The right to academic freedom imposes upon the faculty an equal obligation to take appropriate professional action against faculty members who are derelict in discharging their professional responsibilities. The faculty member has an obligation to participate in tenure and promotion review of colleagues as specified in policy. Thus, academic freedom and academic responsibility are interdependent, and academic tenure is adopted as a means to protect the former while promoting the latter.
- F. While academic tenure is essential for the protection of academic freedom, the full benefits and responsibilities of academic freedom extend to all individuals teaching in the TBR System, whether or not they are eligible for tenure.

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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation

SUBJECT: Policy Revision 5:02:03:70  
Academic Tenure for Community Colleges

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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*This policy has undergone significant revision. This policy has been reviewed by Academic Affairs, General Council, and Human Resources staff. Additionally, the Human Resources, Academic Affairs and Faculty sub councils have reviewed and provided recommendations.*

*Recommended revisions are marked by **yellow highlight**. Deletions are marked with a strike out ~~xxxxx~~*

The minor revisions for clarity include:

- All pages: Removal of reference to University.
- Page 5 Paragraph II.A.2.b. AND Page 16 Paragraph V.B.1 : *The word division was recommend to be replaced with the phrase academic program unit for clarity.*
- Page 11 Paragraph III.C.1.B.2. : *The phrase ability to motivate and stimulate creativity in students was recommended to be replaced with the phrase strategies to motivate and stimulate student learning for clarity.*
- Page 16 Paragraph V.A.6 : The word employee in two places was recommended to be replaced with the word faculty for clarity.

Major revisions included integrating all directly relate guidelines and procedures into the policy. All of Paragraph V, pages 14-16, was revised with added guidelines and procedures to specifically cover the non-renewal of tenure track contracts.

TBR Staff have reviewed each recommendation and recommend approval.

# Academic Tenure for Community Colleges:

## 5:02:03:70

### Policy Area

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Personnel Policies

### Applicable Divisions

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Community Colleges

### Purpose

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

### Definitions

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The following are general definitions of terms used in this policy. They are further defined in the subsequent sections of this policy.

- Academic Tenure – a personnel status in an academic department or academic program unit pursuant to which the academic or fiscal year appointments of full-time faculty who have been awarded tenure are continued at a community college until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons.
- Adequate Cause – a basis upon which a faculty member--either with academic tenure or on a tenure-track, term, or temporary appointment--prior to the end of the specified term of the appointment may be dismissed or terminated. The specific grounds which constitute adequate cause are set forth in Section V. G herein.
- Financial Exigency – the formal declaration by TBR that one or more of its community colleges faces an imminent financial crisis, that there is a current or projected lack of sufficient funds (appropriated or non-appropriated) for the campus as a whole to maintain current programs and activities at a level sufficient to fulfill educational goals and priorities, and that the budget can only be balanced by



extraordinary means that include termination of existing and continuing academic and non-academic appointments.

- Faculty Member – a full-time employee who holds academic rank as instructor, assistant professor, associate professor, or professor. Further definition can be found in Section 05:02:01:00 of TBR policy.
- Probationary Employment – period of full-time professional service by a faculty member for whom an appointment letter denotes a tenure-track appointment in which he/she does not have tenure and in which he/she is evaluated by the college for the purpose of determining his/her satisfaction of the criteria for a recommendation for tenure. Probationary employment provides an opportunity for the individual to assess his/her own commitment to the college and for the college to determine whether the individual meets its perception of quality and projected need.

Note: Faculty appointments are defined in a separate TBR policy.

## **Policy**

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### I. Introduction

- A. Tenure is awarded only by positive action by the Tennessee Board of Regents (TBR), pursuant to the requirements and procedures of this policy, at a specific college.
- B. The award of tenure is recognition of the merit of a faculty member and of the assumption that he/she would meet the long-term staffing needs of the department or academic program unit and the college. The continued professional growth and development of faculty is necessary for institutions of higher education to continue to provide educational programs in accordance with the college's mission, goals, and changing needs of the institution.
- C. Tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that

their future services and performances justify the degree of permanence afforded by academic tenure.

- D. The quality of the faculty of any community college is maintained primarily through the appraisal, by faculty and administrative officers, of each candidate for tenure. Tenure at a TBR community college provides eligible full-time faculty with the assurance of continued employment during the academic year until retirement or dismissal for adequate cause, financial exigency, or curricular reasons, as further discussed herein.
- E. TBR does not award tenure in non-faculty positions.
- F. The following TBR policy on tenure is applicable to all community colleges within the system. These are minimum provisions and should be implemented in a manner appropriate to the individual missions, traditions, and needs of the colleges.
- G. Each college may establish additional requirements for the eligibility of faculty for consideration for tenure. College policies on tenure must cite and specifically acknowledge compliance with TBR Policy on Academic Tenure. Likewise, policies must embody and communicate clearly all provisions, definitions, and stipulations of the TBR policy.

## II. Consideration for Tenure

- A. Community college policies must include specifically identifiable sections that define minimum eligibility requirements for consideration of tenure.

### 1. Tenure Process

- a. Each college policy must contain:

- 1) A defined probationary period;
- 2) Provisions for a tenure-track faculty member to be guided through the tenure process. Guidance may include provision of a mentor, pre-tenure review, portfolio development workshops, etc.;
- 3) A process that defines the levels of review to include peer review;

- 4) Procedures associated with review by each level, with a clear description of materials that each level will review;
  - 5) A calendar or schedule of the review process; and
  - 6) The types and frequency of evaluation of probationary faculty members in the areas of teaching, service/outreach, and scholarship/creative activities/research.
- b. Colleges may request tenure upon appointment for candidates with extraordinary credentials. The exception shall be requested when the faculty member is employed.
  - c. College procedures shall ensure that peer committees have confidentiality of individual tenure votes unless there is evidence that casts doubt upon the integrity of the peer committee. This policy shall be interpreted in a manner consistent with the Tennessee Public Records Act, codified in T.C.A. §§ 10-7-503 and 504.
  - d. Annual evaluations conducted by the candidate's department chair or other appropriate head of an academic program unit are an important aspect of the criteria for tenure at colleges; therefore, college policies must include a clear statement as to the role and methodology of evaluation in measuring those criteria relevant to assessing the merit of the probationary candidate.
  - e. These evaluation criteria may include provisions for providing a tenured faculty mentor who can conscientiously address deficiencies in the candidate's progress towards tenure and provide feedback to the candidate.
  - f. In addition, the candidate, in consultation with his/her faculty mentor, may request a preliminary review by an ad-hoc tenure review committee prior to application for tenure as a mechanism to assess the progress of the candidate for tenure.

- g. This committee shall be composed of the faculty mentor, from within the candidate's academic unit who will act as chair of the committee, one tenured faculty from outside the academic unit, and the chair or dean of the academic unit where tenure will be granted.

## 2. Tenure Appointments

- a. Recommendations for or against tenure shall originate from the department or academic program unit in which the faculty member is assigned. Procedures of review will be determined by each institution in keeping with the statements included in II.A.1.a.(1)-(6) above.
  - 1) The review shall include appropriate participation in the recommendation by tenured faculty in the department or academic program unit.
  - 2) Although it can be difficult to establish evidence of teaching excellence, each department must develop a procedure to ensure that factual information relative to the candidate's teaching is available at the time he/she is considered for tenure.
- b. The recommendation for tenure must be made by the president to the chancellor and by the chancellor to the Board of Regents. In the event that the tenure is awarded by TBR, the president shall furnish to the faculty member written confirmation of the award. The locus of tenure is awarded as appropriate in the department or ~~division~~ **academic program unit** of the faculty member depending upon the organizational structure of the college.
- c. No other person shall have any authority to make any representation concerning tenure to any faculty member.
- d. Failure to give timely notice of non-renewal of a contract shall not result in the acquisition of a tenure appointment, but shall result in the right of the

faculty member to another year of service at the college, provided that no tenure appeals remain outstanding due to lack of cooperation and/or appropriate action on the part of the candidate in completing the appeal process.

3. Minimum Eligibility Requirements

a. Employment Status. Tenure may be awarded only to:

1) Regular Full-time faculty members who:

- a) Hold academic rank as instructor, assistant professor, associate professor, or professor and meet the minimum criteria as specified in a separate TBR policy.
- b) Have been employed in a tenure-track appointment and have completed the minimum probationary period of service as stated in the college's policy and/or as agreed upon in writing and signed by the president or his/her designee.
- c) Have been determined by the college to meet the criteria for tenure and have been so recommended.

2) Special Contract Faculty.

Faculty members supported in whole or in part by funds available to the college on a short-term basis, such as grants, contracts, or foundation-sponsored projects, may be eligible for tenure if continuing support for such members can be clearly identified in the regular budget of the college.

4. Length of Probationary Employment

- a. Probationary faculty may be employed on annual tenure-track appointments for a probationary period which may not exceed six (6) years.

- b. The faculty member may apply for tenure following a probationary period of not less than five years, provided that exceptions to the minimum probationary period may be made under special circumstances upon recommendation by the president and approval by the Chancellor.
  - c. Upon approval of such an exception by the Chancellor, the faculty member's recommendation for tenure will go forward to the Board as meeting the requirements for the probationary period.
5. Calculating the Probationary Period
- a. Only full-time continuous service at a college will be included in determining completion of the probationary period, unless a break in service is approved.
  - b. Employment during summer terms and in part-time positions shall not be credited toward satisfying the probationary period.
    - 1) Credit for Prior Service

The minimum probationary period of five years may include credit for prior service when agreed to by the president, and subject to the maximum permissible credit for prior service as noted below:

- a) Credit toward completion of the probationary period may at the discretion of the president be given for a maximum of three years of previous full-time service at other colleges, universities, or institutes provided that the prior service is relevant to the institution's own needs and criteria. Any credit for prior service that is recognized and agreed to must be confirmed in writing at the time of the initial appointment.
- b) Credit toward completion of the probation period may, at the discretion of the president, be given for a maximum of three years or previous full-time service in a temporary faculty appointment or

term appointment at the same institution (see Types of Appointments, Section 1) or in an earlier tenure-track appointment at the same institution that has been followed by a break in service. Any credit for prior service in a temporary full-time faculty appointment at the same institution or in an earlier tenure-track appointment (at the same institution) that has been followed by a break in service must be recognized and confirmed in writing in the appointment letter to a tenure-track position.

2) Leave of Absence.

- a) The period of approved leave of absence shall be excluded from the required probationary period.
- b) A faculty member may apply for a maximum of two, non-consecutive one-year leave increments.
- c) Exceptions may be granted by the president of the college in writing prior to the leave of absence.
- d) Exceptions may include:
  - 1) crediting the leave periods to the probationary period and/or
  - 2) granting more than two, non-consecutive one-year increments.Exception (ii), per TBR policy, requires approval of the Chancellor of TBR.

3) "Stopping the Tenure Clock."

- a) A faculty member may request to "stop the tenure clock" during his/her probationary period when circumstances exist that interrupt the faculty member's normal progress toward qualifying for tenure.

- b) In such cases, the faculty member may request to “stop the tenure clock” for one-year if he/she demonstrates that circumstances reasonably warrant the interruption.
  - c) Reasons will typically be related to a personal or family situation requiring attention and commitment that consumes the time and energy normally addressed to faculty duties and professional development.
  - d) Examples may include childbirth or adoption, care of dependents, medical conditions or obligations, physical disasters or disruptions, military deployment, or similar circumstances.
- 4) Administrative Appointment.
- a) A faculty member appointed to an administrative position may remain eligible for tenure consideration.
  - b) The faculty member must:
    - 1) qualify for tenure under the college’s guidelines, and
    - 2) maintain a significant involvement in academic pursuits including teaching, service/outreach, and scholarship/creative activities/research.
  - c) The time (or prorated portion of time) spent in the administrative position may be credited toward completion of the probationary period.
- 5) Transfer to Another Department or Unit.
- a) When a faculty member is serving a probationary period in a department or academic program unit and is subsequently



transferred to another department or unit, the faculty member may – with the approval of the president – elect to begin a new probationary period on the date the transfer occurs.

- b) If he/she does not so elect (and confirm this in writing to the president), time spent in the first appointment shall count toward establishing the minimum and maximum probationary period.

### III. Criteria to be considered in Tenure Recommendations

- A. The criteria for a recommendation of tenure depend upon the nature, mission, and goals of the college in which tenure may be awarded and of the department and academic program unit in which a faculty member is employed.
  - 1. The faculty member must demonstrate willingness and ability to work effectively with colleagues and in a professional manner to support the mission of the institution and the common goals of both the institution and of the academic organizational unit.
  - 2. Moreover, criteria for tenure relate to the college's three traditional and often inter-related missions: teaching, service/outreach, and scholarship/creative activities/research.
- B. Community college policies must include sections that identify criteria to be considered in tenure recommendations and specify in broad terms their relative importance.

Those sections must clearly distinguish between:

- 1. Criteria relevant to assessing the merit of the probationary candidate; and
- 2. Criteria relevant to assessing the long-term staffing needs of the college and of the department or academic program unit to which the candidate is assigned.

C. Criteria for tenure relate to the college's three traditional missions: teaching, service/outreach, and scholarship/creative activities/research. In the community college setting, effective teaching is of paramount importance.

1. Teaching

- a. Effective teaching is an essential qualification for tenure, and tenure should be granted only with clear and documented evidence of a candidate's teaching ability and potential for continued development.
- b. Each of the items listed below must be submitted as evidence of effective teaching and be included in the teaching portfolio.
  - 1) Evidence of ability to organize and present subject matter in a logical and meaningful way,
  - 2) Evidence of effective **strategies to motivate and stimulate student learning**, ~~ability to motivate and stimulate creativity in students,~~
  - 3) Statement of teaching philosophy,
  - 4) Course materials (i.e., course syllabi, handouts, exams/evaluation instruments, instructional materials), and
  - 5) Results of student evaluations for every course evaluated during the probationary period.
- c. Additional types of documentation may also include:
  - 1) Open-ended or other student input,
  - 2) Student products,
  - 3) Teaching recognition/awards,
  - 4) Evidence of professional development in teaching.
  - 5) Evidence of disciplinary or interdisciplinary program or curricular development,
  - 6) Alumni surveys,
  - 7) Student exit interviews,

- 8) Evidence of supervision of student projects and other forms of student mentorships, and
- 9) Other evidence of excellence in teaching or mentoring, or both.

2. Service/Outreach

- a. Service and/or outreach encompass a faculty member's activities in college service, outreach or public service, and professional service.
- b. Evidence of performance in one or more of the following activities should be submitted. Weight and magnitude of importance will be directed by the college's policies and guidelines.
  - 1) College service refers to activities other than teaching and scholarship performed at the department or college level. It is expected of every faculty member; indeed, colleges could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. College service includes, but is not limited to, serving on departmental committees, advising students, and participating in college activities and on college committees. More extensive citizenship functions such as membership on a specially appointed task force, serving as advisor to a college-wide student organization, and membership on a college search committee should be taken into account in consideration for tenure.
  - 2) The outreach or public service function is the college's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the college. A vital component of the college's mission, public service must be performed at the same high levels of quality that characterize the teaching and research programs.

- c. Professional service refers to the work done for organizations related to the faculty member's discipline or to the teaching profession generally. Service to the profession includes activities such as service on statewide or TBR committees, guest lecturing on other campuses, and other appropriate activities.
3. Scholarship/Creative Activities/Research
- a. Candidates for tenure must present documented evidence of their scholarship, creative activities, and/or research.
  - b. While each item listed as required under "Teaching" must be included, the weight and magnitude of evidence required for activities in scholarship or creative activities or research will be directed by the college policy and guidelines.
  - c. Such evidence should cite typical professional development activities such as presentations at a professional meeting, journal editorship, article and grant proposal review, performances, exhibitions, creative activities, as well as completing books, journal articles, or monographs, and other appropriate activities.
  - d. The scholarship of teaching is a valid measure of research capability. It goes beyond doing a good job in the classroom; creative teachers should organize, record, and document their efforts in such a way that their colleagues may share their contributions to the art of teaching. Authoring appropriate textbooks or chapters within a book, writing educational articles, making presentations, and using innovative contributions to teaching, constitute scholarship of teaching.
  - e. Performances, compositions, and other artistic creations are examples of appropriate creative activities. Documentation of such activities might include written reviews and evaluations by qualified peers.

- f. Publications in journals or media of similar quality are considered indicators of professional and/or scholarly activity.
- g. Publications that are reviewed by peers are more significant than those that are not subjected to such rigorous examination. It should be emphasized that quality is more important than quantity.

#### IV. Exceptions to Minimum Rank Qualifications

The minimum rank qualifications should be met in every recommendation regarding appointment to academic rank and for promotion in academic rank.

#### V. Changes in Tenure and Tenure-track Status

##### A. Non-renewal of Probationary, Tenure-track Faculty

1. When tenure-track appointments of faculty are not to be renewed, the faculty member shall receive notice of the non-renewal for the ensuing academic year as follows:

a. In the first academic year of service:

1) For appointments expiring at the end of the academic year, notice must be given no later than April 1 of that academic year.

2) For appointments expiring at the end of the current calendar year, notice must be given no later than November 1 of that year.

3) For appointments expiring during an academic year, notice must be given at least sixty (60) days prior to the expiration date.

b. In the second academic year of service:

1) For appointments expiring at the end of the current academic year, notice must be given no later than January 1 of that academic year.

2) For appointments expiring at the end of the current calendar year, notice must no later than August 1 of that year.

3) For appointments expiring during academic year, notice must be given at least one hundred fifty (150) days prior to its termination.

c. In the third or subsequent academic year of service:

1) For appointments expiring at the end of the academic year, notice must be given no later than the last day of the preceding academic year. ~~preceding the third or subsequent year of service,~~

2) For appointments expiring at the end of a calendar year, notice of non-renewal must be given no later than December 31 of the preceding year.

3) For appointments that terminate during an academic year, notice of non-renewal must be given at least three hundred and sixty-five (365) days prior to the date of termination. The above stated dates are the latest dates for notice of non-renewal of faculty on tenure-track appointments. Each college may adopt annual dates that provide for longer notice of non-renewal.

2. Notice of non-renewal shall be effective upon hand delivery of the notice to the faculty member, or upon the date the notice is mailed, certified mail, return receipt requested, postage prepaid, to the faculty member at his/her current home address of record with the college.

3. Applicable time periods for notice of non-renewal are based upon actual years of service at the college at which the faculty member is currently employed and are in no way affected by any credit for prior service that may have been awarded

4. In computing time for notice of non-renewal, exclude the day the notice is served; count every day thereafter, including intermediate Saturdays, Sundays, and legal holidays; and include the last day, but if the last day is a Saturday, Sunday, or legal holiday, the period continues to run until the next day that is not a Saturday, Sunday or legal holiday.

5. When a faculty member in a tenure-track appointment completes his/her probationary period, the faculty member will be given notice of non-renewal of the appointment during the spring term following application for such status. Such notice of non-renewal should be given not later than the final day of the academic year. The faculty member's right in an instance where timely notice is not given is described in TBR policy.
6. Faculty members on tenure-track appointments may have their employment terminated for any reason that would justify termination of a non-tenure-track employee faculty. The tenure-track employee faculty is entitled to the same process regarding termination that would be applicable to a non-tenure-track employee.
7. The non-renewal or non-reappointment of any faculty member on a tenure-track appointment does not necessarily carry an implication that his/her work or conduct has been unsatisfactory.
8. Neither non-renewal of a tenure-track faculty appointment during the first five years of the probationary period nor denial of tenure unaccompanied by notice of termination in the sixth year of the probationary period are appealable to the Chancellor, unless there has been a violation of state or federal law

## B. Transfer of Tenure

1. Where a faculty member is tenured in an academic program unit he/she may be transferred to another academic program unit. In such cases, the transfer will be made with tenure; moreover, the tenure appointment will be transferred to the new academic program unit. In no instance may the faculty member be compelled to relinquish tenure as a condition for effecting the transfer.

2. When a faculty member with tenure is appointed to an administrative position, he/she will retain tenure in the former faculty position only; and a faculty member otherwise eligible for tenure who also holds a non-faculty position may be awarded tenure in the faculty position only, subject to the requirements of this policy.

#### B. Expiration of Tenure

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

#### C. Relinquishment of Tenure

A faculty member shall relinquish or waive his/her right to tenure upon resignation from the college or upon failure to report for service at the designated date of the beginning of any academic term, which shall be deemed to be a resignation unless, in the opinion of the president, the faculty member has shown good cause for such failure to report.

#### D. Termination of Tenure for Reason of Financial Exigency

The employment of a tenured faculty member may be terminated as a result of financial exigency at a college subject to TBR declaration that such financial conditions exist. See TBR Policy on Financial Exigency (5:02:06:00).

#### E. Termination of Tenure for Curricular Reasons

1. The employment of a tenured faculty member may be terminated because:
  - a. An academic program is deleted from the curriculum; or



- b. Because of substantial and continued reduction of student enrollment in a field or discipline.
2. Before declaring that curricular reasons exist, the president will ensure meaningful participation by the college's representative faculty body in identifying the specific curricular reasons, evaluating the long-term effect on the college's curriculum and its strategic planning goals, and judging the advisability of initiating further action.
3. Prior to initiating the process described below, the president will present—either verbally or in writing—a description of curricular reasons that may warrant the termination of a tenured faculty member's employment.
4. Each college policy will describe procedures whereby this presentation will be made to a representative faculty body, and that body will have the opportunity to respond in writing to the president before action described below is initiated.
5. Each of these reasons for termination of tenure for curricular reasons must denote shifts in staffing needs that warrant greater reductions than those which are accommodated annually in light of shifting positions from one department to another or among colleges to handle changing enrollment patterns (see Definitions, below).

#### F. Process for Termination of Tenure

1. Upon determining that termination of employment of one or more tenured faculty members is required for one or more of the two reasons cited above, the president shall furnish each faculty member whose employment is to be terminated a written statement of the reasons for the termination.
  - a. Those reasons shall address fully the curricular circumstances that warranted the termination and shall indicate the manner and the information upon which the decision was reached regarding which faculty members' employment would be terminated.

- b. The president's written statement shall also indicate that the faculty member has the opportunity to respond in writing stating any objections to the decision.
2. If the faculty member(s) whose employment is to be terminated indicate(s) objections to the president's written statement(s) and request(s) a review, the president will appoint a faculty committee consisting of a minimum of five tenured faculty members from a slate of ten tenured faculty members proposed by the representative faculty body.
  - a. The committee shall conduct a hearing on the proposed termination(s).
  - b. The committee shall report its findings and recommendations to the president, who shall in a reasonable time inform the faculty member(s) whose employment is proposed for termination in writing either that the decision for termination stands or that it has been altered.
3. The president's decision to terminate a tenured faculty member's employment for curricular reasons is subject to appeal to the Chancellor and TBR as provided in TBR Policy 1:02:11:00).
4. When a tenured faculty member's employment is terminated for curricular reasons, the position will not be filled by a new appointee with the same areas of specialization as the terminated faculty member within a period of three years unless the terminated faculty member has been offered, in writing, reappointment to the position at his/her previous rank, tenure, and salary (with the addition of an appropriate increase which, in the opinion of the president, would constitute the raise(s) that would have been awarded during the period that he/she was not employed).
5. Upon determining that termination of employment of one or more tenured faculty members is warranted for curricular reasons, the president shall base his/her decision about which faculty member(s) employment should be

terminated upon his/her assessment as to what action would least seriously compromise the educational programs in a department or division.

6. Termination for curricular reasons presumes a staffing pattern in a department or academic program unit that cannot be warranted either by comparison with general load practices within the college or by comparison with faculty loads in comparable departments or academic program units at similar colleges. In that light, the president shall also, at his/her discretion, base his/her decision on a careful assessment of the impact of the curricular reason on staffing requirements in the department or academic program unit as compared to overall patterns in the college and to comparable departments or academic program units.
7. Unless the president demonstrates that an exception should be made to minimize qualitative compromise of an educational program, the following considerations should guide the president in determining the order of faculty reductions in a department or academic program unit where termination of tenured faculty is proposed for curricular reasons. These considerations should not be construed as being mandatory:
  - a. Part-time faculty appointments should not be renewed if tenured faculty positions are terminated.
  - b. Temporary faculty or tenure-track faculty appointments in the probationary period should not be renewed if tenured faculty positions are terminated.
  - c. Among tenured faculty, those with higher rank should have priority over those with lower rank.
  - d. Among tenured faculty with comparable rank, those with appropriate higher academic degrees should have priority over those with lower degrees.

- e. Among tenured faculty with comparable rank and comparable degrees, those with greater seniority in rank should normally have priority over those with less seniority.
- 8. The president of each college will have the discretion to deviate from this policy if he/she can demonstrate that the quality of the college's programs will be negatively impacted by strict adherence to this seniority preference.
- 9. When a tenured faculty member's employment is to be terminated for curricular reasons, the president will make every possible effort to relocate the tenured faculty member in another existing vacant position for which he/she is qualified. In instances where, in the opinion of the president, relocation within the college is a viable alternative, the college has an obligation to make significant effort to relocate the faculty member, including the bearing of reasonable retraining costs. The final decision on relocation is within the discretion of the president.

#### G. Definitions

- 1. "Program is deleted from the curriculum" means that TBR takes formal action to terminate a degree major, concentration, or other curricular component and that such termination eliminates or reduces need for faculty qualified in that discipline or area of specialization.
- 2. "Substantive and continued reduction of student enrollment in a field" means that over a period of at least three (3) years, student enrollment in a field has decreased at a rate in considerable excess of that of the college as a whole and that such reduction has resulted in faculty-student ratios that, in the opinion of the president, cannot be warranted either by comparison with equivalent faculty load practices within the college or by comparisons with faculty loads in comparable departments or academic program units at similar colleges which the president would deem to be appropriate for comparison.

## H. Termination for Adequate Cause

### 1. Reasons for Termination

a. A faculty member with tenure or a faculty member on a tenure-track appointment or temporary appointment prior to the end of the term of appointment may be terminated for adequate cause, which includes the following:

- 1) Incompetence or dishonesty in teaching or research.
- 2) Willful failure to perform the duties and responsibilities for which the faculty member was employed; or refusal or continued failure to comply with the policies of the Board of Regents, the college, or the department; or to carry out specific assignments, when such policies or assignments are reasonable and non-discriminatory.
- 3) Conviction of a felony or a crime involving moral turpitude.
- 4) Improper use of narcotics or intoxicants, which substantially impairs the faculty member's fulfillment of his/her departmental and college duties and responsibilities.
- 5) Capricious disregard of accepted standards of professional conduct.
- 6) Falsification of information on an employment application or other information concerning qualifications for a position.
- 7) Failure to maintain the level of professional excellence and ability demonstrated by other members of the faculty in the department or academic program unit of the college.

### 2. Procedures for Termination

- a. Termination of a faculty member with a tenure appointment, or with a tenure-track or temporary appointment prior to the annual specified term of the appointment, shall be subject to the following procedures.
- b. No termination shall be effective until steps (4) through (10) below have been completed.

- 1) A faculty member may not be suspended pending completion of steps (4) through (10) unless it is determined by the college that the faculty member's presence poses a danger to persons or property or a threat of destruction to the academic or operational processes of the college. Reassignment of responsibilities is not considered suspension; however, the faculty member must be reassigned responsibilities for which he/she is qualified.
- 2) In any case of suspension, the faculty member shall be given an opportunity at the time of the decision or immediately thereafter to contest the suspension; and, if there are disputed issues of fact or cause and effect, the faculty member shall be provided the opportunity for a hearing on the suspension as soon as possible, at which time the faculty member may cross-examine his/her accuser, present witnesses on his/her behalf, and be represented by an attorney. Thereafter, whether the suspension is upheld or revoked, the matter shall proceed pursuant to these procedures.
- 3) Except for such simple announcements as may be required concerning the time of proceedings and similar matters, public statements and publicity about these proceedings by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the Board of Regents.
- 4) Upon a recommendation by the chief academic officer of the college to the president or upon a decision by the president that these procedures should be undertaken in consideration of the termination of a tenured faculty member, one or more appropriate administrators shall meet privately with the faculty member for purposes of

attempting to reach a mutually acceptable resolution of the problems giving rise to the proposed termination proceedings.

- 5) If a mutual resolution is not reached under step d. the president shall appoint a faculty committee consisting of tenured faculty members, whose appointments should be, but are not required to be, agreed to by the faculty member. The faculty committee shall conduct an informal inquiry of the facts giving rise to the proposed termination and seek a mutually acceptable resolution. Should no such resolution be reached, the committee shall recommend to the president whether in its opinion further proceedings should be taken in pursuit of the termination. The recommendation shall be in writing and shall be accompanied by reasons for the recommendation. The committee's recommendation shall not be binding on the president.
- 6) If no mutually acceptable resolution is reached through step (5) and/or if after consideration of the faculty committee's recommendation the president determines that further proceedings are warranted to consider termination, the following steps shall be taken.
  - i. The faculty member shall be provided with a written statement of the specific charges alleged by the college which constitute grounds for termination and a notice of hearing specifying the time, date, and place of the hearing. The statement and notice must be provided at least twenty (20) days prior to the hearing. The faculty member shall respond to the charges in writing at least five (5) days prior to the hearing. The faculty member may waive the hearing by execution of a written waiver.
  - ii. A committee consisting of members of faculty or faculty and administration shall be appointed to hear the case and to determine if adequate cause for termination exists according to

the procedure hereinafter described. The committee shall be appointed by the president and the officially recognized faculty senate, assembly or advisory committee, with each appointing the number of members designated by the policy of the college. The committee may not include any member of the faculty committee referred to in e above. Members deeming themselves disqualified for bias or interest shall remove themselves from the case, either at the request of a party or on their own initiative. Members of the committee shall not discuss the case outside committee deliberations and shall report any ex parte communication pertaining to the hearing to the committee chairman, who shall notify all parties of the communication.

- iii. The hearing committee shall elect a chairperson who shall direct the proceedings and rule on procedural matters, including the granting of reasonable extensions of time at the request of any party and upon the showing of good cause for the extension.
- iv. The chairperson of the hearing committee may in his/her discretion require a joint pre-hearing conference with the parties that may be held in person or by a conference telephone call. A written memorandum of the pre-hearing conference should be prepared and provided to each party. The purpose of the pre-hearing conference should include but is not limited to one or more of the following:
  - a) Notification as to procedure for conduct of the hearing.
  - b) Exchange of witness lists, documentary evidence, and affidavits.
  - c) Define and clarify issues.
  - d) Effect stipulations of fact.



- 7) A hearing shall be conducted by the hearing committee to determine whether adequate cause for termination of the faculty member exists. The hearing shall be conducted according to the procedures below.
- i. During the hearing, the faculty member will be permitted to have an academic advisor present and may be represented by legal counsel of his/her choice.
  - ii. A verbatim record of the hearing will be taken and a copy will be made available to the faculty member, upon request, at the faculty member's expense.
  - iii. The burden of proof that adequate cause exists rests with the college and shall be satisfied only by clear and convincing evidence in the record considered as a whole.
  - iv. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the committee in securing witnesses and making available documentary and other evidence.
  - v. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories. An affidavit may be submitted in lieu of the personal appearance of a witness if the party offering the affidavit has provided a copy to the opposing party at least ten (10) days prior to the hearing and the opposing party has not objected to the admission of the affidavit in writing within (7) seven days after delivery of the affidavit, or if the

committee chairperson determines that the admission of the affidavit is necessary to ensure a just and fair decision.

- vi. In a hearing on charges of incompetence, the testimony shall include that of qualified faculty members from the college or other universities of higher education.
- vii. The hearing committee will not be bound by strict rules of legal evidence and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
- viii. The findings of fact and the report will be based solely on the hearing record.
- ix. The president and the faculty member will be provided a copy of the written committee report. The committee's written report shall specify findings of fact and shall state whether the committee has determined that adequate cause for termination exists and, if so, the specific grounds for termination found. In addition, the committee may recommend action less than dismissal. The report shall also specify any applicable policy the committee considered. After consideration of the committee's report and the record, the president may in his/her discretion consult with the faculty member prior to reaching a final decision regarding termination. Following his/her review, the president shall notify the faculty member of his/her decision, which, if contrary to the committee's recommendation shall be accompanied by a statement of the reasons. If the faculty member is terminated or suspended as a result of the president's decision, the faculty member may appeal the president's action to the chancellor pursuant to TBR Policy 1:02:11:00.

- c. Review of the appeal shall be based upon the record of hearing. If upon review of the record, the chancellor notes objections regarding the termination and/or its proceedings, the matter will be returned to the president for reconsideration, taking into account the stated objections, and, at the discretion of the president, the case may be returned to the hearing committee for further proceedings.

## Sources

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TBR Meeting April 2, 2004.

This policy is a result of a comprehensive revision of former TBR Policy 5:02:03:00, Academic Freedom, Responsibility and Tenure. The former policy included provisions related to academic freedom and responsibility and tenure in both universities and community colleges. The revision, approved by the Tennessee Board of Regents on April 2, 2004, created a separate policy on academic freedom and responsibility pertinent to both universities and community colleges, established separate policies relative to tenure for universities and community colleges, and instituted separate policies on faculty appointments for universities and community colleges. Faculty members appointed prior to July 1, 2004, may elect to be considered for tenure under the provisions of Policy 5:02:03:00 or under the revised policy for a four-year phase-in period. The revised policy will be applicable to all tenure action taken on or subsequent to July 1, 2008, for faculty whose employment began on or after July 1, 2004.

NOTE: This policy became effective on July 1, 1976, as to all faculty then or thereafter employed in the Tennessee Board of Regents' System. The minimum qualifications and requirements for eligibility for an award of tenure applied to all faculty who had not previously been expressly awarded tenure by the Board, and the previous probationary period for such faculty was extended to a maximum of seven years. Faculty who had

previously been awarded tenure retained their tenured status under this policy, subject to its terms and conditions.

The definition of academic tenure shall become effective January 1, 1984. That definition shall only apply to faculty tenured subsequent to the effective date. For faculty members tenured previous to January 1, 1984, the applicable definition of tenure shall be: “a status pursuant to which the academic year appointments of full-time faculty who have been awarded tenure are continued at a college until the expiration or relinquishment of that status, subject to termination for adequate cause for financial exigency or curricular reasons (see policy adopted June 25, 1976).”

### **Related Policies**

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- [Appeals and Appearances Before the Board](#)
- [Definition of Faculty](#)
- [Faculty Promotion at Community Colleges](#)
- [Financial Exigency](#)

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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation

SUBJECT: Policy Revision 5:02:07:00  
Faculty Appointments at Community Colleges

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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*This policy has undergone significant revision. This policy has been reviewed by Academic Affairs, General Council, and Human Resources staff. Additionally, the Human Resources, Academic Affairs and Faculty sub councils have reviewed and provided recommendations.*

*Recommended revisions are marked by **yellow highlight**. Deletions are marked with a strike out ~~xxxxx~~*

The minor revisions for clarity include:

- Page 2 Paragraph II.A.8. : *The word Other was recommended to be changed to All for clarification.*
- Page 3 Paragraph II.B.2.a: *The word should was recommended to be changed to shall for clarification.*
- Page 4 Paragraph III.C.: *The phrase in residence was recommended to be deleted as a misleading redundant term.*

Major revisions included integrating all directly relate guidelines and procedures into the policy. Specifically, an attempt was made at clarifying four different faculty appointments and possible conversions of Temporary, Term and Tenure Track and Tenure contracts:

- Page 3 Paragraph II.B.2.b. states that a term appoint holder may be considered for a tenure track appointment IF the term position has been replaced with a tenure track position. The holder must apply to be considered for hire in the position.
- Page 4 Paragraph III.B requires that each community college must define the conversion of a term position to a tenure track appointment in its institutional policy.

TBR Staff have reviewed each recommendation and recommend approval.

# Faculty Appointments at Community Colleges: 5:02:07:00

## Policy Area

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Personnel Policies

## Applicable Divisions

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Community Colleges

## Purpose

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The purpose of this policy is to establish the criteria and process regarding faculty appointments at community colleges governed by the Tennessee Board of Regents.

## Policy

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### I. Introduction

A. The following faculty appointments may be made in Tennessee Board of Regents' community colleges:

1. Temporary,
2. Term,
3. Tenure-track, and
4. Tenure appointments.

### II. Types of Appointments

A. Temporary Appointments cannot carry tenure. Temporary Appointments are appointments for a specific purpose for a time appropriate to that purpose or for an unspecified period.

1. Temporary appointments may be terminated according to the terms of the contract of employment or appointment.
  2. Temporary appointments should ordinarily only be used to replace regular faculty on leave of absence, to employ faculty pursuant to grants, or for projects funded in whole or in part by non-appropriated funds.
  3. In addition, temporary appointments may be used for faculty employed on the basis of state appropriated funds in departments, divisions, or other academic units where a permanent and continued need for the position has not been established, provided that such appointments normally should not exceed three academic years.
  4. Faculty in temporary appointments are appointed in rank but are not eligible for promotion in rank.
  5. Temporary appointments may not be converted to term, tenure-track, or tenure appointments.
  6. Appointments of faculty members supported more than fifty percent (50%) by grant funds, or other soft money sources, may be approved by the community college presidents for periods in excess of three academic years.
  7. temporary instructional faculty at instructor rank may be appointed to a three-year contract. Such a contract may be renewed after any satisfactory performance review.
  8. **Other All** extensions of temporary appointments for periods in excess of three academic years require the approval of the Chancellor.
- B. Term Appointments cannot carry tenure. Term Appointments are appointments in a traditional rank (e.g., instructor, assistant professor) for a fixed period of no more than one year that may be renewed with no presumed maximum number of re-appointments.
1. Faculty should be placed on term appointments only when one or more of the following employment conditions is present:

- a. As a means for addressing staffing needs when a projected need is more than temporary but less than long term;
  - b. To staff programs projected to phase out in a fixed period; or
  - c. When the size of a staffing cohort is projected to extend beyond the normal period for a temporary appointment but is not of sufficient length to warrant a tenure-track or tenured appointment.
2. Since it is not intended that term appointments be used to meet long-term staffing needs, a faculty member should not remain in a term appointment for more than six years.
    - a. If it is determined that a position is warranted beyond the maximum six-year period, a new tenure-track position ~~should~~ **shall** be sought to replace it.
    - b. The holder of the term appointment may apply and be considered for the tenure-track appointment, and the institution may award up to three years' credit for prior service.**
    - c. Other term appointment holders may also apply for the new position and receive service credit.
    - d. The amount of credit awarded is left to the discretion of the president and is determined based upon the recommendation of the chief academic officer.
    - e. Exceptions to the six-year maximum may be granted annually if it is:
      1. Requested by the affected faculty member and his/her supervisor;
      2. Recommended by the appropriate dean and chief academic officer;
      - and
      3. Approved by the college president.
  3. Faculty in term appointments are eligible for promotion.
- C. Tenure-track Appointments are appointments for full-time faculty with academic rank and may be for the academic or fiscal year.



1. Tenure-track appointments are for faculty who are employed in a probationary period of employment preliminary to consideration for tenure.
  2. Tenure-track appointments shall not include any right to permanent or continuous employment, shall not create any manner of legal right, interest, or expectancy of renewal or any other type of appointment and shall be subject to annual renewal by the institution.
  3. A tenure-track appointment may not be converted to a term appointment as a means for continuing employment of tenure-track faculty when a negative tenure decision has been made.
- D. Tenure Appointments are appointments of full-time faculty who have been awarded tenure by the Board pursuant to the provisions of this policy.
1. Tenure appointments include the assurance of continued employment for the academic or fiscal year for an indefinite period, subject to expiration, relinquishment, or termination of tenure as provided in TBR policy.
  2. Such appointments do not include assurance of continued employment at any specified salary or position or employment during summer sessions or inter-sessions.

### III. Conversion of Appointments

- A. A temporary appointment may not be converted to a tenure-track appointment.
- B. **The conversion of a term appointment to a tenure-track appointment is allowed, and each college should define the process in its institutional policy** in keeping with TBR guideline P-010.
- C. The holder of the term appointment converted to a tenure-track appointment may be awarded up to three years credit for prior service **in residence.**

### Sources

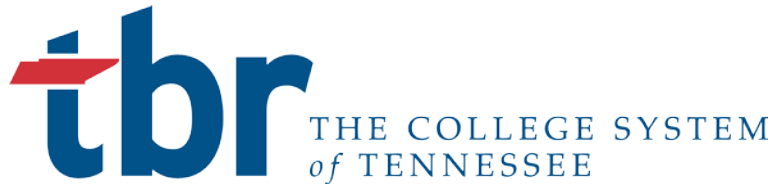
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April 2, 2004 TBR Board Meeting; Board Meeting June 20, 2014.

### Related Policies

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- Personnel Transactions & Recommended Forms



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BOARD TRANSMITTAL

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MEETING: Committee on Personnel and Compensation

SUBJECT: Policy Revision 5:02:06:00  
Financial Exigency

DATE: September 19, 2019

PRESENTER: Executive Vice Chancellor Russ Deaton

PRESENTATION REQUIREMENT: 5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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The purpose of this policy is to establish the criteria and process regarding financial exigency at institutions governed by the Tennessee Board of Regents. The policy requires that each college in the System be required to develop a policy and operational practices designed to provide emergency procedures should it experience a condition of financial exigency. As a minimum, institutional policies must cite, comply with, and incorporate all the procedures outlined in Policy 5:02:06:00. Once the institution has developed its policy, it must be forwarded to TBR System Office for review and approval.

This policy has been revised to conform with the new TBR policy format. There are no substantive changes to this policy. This policy has been reviewed and approved by the Human Resources Advisory Group, the Academic Affairs Subcouncil and the Faculty Subcouncil.

**Policy Category:** 5 – Personnel Policies

**Policy Number:** 5-02-06-00

**Policy Name:** Financial Exigency

**Applies to:** TCATs, Community Colleges

**Purpose**

The purpose of this policy is to establish the criteria and process regarding financial exigency at institutions governed by the Tennessee Board of Regents

**Definitions**

- Financial Exigency - is the formal declaration by the Tennessee Board of Regents that one of its institutions faces an imminent financial crisis, that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) for the campus as a whole to maintain current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that the budget can only be balanced by extraordinary means which include the termination of existing and continuing academic and non-academic appointments.
- Reduction-in-force - the termination of employment of faculty or staff resulting from a budgetary crisis reflected in a declared state of financial exigency.
- Entire institution - any one of the institutions of the Tennessee Board of Regents System for which funds are separately appropriated by the Tennessee General Assembly.
- Academic or administrative unit - an academic department or other similar account-level unit.
- Representative faculty body - the major faculty organization devoted to governance (as implied in Board Policy 1:03:10:00).
- Primary budgetary sub-unit - a major budgetary area of an institution (e.g., academic affairs, student affairs, fiscal affairs) usually headed by an administrator reporting directly to the president.

**Policy Statement**

Each institution in the System is required to develop policies and operational practices designed to provide emergency procedures, including reduction-in-force, should it experience a condition of financial exigency. As a minimum, institutional policies must cite, be in compliance with, and incorporate all the procedures outlined in of Board Policy 5:02:06:00. Once the institution has developed its policy, it must be forwarded to TBR for review and approval.

**Sources**

T.C.A. § 49-8-203

## History

TBR Meeting, September 30, 1983.

## Exhibits

## Procedures

### ~~I. Introduction~~ Minimum institutional policy requirements

- A. ~~It is the intent of the Tennessee Board of Regents (TBR) that each institution in the System should be required to develop policies and operational practices designed to provide emergency procedures, including reduction in force, should it experience a condition of financial exigency.~~ As a minimum, institutional policies must cite, be in compliance with, and incorporate all the provisions of Board Policy 5:02:06:00.
1. Those provisions are:
    - a. A definition of financial exigency (see Definitions);
    - b. A process section describing actions required prior to the declaration of financial exigency (included in Section II);
    - c. A process section describing actions required subsequent to the declaration of financial exigency (included in Section III.), including the appointment and composition of a Financial Exigency Committee;
    - d. A statement of procedures for termination of personnel under conditions of financial exigency (included in Section IV.);
    - e. A statement of continuing rights of persons terminated under conditions of financial exigency (included in Section V.);
    - f. A description of procedures for terminating a declaration of financial exigency (included in Section VI.); and
    - g. A glossary of terms (included in Section VII.).
  - B. Institutional policies must include specific plans and process sections which define anticipated operational practices in the event of financial exigency, and they must assure maximum protection for the academic programs of the institutions and the educational needs of students.
  - C. Once the institution has developed its policy, it must be forwarded to TBR for review and approval.

### II. Actions Required Prior to the Declaration of Financial Exigency

- A. Financial exigency results from an imminent fiscal crisis characterizing an entire institution; thus, the condition of financial exigency may not be declared at a level below

that of the institution (i.e., it may not be declared at the level of an academic or administrative unit such as a ~~school~~ **program**, department, or similar account-level unit).

- B. In light of the gravity of consequences resulting from a declaration of financial exigency, the process leading to an institutional recommendation to TBR that financial exigency be declared must be cautious, fair, well informed, and as responsive as possible to the interests of various segments of the institution.
1. The responsibility for initiating the proposal for declaration of financial exigency resides with the president of the institution. Since recommending the declaration of financial exigency is an extreme measure, that responsibility requires the president to provide all appropriate assurances and documentation that available and reasonable procedures to reduce the expenditure levels of the institution are exhausted and that no efforts have been spared to enhance revenues.
  2. Prior to proposing the declaration of financial exigency, the president shall share with the entire faculty or its representative body and with representatives of other campus personnel constituencies all pertinent analysis and documentation that, ~~in their opinion~~, demonstrate an imminent fiscal crisis for the entire institution that would warrant a declaration of financial exigency. That analysis and documentation should be shared promptly and with sufficient notice to all personnel constituencies (including the representative faculty body); and opportunities should be provided for discussions with and advice from those bodies, answers to appropriate questions, and general deliberations befitting an educational institution.
  3. After discussion and review of any advice from various personnel constituencies, the president shall - if they remain convinced that conditions warrant a recommendation for declaration of financial exigency - present the recommendation with full documentation to the Chancellor.
  4. If the **president's** review supports the conclusion that conditions warrant a declaration of financial exigency, the Chancellor shall so recommend to TBR. In addition to providing TBR with a recommendation to declare financial exigency, the Chancellor in consultation with the ~~campus~~ **college** president shall also submit a statement of findings and conclusions which shall include at least the following:
    - a. A description of the current fiscal condition of the institution, including the projected amount of deficit that would result from failure to declare financial exigency.
    - b. A projection of the fiscal condition that would result, in the opinion of the president and the Chancellor, from general types of action anticipated to be taken subsequent to a declaration of financial exigency.

- c. An analysis of the reason for the current imminent fiscal crisis characterizing the entire institution, specifying with appropriate documentation those identifiable factors contributing to the crisis.
- d. A statement of assurance, with supporting evidence, that available and reasonable procedures to reduce expenditure levels of the institution are exhausted, that further retrenchment within existing policies is not compatible with the objective of assuring maximum protection for the academic programs of the institution and the educational needs of students, and that efforts to enhance revenues have been carried out in a responsible manner.
- e. A transmittal of any advice, alternatives, or information in writing by any institutional personnel constituencies (including the representative faculty body).

III. Actions Required Subsequent to the Declaration of Financial Exigency

- A. Should TBR formally declare a state of financial exigency at one of its institutions, the president shall in a reasonable time and with appropriate documentation initiate a proposed plan to allocate necessary funding reductions among the primary budgetary sub-units (e.g., academic affairs, student affairs, fiscal affairs, etc.) within the institution.
- B. The following procedures shall be followed:
  - 1. The president shall convene the institution's Financial Exigency Committee, the composition of which shall be broadly representative of all personnel constituencies (including the representative faculty body) and shall be defined in the institution's Policy on Financial Exigency.
  - 2. The president's proposed plan for allocating necessary funding reductions to primary budgetary sub-units shall be reviewed by the Financial Exigency Committee.
    - a. The Committee shall review the amounts of proposed reductions, evaluate proposed reductions in the light of institutional priorities, and consider administrative organization and academic priorities.
    - b. It shall also consider the magnitude of proposed reductions in each primary budgetary sub-unit in the light of factors prescribed by applicable state or federal laws regarding fair employment practices.
    - c. The Committee shall submit in writing within thirty days to the president its response to the president's plan, which shall include either an endorsement or a recommendation of alternatives.
      - 1. The president shall consider any alternatives recommended by the Committee and - within thirty days - shall indicate to the

Committee a final decision relative to the internal allocation of necessary funding reductions.

2. This final plan ~~should~~ **shall** be communicated broadly to all personnel constituencies (including the representative faculty body) **as well as to the Chancellor.**
  3. Heads of primary budgetary sub-units, with broad and clearly defined faculty and staff consultation, shall recommend to the president plans for effecting their designated budget reductions. Those recommendations from heads of primary budgetary sub-units shall include proposed reductions in programs or personnel, shall achieve the designated reductions, and shall respond to any inquiries the president or the Financial Exigency Committee may direct.
  4. As a primary component of his or her review of plans submitted by heads of primary budgetary sub-units, the president shall - prior to accepting them - submit the plans for review by the Financial Exigency Committee.
- C. Institutional financial exigency policies shall indicate general principles that the Committee will consider in reviewing plans submitted by heads of primary budgetary sub-units.
1. While policies may include other principles, the Committee must consider at least the following general principles:
    - a. Retrenchment other than reduction-in-force should reflect as its major priority maximum protection for the academic programs of the institution and the educational needs of students.
    - b. When an academic or administrative unit undergoes reduction-in-force, the principal consideration in determining which persons to retain and which to terminate should be the maintenance of viable academic or support programs within that unit.
    - c. Personnel of affected academic or administrative units should have clearly defined advisory involvement relative to determining specific persons and minimal personnel needs or areas of specialization essential to a unit's viability.
    - d. To avoid the possibility of compromising the quality of highly productive programs within the institution and to recognize the best interests of continued academic excellence, reduction-in-force cannot normally be accomplished on a strictly across-the-board basis.
    - e. Affirmative action plans should be carefully considered in all personnel decisions.
    - f. Unless an exception is made to maintain a viable academic or support program (see b. above) or for reasons of affirmative action (see e.



above), decisions as to the order of personnel terminations in academic or administrative units should be made in light of factors clearly defined in institutional policies.

- g. Each institutional policy on financial exigency should specify clearly and in rank order the role of defined factors in determining order of personnel terminations in academic or administrative units under conditions of financial exigency.

- 1. Those factors shall include - but are not limited to - tenure status, rank, seniority within rank, local seniority within rank, length of service, **and** performance evaluations.
- 2. The Financial Exigency Committee shall submit in writing to the president its response to the plans for recommended reductions submitted by heads of primary budgetary sub-units.
  - a. That response shall include either an endorsement or a recommendation of alternatives.
  - b. After appropriate review of response by the Financial Exigency Committee, the president shall indicate acceptance, rejection, or amendments to reduction plans submitted by heads of primary budgetary sub-units.
- 3. The president shall communicate the composite plan for reducing expenditures to the entire campus community.
- 4. The president shall submit for approval by the Chancellor, the composite plan for effecting budgetary reductions as required by the fiscal condition of the institution.
  - a. That transmittal must include the written response by the Financial Exigency Committee to both;
    - 1. The president's plan for allocating necessary funding reductions to primary budgetary sub-units; and
    - 2. Plans for the primary budgetary sub-units for effecting their designated budget reductions.
- 5. If the Chancellor approves the plan for implementation, they shall submit it as information - together with any analysis deemed appropriate - at the next meeting of the Board of Regents.

#### IV. Procedures for Termination of Personnel under Conditions of Financial Exigency

- A. Following declaration by TBR that a condition of financial exigency exists at one of its institutions, the president of that institution - having complied with those actions required subsequent to the declaration of financial exigency (see Section III. above) - is

authorized to carry out those actions, including reduction-in-force, which are included in the plan approved by the Chancellor.

- B. Reduction-in-force under this policy may include any personnel classification, including tenured faculty members or probationary faculty members prior to the end of their terms of appointment.
- C. The procedures for termination described in Section IV. of this policy are in force only during a period in which TBR has declared that one of its institutions is in a condition of financial exigency.
- D. An individual selected for termination shall receive prompt written notification from the president. That notification shall include the following:
  - 1. A statement of the basis on which the individual was selected for termination (see Section III.C.1.b. and e. and f. - if one or more of the three is appropriate);
  - 2. An indication of the data or reasons supporting the choice if it is not a clearly defined factor such as rank or tenure status;
  - 3. A statement of the date on which the termination is to become effective;
  - 4. A copy of the declaration of financial exigency adopted by the Board; and
  - 5. Such other information as the president may deem appropriate.
- E. An individual who receives notice of termination, as described in Section b above, may appeal the decision under the conditions indicated in this section.
- F. Each institution shall provide in its policy on Financial Exigency procedural provisions for a Faculty Hearing Committee and for a Staff Hearing Committee. The Faculty Hearing Committee and the Staff Hearing Committee shall ensure prompt hearings that are thorough and fair but need not be judicial in nature. Strict rules of procedure (e.g., confrontation, cross-examination, and formal rules of evidence) need not be required.
- G. The following conditions constitute grounds for appeal by an individual of notice of termination:
  - 1. That established institutional procedures or provisions of Board Policy 5:02:06:00 were not followed.
  - 2. That appropriate criteria were not applied, including but not limited to the allegation that their selection constituted a violation of the individual's academic freedom or that unfounded or arbitrary assumptions of fact were made.
- H. The Hearing Committees shall not review the decision concerning the declaration of financial exigency or the president's plan for the amount of reduction to be assumed by each primary budgetary sub-unit.

- I. A recommendation will be sent from the Faculty or Staff Hearing Committee to the president recommending that they uphold or reverse the action of termination, and the president will inform the appropriate Hearing Committee and the individual of the final decision.
  - J. The final decision of the president may be appealed to the Chancellor and, after the Chancellor has made a decision, to the Board.
- V. Continuing Rights of Persons Terminated Under Conditions of Financial Exigency
- A. No vacancy caused by a termination under conditions of financial exigency shall be filled for a period of three years from the time of notice of termination without first offering the position to the person terminated (academic or non-academic), provided that the person terminated keeps the institution informed of their current mailing address.
  - B. If the person previously terminated is offered the position and accepts, they will be returned in the same rank and tenure status.
- VI. Termination of Declaration of Financial Exigency
- A. If the financial health of the institution improves sufficiently, the president shall initiate a proposal for the termination of a declared state of financial exigency.
  - B. The policies and procedures established by this policy shall continue in effect during the period of a state of financial exigency.
  - C. At the termination of a declared state, that action by TBR shall cause all policies, procedures, and bodies created in this policy for the sole purpose of making and implementing exigency decisions to cease to exist.



**TENNESSEE BOARD OF REGENTS**  
*Committee on External Affairs*  
September 19, 2019

**AGENDA**

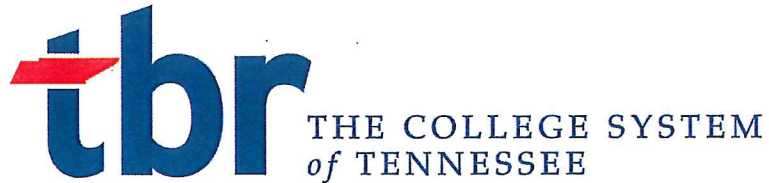
1. **Legislative Priorities 2019 – 2020** (*Vice Chancellor Dr. Kim McCormick*)

The Committee will receive an overview of the 2019 - 2020 Legislative Priorities. These priorities were developed after receiving input from TBR System Leadership and TBR College Presidents.

The Legislative Priorities are: (1) secure critical formula, capital outlay, and equipment funding requests; (2) enhance the statewide safety and campus security of the System's 110,000+ students; (3) support efforts to expand college access to all Tennesseans through both traditional and technologically innovative instructional delivery methodology; (4) ensure that System institutions are afforded the flexibility and resources to be nimble in response to the continually evolving educational and training demands required for student success; and (5) enhance support and execution in workforce development for Tennessee's Economic and Community Development efforts and Labor and Workforce initiatives.

The Government Relations Department of the Office of External Affairs will advocate on behalf of TBR to the members of the Tennessee General Assembly. The second session of the 111th Tennessee General Assembly will convene on January 14, 2020, at Noon.

Vice Chancellor McCormick will mention that the TBR institutions will host legislative events this fall and winter.



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BOARD TRANSMITTAL

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MEETING: Committee on External Affairs

SUBJECT: Legislative Priorities 2019 - 2020

DATE: September 19, 2019

PRESENTER: Vice Chancellor Kim McCormick

PRESENTATION REQUIREMENTS: 15 minutes with discussion

ACTION REQUIRED: Informational Purposes

STAFF RECOMMENDATION: Not Applicable

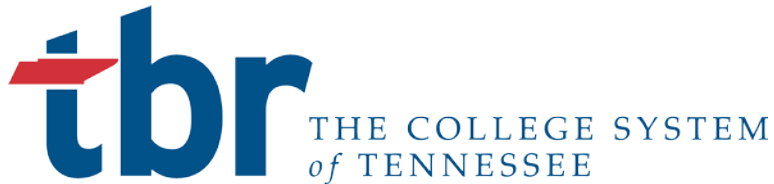
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BOARD TRANSMITTAL

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MEETING: September 2019 Quarterly Board Meeting

SUBJECT: 2020 Meeting Dates

DATE: September 20, 2019

PRESENTER: Chancellor Flora W. Tydings

PRESENTATION REQUIREMENT: 3 minutes with discussion

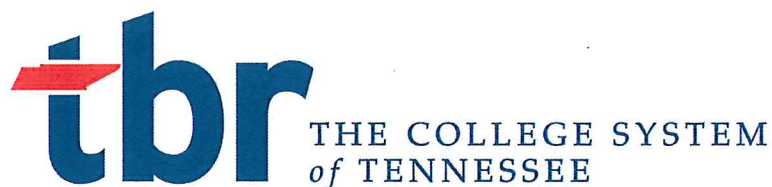
ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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The Board will be asked to review and consider the following dates and locations for quarterly meetings in 2020.

SOAR Awards Dinner - March 25 Thursday, March 26	TBR System Office
Thursday and Friday, June 18 and 19	Columbia State Community College
Thursday and Friday, September 17 and 18	Pellissippi State Community College
Thursday, December 10	TBR System Office



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**BOARD TRANSMITTAL**

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MEETING; September Quarterly Board Meeting

SUBJECT: Revisions to TBR Policy 1.02.03.10, Conflict of Interest

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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Summary:

The proposed revisions to TBR Policy 1.02.03.10, Conflict of Interest, are intended to make the policy easier to understand and follow by eliminating unnecessary and duplicative statutory references and definitions. The revisions also remove references to members of the Board of Regents as covered individuals. Provisions pertaining to Regents are being moved to a policy specific to Regents.

Staff recommends approval of the proposed revisions.

Attachments:

TBR Policy 1.02.03.10, Conflict of Interest, revisions redlined  
TBR Policy 1.02.03.10, Conflict of Interest, clean copy reflecting proposed revisions  
Exhibit to Policy, Pertinent Federal and State Laws on Conflict of Interest



# Conflict of Interest: 1:02:03:10

## Policy Area

Governance, Organization, and General Policies

## Applicable Divisions

TCATs, Community Colleges, System Office, ~~Board Members~~

## Purpose

~~All employees of the TBR and its constituent Institutions serve the interests of the State of Tennessee and its citizens, and have a duty to avoid activities and situations that, either actually or potentially, put personal interests before the professional obligations that they owe to the State and its citizens. This policy is intended to define the general principles establish standards of integrity and objectivity which that should guide the actions of members of the Board and of employees; offer illustrations of activities which potentially constitute a conflict of interest; make Board members and employees aware of disclosure requirements related to conflicts of interest; describe the process by which those disclosures shall be evaluated and decisions rendered; and describe the appeals process regarding such decisions. all employees of the Tennessee Board of Regents System.~~

## Definitions

- Conflict of interest - occurs when the personal interests, financial or otherwise, of a person who owes a duty to the Tennessee Board of Regents and its constituent Institutions ~~(Regents and all employees)~~ actually or potentially diverge with the person's professional obligations to and the best interests of the TBR and its Institutions.
- ~~Conflict of commitment~~ - occurs when the personal or other non-work related activities of an employee of the TBR and its constituent Institutions impair the ability of that employee to meet their commitments of time and energy to the TBR and its Institutions.
- Conflicting Party – A person or entity that has or is seeking to obtain contractual or other business or financial relations with the institution in which the individual is employed or has interests that may be substantially affected by the performance or nonperformance of the employee.
- ~~Family member – includes the spouse and children (both dependent and non-dependent) of a person covered by this policy.~~



- Immediate family – for purposes of ~~Section VI.A.1.b.(2)(c)~~, this policy means spouse or minor child living with the employee, ~~dependent children or stepchildren, or relatives related by blood or marriage.~~

## Policy

### I. ~~Objectives of the Conflicts of Interest Policy~~

~~A. Members of the Tennessee Board of Regents and all employees of the TBR and its constituent Institutions all serve the interests of the State of Tennessee and its citizens, and have a duty to avoid activities and situations which, either actually or potentially, put personal interests before the professional obligations which they owe to the State and its citizens.~~

### II. ~~Pertinent Federal Regulations, State Laws, and TBR Policies~~

~~A. The following lists are intended to indicate sources of information which may provide additional guidance regarding conflict of interest situations.~~

~~B. This policy is intended to be consistent with all pertinent Federal and State laws, regulations, and policies, as well as with other TBR policies.~~

~~C. To the extent that conflicts arise, Federal and State laws, regulations, and policies shall take precedence.~~

~~D. The lists are not intended to be exhaustive and additional laws, regulations, and policies may be implicated in a given conflict of interest situation.~~

#### 1. ~~Federal Regulations~~

~~a. The National Science Foundation (NSF) and the Department of Health and Human Services (HHS), acting through the Public Health Service (PHS) (which includes the National Institutes of Health (NIH)), have promulgated policies and regulations regarding conflicts of interest and disclosure of financial interests by investigators who receive funding from these Federal agencies.~~

~~b. The NSF policy regarding researcher conflicts of interest is contained in Section 510 of NSF Publication 95-26, the Grant Policy Manual. The PHS regulations,~~

upon which the NSF policy is modeled, are contained in the Code of Federal Regulations at 42 CFR 50.601 et seq. and 45 CFR 94.1 et seq.

- e. ~~Other Federal agencies (e.g., the Veterans' Administration or the Food and Drug Administration) may require as a condition to a contract, disclosure and management of conflicts of interest (see, for example, Veterans' Administration Acquisition Regulation 852.209-70).~~

## 2. ~~Tennessee State Law~~

- a. ~~Various statutes contained in the Tennessee Code Annotated (T.C.A.) are pertinent to the issue of conflicts of interest within the TBR System, including:~~

1. ~~T.C.A. § 8-50-501, Disclosure statements of conflict of interests by certain public officials~~
2. ~~T.C.A. § 12-2-208, Purchase by officer unlawful—penalty for violation~~
3. ~~T.C.A. § 12-2-415, State surplus property disposition regulation~~
4. ~~T.C.A. § 12-2-416, Violation of § 12-2-415~~
5. ~~T.C.A. § 12-2-417, State employee violation—punishment~~
6. ~~T.C.A. § 12-4-106, Prohibition against receiving rebates, gifts, money or anything of value—Conflict of interest~~
7. ~~T.C.A. § 12-4-101, Personal interest of officers prohibited~~
8. ~~T.C.A. § 12-4-102, Penalty for unlawful interest~~
9. ~~T.C.A. § 12-4-103, Bidding by state employees prohibited~~
10. ~~T.C.A. § 12-4-104, Penalty for unlawful transactions~~
11. ~~T.C.A. § 49-8-203(d), Powers and duties (of the Board of Regents)~~

- b. ~~It is significant to note that violation of some of these statutes may lead to criminal penalties (e.g., violation of T.C.A. § 12-4-103 is a Class E felony).~~

## 3. ~~TBR Policies~~

- a. ~~The following TBR policies and guideline deal with issues which implicate conflict of interest situations:~~

1. ~~TBR Policy 4:02:10:00, Purchasing Policy and Procedures~~

~~2. TBR Policy 4:02:20:00, Disposal of Surplus Personal Property~~

~~3. TBR Policy 5:01:05:00, Outside Employment~~

~~4. TBR Policy 5:01:06:00, Intellectual Property~~

~~5. TBR Guideline P:090, Nepotism~~

### ~~III. Supplementary Institutional Policies and Regulations~~

- ~~A. As each Institution may deem necessary and appropriate, TBR Institutions are authorized to develop additional Institution-specific policies, regulations, and procedures relating to conflicts of interest and conflicts of commitment, provided such policies and regulations are consistent with Federal and State law and with this and other policies of the Tennessee Board of Regents.~~

### ~~IV. II. Applicability~~

- ~~A. This policy shall apply to all persons ~~serv~~ing as members of the Board of Regents and to ~~all persons~~ employed (either as full-time, part-time or temporary employees) by the Tennessee Board of Regents and its constituent Institutions.~~

### ~~V. III. General Principles~~

- ~~A. Conflict of Commitment. It is the policy of the Tennessee Board of Regents that ~~e~~mployees of the Tennessee Board of Regents should avoid external commitments ~~which that~~ significantly interfere with the employee's duties to the TBR and its constituent Institutions (~~conflicts of commitment~~). See also ~~TBR Policy 5:01:05:00, Outside Employment~~. Disclosures of ~~conflicts of commitment~~outside employment shall be made as required under Policy 5:01:05:00 and evaluated as indicated in that policy.~~
- ~~B. Conflict of Interest. It is the further policy of the Tennessee Board of Regents that both ~~R~~egents and ~~e~~mployees should avoid situations where the self-interests of the ~~Regent~~ ~~or~~ employee diverge from the best interests of the TBR and its Institutions (~~conflict of interest~~).~~
- ~~C. Management of Conflict of Interest. The mere existence of either a potential or actual conflict of interest does not mean that such conflict must necessarily be eliminated.~~



1. Where the potential detriment to the TBR and its Institutions is at most minor and inconsequential, and the conflict does not indicate violation of Federal or State law, regulation, or policy, those persons charged with evaluating disclosures should allow the activity to proceed without interference after documenting the evaluation process.
2. For those situations which do not implicate Federal or State law, regulation or policy, the standard by which it should be determined for determination of whether a conflict of interest should be managed, reduced, or eliminated is whether that conflict would appear to a reasonable person to call into question the integrity or judgment of the affected ~~Regent or~~ employee.

#### VI. IV. Situations and Activities Creating a Conflict of Interest

- A. In the following situations and activities, there is at least the appearance, and possibly the actuality, of an employee allowing his or her personal interests, and not the best interests of the TBR and its constituent Institutions, to affect that employee's judgments. This list is illustrative, and not exhaustive.

1. Self-dealing.
  - a. Situations in which ~~a Regent or an~~ employee can appear to influence or actually influence an Institutionally-related decision from which that person or a member of that person's immediate family stands to realize a personal financial benefit is self-dealing, and a conflict of interest.
  - b. Examples of self-dealing activities ~~are numerous, and include those listed below~~ the following.
    1. Purchase of State-owned property by an employee absent fair and open bidding.
      - ~~1. It is unlawful for any state employee to purchase surplus state-owned property absent a fair and open bidding process (see T.C.A. § 12-2-208 and T.C.A. § 12-2-417).~~
      - 2.1. Such purchases are also prohibited under TBR Policy 4:02:20:00.

2. Institutional purchases from businesses in which an employee or family member has a financial interest.

- ~~1. T.C.A. § 12-4-103 declares that it is unlawful for any state official or employee to "bid on, sell, or offer for sale, any merchandise, equipment or material, or similar commodity, to the state of Tennessee" or "to have any interest in the selling of the same to the state" during that person's term of employment and for six months thereafter.~~
- ~~2. Disclosure of any such transaction by an employee or member of the employee's family or by a business in which an employee or member of the employee's family has any significant (more than 4%) ownership interest or for which an employee or employee family member serves as an officer is required by this policy.~~
- ~~3. T.C.A. § 12-4-106(b)(2013) declares that it is a conflict of interest for any person or any company with whom such person is an officer, a director, or an equity owner of greater than 1% interest to bid on any public contract for products or services for a governmental entity if such person or "immediate family" of such person is a member of a board or commission having responsibility for letting or approving such contract.~~
- ~~4. For purposes of this section only, "immediate family" means spouse, dependent children or stepchildren, or relatives related by blood or marriage.~~

3. Use of Educational Materials from Which a Faculty Member Derives Financial Benefit in That Faculty Member's Teaching Activities.

1. Any faculty member who wishes to use in his or her teaching activities educational materials (e.g. a textbook) which he or she has authored, or in which he or she otherwise stands to benefit financially from such use, a conflict of interest disclosure shall be made per Section VII of this policy.

2. Whether the use of such materials shall be permitted shall be evaluated either under the terms of Institutional policy, or in the absence of such policy, by the Review Committee established under Section X of this policy.
3. Such evaluation shall include consideration of suitable substitute materials and ensure that the needs of students are best served by use of the materials in which the faculty member has an interest.
4. Acceptance of Gifts, Gratuities, or Favors
  1. Gifts. No employee shall knowingly solicit or accept, directly, or indirectly, on behalf of himself or herself or any member of the employee's household, for personal use or consumption any gift, including but not limited to any gratuity, service, favor, food, entertainment, lodging, transportation, loan, loan guarantee or any other thing of monetary value, from any person or entity that:
    1. Has, or is seeking to obtain, contractual or other business or financial relations with the institution in which the individual is employed; or
    2. Has interests that may be substantially affected by the performance or nonperformance of the employee.
5. Exceptions
  1. The prohibition on accepting gifts in Section (4)(a) above, does not apply to:
    1. A gift given by a member of the employee's immediate family, or by an individual, if the gift is given for a non-business purpose and is motivated by a close personal friendship and not by the position of the employee;
    2. Informational materials in the form of books, articles, periodicals, other written materials, audiotapes, videotapes, or other forms of communication.



3. Sample merchandise, promotional items, and appreciation tokens, if they are routinely given to customers, suppliers or potential customers or suppliers in the ordinary course of business, including items distributed at tradeshow and professional meetings where vendors display and promote their services and products;
4. Food, refreshments, foodstuffs, entertainment, or beverages provided as part of a meal or other event, including tradeshow and professional meetings, if the value of such items does not exceed fifty dollars (\$50.00) per occasion; provided further, that the value of a gift made pursuant to this subsection may not be reduced below the monetary limit by dividing the cost of the gift among two or more persons or entities identified in Section VI.A.1.b.(4).
5. There may be circumstances where refusal or reimbursement of a gift (such as a lunch or dinner) may be awkward and contrary to the larger interests of the institution. In such circumstances, the employee is to use his or her best judgment, and disclose the gift including a description, estimated value, the person or entity providing the gift, and any explanation necessary within fourteen (14) days to their immediate supervisor;
6. Food, refreshments, meals, foodstuffs, entertainment, beverages or intrastate travel expenses that are provided in connection with an event where the employee is a speaker or part of a panel discussion at a scheduled meeting of an established or recognized membership organization which has regular meetings;
7. Participation in institution or foundation fundraising and public relations activities, i.e. golf tournaments and banquets, where ~~persons or entities identified in Section VI.A.1.b.(4)~~ conflicting parties provide sponsorships; and

8. Loans from established financial institutions made in the ordinary course of business on usual and customary terms, so long as there are no guarantees or collateral provided by any person described in Section VI.A.1.b.(4)
2. Inappropriate use of students or support staff
  - a. Employees shall ensure that the activities of students or support staff are not exploited for the benefit of any external activity of the ~~faculty member~~employee.
  - b. Prior to assigning any such non-institutionally related task (~~which that~~ is more than incidental or de minimus in nature) to a student or member of the support staff, an employee shall disclose such proposed activities and obtain approval from the institution's director of human resources or chief academic officer, as applicable.
3. Inappropriate use of State owned resources
  - a. Employees may not make significant use of State owned facilities, equipment, materials or other resources, not otherwise available to the public, in the course of activities which are not related to the Institution and which are intended for personal benefit, without prior disclosure and approval of the institution's chief financial officer.
4. Failure to disclose intellectual property
  - a. TBR Policy 5:01:06:00 governs the rights and responsibilities which persons affiliated with the TBR and its Institutions have regarding intellectual property developed during the term of their affiliation with the TBR.
  - b. Among the responsibilities enumerated in the policy is that of disclosure of inventions and those copyrightable works which may be reasonably expected to have commercial value which they have jointly or solely developed or created during their affiliation with the TBR and its Institutions.

VII.V. General Disclosure Requirements



- A. Persons to whom this policy applies who believe that a conflict of interest may exist either personally or with respect to another person covered by this policy shall make a written disclosure of the facts and circumstances surrounding the situation.
- B. No particular format is required, but the disclosure should adequately describe the pertinent facts and circumstances.
- C. For members of the Board, disclosure shall be made to the General Counsel.
- D. Employees of the System Office shall make disclosure to either their immediate supervisor or to the General Counsel.
- E. At the colleges, disclosures shall be submitted to the employee's immediate supervisor or other person designated by the President to receive such disclosures.
- F. Disclosures made by a President shall be submitted online to the Tennessee Ethics Commission.

VIII.VI. Special Disclosure Requirements for Researchers Applying For or Receiving NSF or PHS Funding

- A. Under the policies and regulations indicated under Section 2.1 herein, investigators seeking funding from either the National Science Foundation or the Public Health Service are required to disclose to the investigator's employer all significant financial interests of the investigator;
  - 1. That would reasonably appear to be affected by the research or educational activities funded or proposed for funding by the NSF or PHS; or
  - 2. In entities whose financial interests would reasonably appear to be affected by such activities.
    - a. Such disclosures must be submitted prior to the time the proposal is submitted to the Federal agency.
    - b. Further, such disclosures must be updated during the period of the award; either annually or as new reportable financial interests arise.
    - c. The Institution is responsible for eliminating or managing such conflicts prior to receipt of the award.

- d. To facilitate such disclosures, the accompanying disclosure form (Exhibit 1) is available.
3. Each Institution is responsible for determining if a grant, services, or other contract with Federal agencies other than the Public Health Service or the National Science Foundation requires disclosure and / or management of conflicts of interest, and for ensuring that any such requirements are met.
4. Disclosure of financial interests made pursuant to this Section VIII notwithstanding, such disclosure does not eliminate the responsibility for making disclosures under Section VII, when specific conflict of interest situations arise.

**IX.VII. Special Disclosure Requirements for ~~Regents and~~ Certain TBR Employees**

- A. ~~Members of the Board of Regents, the Chancellor of the TBR, members of the senior staff of the TBR System Office (all Executive Vice Chancellors, Vice Chancellors and the General Counsel), the Presidents of all TBR institutions, coaches, assistant coaches and employees of athletic departments who are exempt from the provisions of the Fair Labor Standards Act are required to file a financial disclosure form within one month of their initial appointment and annually thereafter in January.~~
- B. Disclosure of financial interests made pursuant to this Section IX notwithstanding, such disclosure does not eliminate the responsibility for making disclosures under Section VII, when specific conflict of interest situations arises.

~~1. Members of the Board of Regents shall make their disclosure using a form as indicated in (Exhibit 2) submitted to the TBR Office of General Counsel.~~

2.1. The Chancellor of the Tennessee Board of Regents system and the President of each college by the Tennessee Board of Regents are required by Tenn. Code Ann. § 8-50-501(a)(15) to file an online Statement of Disclosure of Interests Form with the Tennessee Ethics Commission at <https://apps.tn.gov/conflict/>, Form ss-8005 (State Officials). For the Chancellor and the Presidents this Statement of Disclosure will meet the requirements of this Policy.

3-2. Senior staff at the TBR System Office are required to complete a Statement of Disclosure of Interest Form. That disclosure shall be made using the Tennessee Ethics Commission Form ss-8005 (Exhibit 3) ~~and accompanying instructions~~ and submitted to the TBR Office of General Counsel.

4-3. Coaches, assistant coaches, exempt employees of the athletic department and other institutional personnel required to complete a disclosure form shall also use the Tennessee Ethics Commission Form ss-8005, Statement of Disclosure of Interest Form and accompanying instructions. The form shall be submitted to the employing institution's Human Resource Officer or other person designated by the institution's President.

#### X-VIII. Review of Disclosures

- A. Disclosures made under Section VII of this policy by a member of the Board of Regents, the Chancellor, or by a President shall be evaluated by the Board or a duly appointed committee thereof. A member of the Board making a disclosure shall not be entitled to vote regarding disposition of the disclosure.
- B. Disclosures made under Section VII of this policy by a person employed by the TBR System Office shall be evaluated by a committee composed of the General Counsel, the Vice Chancellor for External Affairs, and the Vice Chancellor for Business and Finance. If the disclosure is made by one of those three persons, that person shall not be entitled to vote regarding disposition of the disclosure.
- C. Each TBR Institution shall establish at least one Review Committee comprised of no fewer than three persons to receive and evaluate disclosures generated under Sections VII and VIII herein by employees of the Universities, Community Colleges, and Colleges of Applied Technology. Policies and procedures regarding such matters as selection of members, duration of membership, frequency of meetings, etc. shall be adopted by each Institution.
  1. A template Institutional policy is included herein as (Exhibit 4).



2. An Institution which fails to explicitly adopt a policy shall be expected to follow the terms of the template policy.
  3. Following evaluation of the disclosure, the Committee shall render a decision regarding the issue(s) presented by the disclosure.
  4. Any disclosure which indicates an actual violation of law shall be forwarded to the President of the Institution along with the Committee's findings.
- D. Persons potentially committing a conflict of interest violation under consideration by a conflict of interest review Committee shall receive notice of the Committee's evaluation, and be given an opportunity to appear before that Committee.

#### IX. Federal and State Laws on Conflict of Interest

In addition to this policy, there are state and federal laws regarding conflict of interest that apply to employees of the Tennessee Board of Regents and its institutions. All employees are required to comply with all applicable laws. If there is a conflict between this policy and a state or federal law, the most restrictive requirements will control. See Exhibits 5 to this policy for pertinent state and federal laws.

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#### XI. Sanctions

- A. Failure to observe restrictions imposed as a result of review of a conflict of interest disclosure or a knowing failure to disclose a conflict of interest may result in disciplinary proceedings under TBR and Institutional policy.

#### XII. Appeals

- A. Decisions made by the Board of Regents may not be appealed.
- B. Decisions made by the Central Office Review Committee may be appealed to the Chancellor. Decisions of the Chancellor shall be final and binding.
- C. Decisions made by an Institutional Review Committee may be appealed to the President of the Institution. Decisions of the President shall be final and binding.

#### **Exhibits**

-  [Exhibit 1 - Disclosure Form](#) (docx /30.49 KB)
-  [Exhibit 2 - Board Member Disclosure Form](#) (pdf /10.07 KB)
-  [Exhibit 3 - Staff Disclosure Form](#) (docx /168.6 KB)
-  [Exhibit 4 - Institutional Policy Template](#) (docx /16.38 KB)

### **Sources**

#### **Authority**

T.C.A. § 49-8-203; All State and Federal statutes, codes, and/or rules referenced in this policy.

#### **History**

TBR Meeting March 20, 1992; TBR Meeting December 11, 1992; TBR Meeting June 11, 1998; TBR Meeting June 28, 2002; TBR Meeting September 26, 2003; TBR Meeting June 11, 2004; TBR Meeting September 25, 2008; August 20, 2014; ministerial revisions -Changed reference from T.C.A. 12-3-106 to 12-4-106 and made corrections to definitions changing relative to immediate family and corresponding different definitions to comply with change in statutes of 2013.

#### **Related Policies**

- [Purchasing Policy](#)
- [Disposal of Surplus Personal Property](#)
- [Outside Employment and Extra Compensation](#)
- [Intellectual Property](#)
- [Nepotism](#)

## Exhibit 5

### Pertinent State and Federal Laws

The following lists are intended to indicate sources of information which may provide additional guidance regarding conflict of interest situations.

The lists are not intended to be exhaustive and additional laws, regulations, and policies may be implicated in a given conflict of interest situation.

#### **Federal Regulations on Conflict of Interest**

1. The National Science Foundation (NSF) and the Department of Health and Human Services (HHS), acting through the Public Health Service (PHS) (which includes the National Institutes of Health (NIH)), have promulgated policies and regulations regarding conflicts of interest and disclosure of financial interests by investigators who receive funding from these Federal agencies.
2. The NSF policy regarding researcher conflicts of interest is contained in Section 510 of NSF Publication 95-26, the Grant Policy Manual. The PHS regulations, upon which the NSF policy is modeled, are contained in the Code of Federal Regulations at 42 CFR 50.601 et seq. and 45 CFR 94.1 et seq.
3. Other Federal agencies (e.g., the Veterans' Administration or the Food and Drug Administration) may require as a condition to a contract, disclosure and management of conflicts of interest (see, for example, Veterans' Administration Acquisition Regulation 852.209-70).



## STATE LAWS ON CONFLICTS OF INTEREST

1. **Accepting rebates, gifts, or other things of value.** *Tennessee Code Annotated* section 12-3-106 prohibits employees who are responsible for initiating requisitions from directly or indirectly accepting or receiving any rebate, gift, money, or other thing of value from any person, firm, or corporation to whom a contract for the purchase of materials, supplies, or equipment may be awarded. This statute also prohibits accepting or receiving any promise, obligation, or contract for future rewards of compensation from a contractor.

2. **Having a personal interest in any contract in which the University is or may be interested.** *Tennessee*

*Code Annotated* section 12-4-101 prohibits employees who are in a position to select a contractor, to

oversee work under a contract, or in any manner to superintend a contract in which the University is or may

be interested from being directly interested in the contract. An employee is directly interested if the contract is with:

- The employee,
- A business in which the employee is the sole proprietor,
- A business in which the employee is a partner, or
- A business in which the employee has a **controlling interest**, i.e., owns or controls the largest number

of outstanding shares owned by any single individual or corporation.

Violation of this statute carries a civil penalty requiring forfeiture of all pay and compensation received under

the contract, dismissal from the employee's position, and ineligibility for the same or a similar position for ten years.

### **Exceptions:**

- Any interest that does not fall within the definition of a direct interest is an **indirect interest** and is

also prohibited unless it is publicly acknowledged at the time of contracting.

- If the employee, proprietorship, partnership, or corporation is the sole supplier of required goods or services in the county, the employee's interest will not violate this statute if it is publicly acknowledged at the time of contracting.

3. **Selling goods to the University or any other State agency.** *Tennessee Code Annotated* section 12-4-103

prohibits all University employees from bidding on, selling, or offering to sell any merchandise, equipment

or material, or similar commodity to the University or any other State agency. This prohibition applies to sales by:

- The employee,
- A business in which the employee is the sole proprietor,
- A business in which the employee is a partner, or
- A business in which the employee has a controlling interest (see 2, above).

This prohibition continues for six months after employment with the University terminates.

Violation of this statute carries both civil and criminal penalties:

- **Civil.** The employee must refund to the University or the State all amounts paid for the goods, plus 8 percent interest.
- **Criminal.** Violation of section 12-4-103 is a Class E felony.

**Exceptions:**

- Sales by a business in which an employee owns less than a controlling interest are also prohibited unless the employee's interest is publicly acknowledged at the time of the sale.
- If the employee, proprietorship, partnership, or corporation is the sole supplier of required goods in the county, the sale will not violate this statute if the employee's interest is publicly acknowledged at the time of the sale.

**4. Providing personal, professional, or consultant services to the University or any other State agency.**

*Tennessee Code Annotated* section 12-4-109 requires that all personal, professional, and consultant services

to the University and other State agencies be procured as prescribed by the regulations of the State

Department of Finance and Administration. Under those regulations, all employees are prohibited from

contracting with the University or another State agency to provide personal, professional, or consultant services. The prohibition applies to contracts with:

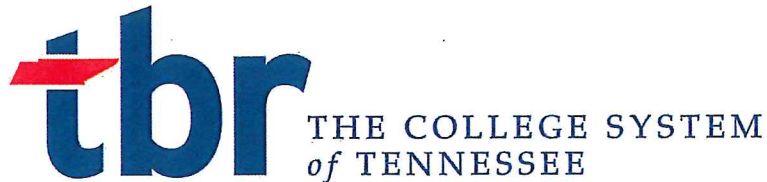
- The employee,
- A business in which the employee is the sole proprietor,
- A business in which the employee is a partner, or
- A business in which the employee has a controlling interest (see 2, above).

This prohibition continues for six months after employment with the University terminates.

**5. Interests of spouse or minor child.** For the purpose of applying every statute and regulation described above, the interest of a spouse or minor child with whom the employee commingles asset is treated as the employee's interest.



6. **Nepotism.** *Tennessee Code Annotated* section 8-31-103 prohibits employees who are relatives from working within the same direct line of supervision whereby one relative is responsible for supervising the job performance or work activities of the other. "Relative" means a parent, foster parent, parent-in-law, child, spouse, brother, foster brother, sister, foster sister, grandparent, grandchild, son-in-law, brother-in-law, daughter-in-law, sister-in-law, or any other family member who resides in the same household.



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**BOARD TRANSMITTAL**

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MEETING; September Quarterly Board Meeting

SUBJECT: New TBR Policy 1.02.03.30  
Conflict of Interest Policy for Regents

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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Summary:

TBR Policy 1.02.03.10, Conflict of Interest, has historically applied to all employees of the TBR system and to members of the Board of Regents. Because the provisions of that policy did not apply equally to all covered persons, the policy was confusing and hindered rather than encouraged compliance. By revising that policy to apply only to employees and creating this new policy applying only to Regents, both policies were made easier to understand and apply. There are no significant changes in the substance of either policy.

Staff recommends approval of the proposed revisions.

Attachments:

TBR Policy 1.02.03.30, Conflict of Interest Policy for Regents  
Regents Disclosure Form

# Conflict of Interest Policy for Regents

## 1.02.03.30

### Policy Area

Governance, Organization and General

### Purpose

The purpose of this policy is to ensure objectivity and integrity on the part of the Regents by identifying and avoiding conflicts of interest, both real and perceived.

### Applies To

Board Members

### Definitions

As used in this policy:

- **Immediate family** means parent, spouse, sibling or child, including step-children;
- **The system** means the Tennessee Board of Regents system or any of its member institutions.

### Policy

#### I. Conflicts

**A. General Policy Statement.** In addition to the specific circumstances prohibited by state law, the Board considers that a conflict of interest exists in the following situations: (1) when a Regent or immediate family member has a direct or indirect financial interest in a transaction involving the system; (2) when the actions of a Regent involve the obtaining of personal gain or advantage; (3) when an adverse effect or impact on the system's interest occurs for the personal gain of a Regent or immediate family member; and (4) when a Regent obtains or assists in obtaining for a third party improper gain from, or unfair advantage, of the system. Disclosure of any situation in doubt should be made in order to protect the Regent and the system.

**B. State Law.** Tennessee Code Annotated § 49-8-203(g), which applies specifically to members of the Board of Regents, provides that "It is unlawful for any member of a state university board or the board of regents to be financially interested in any contract or transaction affecting the interest of any institution governed by the board, or to procure, or be a party in any way to procuring, the appointment of any

relative to any position of trust or profit connected with the universities and colleges governed." T.C.A. § 45-2-405 provides, however, that notwithstanding the above provision, or any other law to the contrary, "any officer, director, or employee of any bank may serve in any capacity in state or local government, except in any capacity with the department of financial institutions, or on any board, commission, or other agency of such governmental unit, provided that such officer, director or employee" has disclosed such fact as provided therein.

T.C.A. § 12-4-101 and -103 are general conflict of interest statutes applicable to all state officials and employees, including Regents. Because the Regent statute, T.C.A. § 49-8-203(g), is more restrictive, however, its terms are controlling on questions of Regent conflicts of interest. Thus, the system cannot do business with a Regent or with a closely held company in which a Regent owns any interest—whether a direct or indirect interest, and however minimal the interest may be. This strict standard does not apply to a Regent's mere ownership of less than a controlling interest in stock of large, publicly-traded companies.

**C. Guidance.** Although it is not possible to list every circumstance which is, or is not, a conflict of interest, the following examples are provided:

(1) If a Regent commingles assets with a spouse or other family member who is financially interested in a contract or transaction affecting the system, the Regent is also financially interested in the contract or transaction.

(2) A Regent's service as a salaried officer (without stock ownership) of a company doing business with the system does not violate T.C.A. § 49-8-203(g) unless the facts in a given case show that the trustee's compensation is linked to the company's performance and could be enhanced by the company's business with the system.

(3) A Regent's service as a member of the board of directors without stock ownership of a company doing business with the system does not violate T.C.A. § 49-8-203(g) unless the facts in a given case show that the Regent receives a director's fee that is linked to the company's performance and could be enhanced by the company's business with the system.

In view of the broad nature of the prohibition found in T.C.A. §49-8-203(g), any activity which might constitute, or be perceived to constitute, a prohibited conflict should be fully reported. Full disclosure of any situation in doubt should be made.

### **III. Disclosure**

**A. Initial Disclosure.** Within thirty (30) days of appointment to the Board, each Regent must complete the Regents Disclosure Form. The form shall be submitted to the General Counsel.

**B. Annual Disclosure.** By January 31 of each year, each Regent must submit an updated Regents Disclosure Form and submit it to the General Counsel. In early January of each year, the Office of General Counsel will contact each Regent and provide the necessary form and instructions.

**C. Interim Disclosure.** If an event occurs during the year that requires disclosure by a Regent, the Regent should submit an amended Regents Disclosure Form to the General Counsel within sixty (60) days of the event.

#### **Source**

T.C.A. § 49-8-20; T.C.A. § 45-2-405; T.C.A. § 12-4-101 and -103

#### **History**

#### **Related**

TBR Policy 1.02.03.20, Code of Ethics for Members of Tennessee Board of Regents

#### **Exhibits**

Regents Disclosure Form



**BOARD TRANSMITTAL**

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MEETING; September Quarterly Board Meeting

SUBJECT: Revisions to TBR Policy 1.02.03.20  
Code of Ethics for Members of the Tennessee  
Board of Regents

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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Summary:

The proposed revisions to TBR Policy 1.02.03.20, Code of Ethics for Members of Tennessee Board of Regents, are intended to clarify the ethical standards for members. References to statutes and related TBR policies have been updated and unnecessary references to the By-laws have been deleted.

Staff recommends approval of the proposed revisions.

Attachments:

TBR Policy 1.02.03.20, Code of Ethics for Members of Tennessee Board of Regents, revisions redlined

TBR Policy 1.02.03.20, Code of Ethics for Members of Tennessee Board of Regents, clean, reflecting revisions

# Code of Ethics for Members of Tennessee Board of Regents: 1:02:03:20

## Policy Area

Governance, Organization, and General Policies

## Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

## Purpose

The purpose of this policy is to establish ethical standards for members of the Tennessee Board of Regents.

## Policy

### I. ~~Preamble~~ Governance Responsibilities

#### A. Public Trust

1. The Tennessee Board of Regents is charged by statute with governance of the state universities, community colleges, and ~~Tennessee~~ colleges of applied technology in the state university and community college system. The state universities are also each subject to the authority of a local governing board of trustees, referred to as a state university board. Regents hold a position of public trust and are expected to carry out their governance responsibilities in an honest, ethical, and diligent manner.
2. To ensure effectiveness, the Regents must adhere to the strictest of ethical standards including, but not limited to, TBR Policy 1.02.03.30: Conflict of Interest Policy for Regents.

#### B. Time Commitment

1. In undertaking the duties of the office, a Regent shall make the necessary commitment of time and diligence to carry out the Regent's ~~public~~-governance responsibilities.
2. A Regent must regularly attend and actively participate in board and committee meetings and special assignments.

#### C. Regent Authority

- ~~1. Individual members of the Board enjoy equal rights with all other members:~~

- ~~a. The right to vote;~~
- ~~b. The right to participate fully in all considerations before the Board;~~
- ~~c. The right to enter motions and to submit recommendations, and~~
- ~~d.a. All rights and privileges afforded the Board by law and regulation when sitting in deliberative session.~~

- 2. As individuals, when not participating in meetings of the Board or any of its duly constituted committees, members enjoy the same rights and privileges of any citizen of the State of Tennessee as pertains to the governance, control, and management of institutions under the Board.
- 3. As individuals, members shall not speak for the Board unless so specifically authorized by the Board.

D. Regent Responsibilities

1. Regents shall undertake with due diligence a critical analysis of risks and benefits of any matter coming before the Board for action. Regents shall promote a culture of constructive debate about major initiatives and transactions and shall require staff to provide information necessary to carry out their duty of care to act in the best interest of the system.

~~4. When participating in meetings of the Board or its duly constituted committees, members are responsible for the entire System without regard for any congressional district or area of the state or for any individual institution within the system.~~

~~2. They are responsible for representing the entire System without regard for any congressional district or area of the State or for any individual institution within the State.~~

3-2. In matters coming before the Board, Mmembers are enjoined from espousing the cause of any one institution over the interests of others or the System as a whole.-

II. ~~Code of Ethics Policy~~Conflict of Interest

A. Conflict of Interest



1. Regents shall abide by the Conflict of Interest Policy for Regents, as amended from time to time.

4.2. A conflict of interest occurs when the personal interests, financial or otherwise, of a Regent actually or potentially diverge from the Regent's obligations as a Board member.

a. ~~It is a conflict of interest for any person or any company with whom such person is an officer, a director, or an equity owner of greater than 1% interest to bid on any contract for products or services for a governmental entity if such person or a relative (spouse, parent, sibling, child) is a member of the board having responsibility for letting or approving such contract.~~ It is unlawful for any Regent to be financially interested in any contract or transaction affecting the interests of any institution governed by the board, or to procure, or be a party in any way procuring, the appointment of any relative to any position of financial trust or profit connected with the universities and colleges governed. A violation of this provision shall subject the member so offending to removal by their governor or the Board.

~~b. Each Regent will abide by the Board's Conflicts of Interest Policy 1:02:03:10 as amended from time to time.~~

~~e.b.~~ A Regent shall not use the authority, title, or prestige of the office to solicit or otherwise obtain a private financial, social, or political benefit for the Regent or any other person which would be inconsistent with the public interest.

~~d.c.~~ A Regent shall abstain from any deliberations or vote on a matter which the Regent identifies as a conflict of interest.

B. Gifts and Expenses

1. No Regent shall knowingly accept ~~or receive, directly or indirectly, from any person, firm, or corporation to whom any contract for the purchase of materials, goods, supplies, equipment or services for the Board or its member institutions may be awarded any money or anything of value or any promise, obligation, or contract for~~

~~future awards or employment~~ any gift, favor or gratuity from any person or entity under contract with the system or one of its institutions or seeking a contract with the system or one of its institutions.

~~4.2.~~ Regents shall not knowingly accept any gift, favor or gratuity from any person or entity, including another Regent, that might affect or the appearance of aggecting a Regents's judgment in the impartial performance of the duties of office. However, this subsection shall not be construed to apply to a Regent's incidental benefit from another Regent's gift of money, property, or services to the system or one of its institutions or to any benefit commonly available to Regents by virtue of the office.

~~2.3.~~ Regents serve without compensation. However, they are entitled to receive reimbursement for expenses incurred while representing the Board in their official capacity.

#### C. Financial Disclosure

1. Each Regent shall, upon appointment to office and annually each January thereafter, file the Regent's Financial Interest Disclosure form ~~in Policy 1:02:03:10~~ with the Secretary-General Counsel of the Board of Regents.

### III. Compliance

#### A. Disclosure Requirements

1. Persons who believe that a conflict of interest may exist either personally or with respect to another person covered by the ethics policy shall make a written disclosure of the facts and circumstances surrounding the situation.
2. For members of the Board, disclosure should be made to the General Counsel (TBR Policy 1:02:03:10, Section VII)

#### B. Review of Disclosures

1. Disclosures made under Section II by or about a member of the Board of Regents shall be evaluated by the Board or a duly appointed committee thereof. A member of the Board making a self-disclosure shall not be entitled to vote regarding the disposition of the disclosure. ~~(TBR Policy 1:02:03:10, Section X)~~

C. Hearing

1. An appointed Board member accused of a material violation of this Code of Ethics is entitled to a due process contested case hearing in accordance with ~~T.C.A. § 49-8-204(e)~~ the Tennessee Uniform Administrative Procedures Act, T. C. A., Title 4, Chapter 5.

D. Removal

1. Upon a finding in a contested case hearing that an appointed Board member materially violated the Code of Ethics, the appointed Board member may be removed from the Board by a two-thirds (2/3) vote of the Board membership. ~~(T.C.A. § 49-8-204 (b))~~ Upon removal, the position shall be considered vacant, and the vacancy shall be filled as provided by law.

**Sources  
Authority**

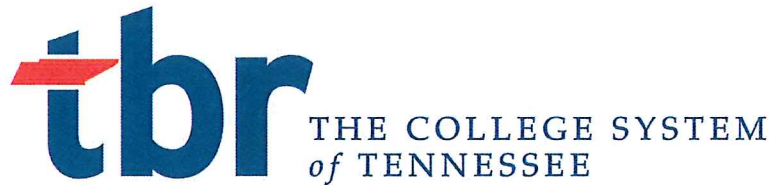
T.C.A. §§ 12-3-106; 49-8-101 et seq.; 49-8-203 et seq.

**History**

TBR Board Meeting, December 5, 2003.

**Related Policies**

- [Regents' Conflict of Interest Policy](#)
- [TBR Bylaws](#)



**BOARD TRANSMITTAL**

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MEETING; September Quarterly Board Meeting

SUBJECT: Revisions to TBR Policy 1.03.02.00  
Duties of the Institutional Presidents

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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Summary:

The proposed revisions to TBR Policy 1.03.02.00, Duties of the Institutional Presidents, align the policy with the current practices and procedures of the Board of Regents.

Staff recommends approval of the proposed revisions.



# Duties of the Institutional Presidents: 1:03:02:00

## Policy Area

Governance, Organization, and General Policies

## Applicable Divisions

TCATs, Community Colleges

## Purpose

The purpose of this policy is to set out the duties of the institutional Presidents.

## Policy

### I. Presidents

- A. The president of each institution in the System shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution, consistent with the mission and policies of the Board of Regents and the applicable state and federal laws.
- B. The president shall be responsible to the Board through the Chancellor for the operation and management of the institution and for the execution of all directives of the Board and of the Chancellor.
- C. ~~The president shall have direct access to the Board by submitting reports to the Board at its regular meetings and shall meet with the Board on such occasions.~~
- D. The president shall be the official medium of communication between the faculty and the Chancellor, and between the council, senate, assembly, or any such body, either of the faculty or of the students, and the Chancellor.
- E. The president shall recommend annually to the Board of Regents, through ~~the~~ Chancellor's Personnel and Compensation Committee, the creation or continuance of positions of faculty and other employees of the institution.
- F. The president shall have the authority to recommend or make appointments of personnel and, within budgetary limitations, to fix their salaries, and to recommend or approve promotions, transfers, leaves of absence, and removal of personnel, pursuant to the requirements of policies and procedures established by the Board, and subject to

such prior approval or confirmation of the Board or the Chancellor as may be required by the Board.

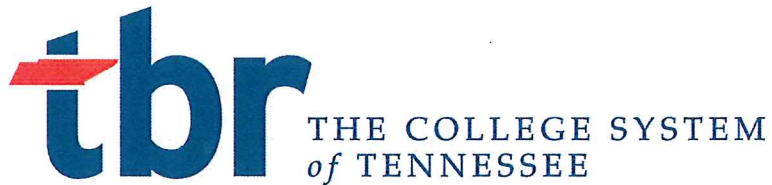
- G. The president shall make ~~an annual report to the Board, through the Chancellor, of the work and condition~~any report requested by the Chancellor or the Board of regarding the institution under the president's control.

**Sources  
Authority**

T.C.A. § 49-8-203; Board of Regents Bylaws, as amended

**History**

Approved Jan. 3, 2002, as amended.



**BOARD TRANSMITTAL**

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MEETING; September Quarterly Board Meeting

SUBJECT: Revisions to TBR Policy 1.04.01.00  
Duties of the Chancellor

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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Summary:

The proposed revisions to TBR Policy 1.03.02.00, Duties of the Chancellor, align the policy with the current practices and procedures of the Board of Regents.

Staff recommends approval of the proposed revisions.

Attachments

TBR Policy 1.03.02.00, Duties of the Chancellor, redlined  
TBR Policy 1.03.02.00, Duties of the Chancellor, clean

# Duties of the Chancellor: 1:04:01:00

## Policy Area

Governance, Organization, and General Policies

## Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

## Purpose

The purpose of this policy is to describe the duties of the Chancellor of the Tennessee Board of Regents.

## Policy

### I. Duties

- A. The Chancellor shall be the chief executive of the State University and Community College System of Tennessee and shall perform all of those duties that are prescribed by the Board.
- B. The Chancellor shall be responsible to the Board of Regents for the prompt and effective execution of all resolutions, policies, rules, and regulations adopted by the Board for the ordering and the operation of the entire System, and for the governance of any and all of its branches.
- C. The discretionary powers of the Chancellor shall be broad enough to enable the discharge of these responsibilities consistent with the mission and policies and of the Board of Regents and the applicable state and federal laws.
- D. The Chancellor shall attend and participate in, without the privilege of voting, all the meetings of the Board of Regents and of its committees.
- ~~E. The Chancellor shall be an ex-officio member of all committees, without the authority to vote.~~
- F.E. The Chancellor shall review recommendations from the presidents regarding annual appointments, promotions, and salaries of employees of the several institutions of the System, and shall be responsible for compliance by the presidents with Board policies and procedures on personnel matters.



G.F. The Chancellor shall make recommendations regarding the establishment or discontinuance of staff positions in the Office of the Board of Regents, and shall recommend the appointment of administrative officers and other employees of the Office of the Board of Regents.

H.G. The Chancellor shall be empowered to act for the Board in the interims when the Board is not in session, and shall speak for the Board and shall represent it at meetings and before the public consistent with established policies of the Board.

H.H. The Chancellor shall be the channel of communication with the presidents of the institutions, and shall present recommendations concerning System policy to the Board.

J.I. The Chancellor shall be authorized upon the authority of the Board and in its name to execute all notes, bonds, deeds, contracts, and other documents of an official nature.

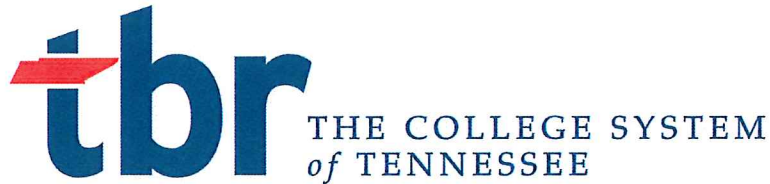
K.J. The Chancellor shall submit, in behalf of the Board and with its approval, ~~the annual report at the end of each fiscal year, which report shall go to~~any reports required of the system by the Governor ~~and or~~ the legislature.

#### **Sources Authority**

T.C.A. § 49-8-203; Board of Regents Bylaws, as amended,

#### **History**

March 26, 1999; Board Meeting February 13, 2001; Board Meeting June 11, 2004



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**BOARD TRANSMITTAL**

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MEETING; September Quarterly Board Meeting

SUBJECT: Revisions to TBR Policy 1.03.03.00  
Selection and Retention of Presidents

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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**Summary:**

The proposed revisions to TBR Policy 1.03.03.00, Selection and Retention of Presidents, put into policy the selection process that has been utilized by the Board of Regents for a number of years and incorporate statutory requirements.

Staff recommends approval of the proposed revisions.

**Attachments:**

TBR Policy 1.03.03.00, Selection and Retention of Presidents, redlined  
TBR Policy 1.03.03.00, Selection and Retention of Presidents, clean

# Selection and Retention of Presidents:

1:03:03:00

## Policy Area

Governance, Organization, and General Policies

## Applicable Divisions

TCATs, Community Colleges, System Office, Board Members

## Purpose

The Tennessee Board of Regents is responsible for the selection and employment of the chief executive officers of the member institutions of the State University and Community College System of Tennessee, based upon the recommendation of the chief executive officer of the System. In an effort to recruit and retain the most qualified college administrators as presidents of the institutions under the jurisdiction of the Board, the following policy of the Board is established.

## Policy

### I. Selection of Presidents

A. **Criteria for Position.** The Board shall establish qualification criteria for the selection of a president at each of the various institutions upon the vacancy or notice of vacancy of the office. The criteria may vary from institution to institution based upon the Board's appraisal of the unique characteristics and complexity of the president's responsibility at each institution.

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~~B. Search Committee. The Board shall establish a selection process for each presidency based upon the Board's appraisal of the most appropriate method to be used for the selection of a president at each institution. A Search Committee will be appointed to assist the Chancellor in seeking out persons that meet the criteria established by the Board. Searches will be conducted as expeditiously as possible with an appropriate schedule developed for each search. The Search Committee will assist the Chancellor in reviewing the applicant pool, interviewing the candidates and participating in campus meetings with the candidates. The committee will consult with the Chancellor regarding the candidate to be recommended to the Board for appointment.~~

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C. **Composition of the Search Committee.** The Chancellor, after consultation with the Chairman and Vice-Chairman of the Board, will appoint three to six members of the

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Board of Regents; two members of the faculty, one being the chairman of the faculty governing body or their designee; two representatives of the student body, one being the president of the student government or their designee; one representative from the Alumni; one support employee; one administrator; one representative from the institution's local business community; and, at least one member from the community at large. Other members may be added as deemed appropriate. In appointing members to the committee, the Chancellor shall strive for racial and gender diversity.

D. **Identification of Candidates.** At a minimum, the position will be advertised through *The Chronicle of Higher Education* and *Diverse Issues in Higher Education* and through notification to appropriate national associations. Committee members and others may recommend and nominate candidates. Effort shall be made to obtain gender and racial diversity in the pool of candidates. A search firm may be utilized to assist in this process. The application process shall remain open until the position is filled.

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E. **Confidentiality of Applications.** Confidentiality of the applications and related materials submitted shall be maintained in accordance with T.C.A. § 49-7-154.

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F. **Screening Process.** The Chancellor, in consultation with the search firm if a search firm is used, shall conduct a preliminary review of all applications, eliminating those that do not meet the minimum criteria. Resumes of all qualified applicants will be shared with the Search Committee. The Chancellor and the Search Committee will determine which of those applicants should move forward for reference checking and interviews.

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G. **Selection of Finalists.** The Chancellor, in consultation with the Search Committee, will recommend up three (3) applicants as finalists for the position. The applications and related materials submitted by, or on behalf of, the finalists shall then be open for public inspection in accordance with T.C.A. §49-7-154.

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H. **Finalist Interviews and Public Forums.** As deemed appropriate by the Chancellor and the Search Committee, each finalist will participate in interviews and forums with stakeholders on the campus. Each finalist will each participate in at least one public forum scheduled in accordance with T.C.A. § 49-7-154

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B-I. **Recommendation and Appointment.** After completion of the interviews and public forums, the Chancellor, in consultation with the Search Committee, will recommend a candidate to the Board of Regents. In accordance with T.C.A. § 49-8-203(a)(1)(A), the Board of Regents will vote on the recommendation.

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C-J. **Interim Presidents.** The Board delegates to the Chancellor the authority to appoint interim presidents in cases of illness, death, untimely resignation, ~~etc. or termination,~~ of incumbents. The Chancellor shall consult with the Chairman and Vice Chairman of the Board prior to making an interim appointment.

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K. It is the policy of the Board of Regents to conduct background investigations on all candidates recommended for interview for the position of president. The investigations are conducted based on guidelines developed by the system office.

L. No person acting on a search committee for the selection of a president shall be eligible for initial employment or for promotion by that institution for a period of twelve (12) months after the effective date of the president's appointment. This prohibition shall not apply to any person who is a full-time student at the time of service on the committee.

D-M.

## II. Appointment and Retention of Presidents

- A. A president serves at the pleasure of the Board. However, the Board anticipates upon appointment that, assuming satisfactory performance, a president will serve an institution for a number of years.
- B. ~~An~~ After initial employment, a president's annual salary ~~agreement~~ shall be ~~issued~~ established by the Board ~~through the Chancellor~~ at the beginning of each fiscal year.
- C. A president may resign at any time upon written notification to the Board, given through the Chancellor.
- D. The Board may terminate the employment of Aa president at any time, with or without cause, ~~may be terminated at any time by the Board.~~
- E. In the event of termination of a president, up to three (3) months' severance compensation may be authorized by the Board.



### III. Evaluation of Presidents

- A. Each president shall be evaluated based upon an evaluation process developed and conducted by the Chancellor.
- B. Generally, the evaluation shall be conducted annually and as a minimum, the Chancellor shall consider:
  - 1. The president's accomplishment of annual objectives at the institution.
  - 2. The demonstrated ability of the president to serve as the leader of a campus community, including such factors as the ability to organize, to make decisions, to motivate others, to communicate, to maintain strong external relationships, and to develop other leaders.
  - 3. The commitment of the president to the institution and the System, and to the implementation of the Board policies.
- C. The evaluations made by the Chancellor should be utilized to improve the administration of a president, to determine compensation adjustment, and to determine future employment status.

### ~~IV. Regents Professorships~~

- ~~A. The Board may confer a Regents Professorship upon a past president.~~
- ~~B. A president must have served a minimum of ten years as the chief administrative officer of a higher education institution in Tennessee to be eligible for such consideration.~~
- ~~C. A Regents Professor may be assigned to either the Board staff in a research capacity or to an individual institution in a research and/or teaching capacity.~~
- ~~D. A Regents Professor assignment shall be determined by the Chancellor if the position is to be with the Board staff or by the president of an institution, in consultation with the Chancellor, if the position is to be with one of the institutions.~~
- ~~E. The salary of a Regents Professor will be determined by the Chancellor but shall not be less than seventy percent of the direct salary received during the last year of service as president prior to appointment as a Regents Professor.~~

~~F.— A Regents Professorship appointment at an institution shall be with tenure on an academic year basis.~~

~~G.— A Regents Professor shall have duties and responsibilities commensurate with the position. Further, a Regents Professor shall have the necessary accommodations and support assistance to render valuable service to the Board or to an individual institution.~~

~~H. A Regents Professor accepting a teaching and/or research assignment may be granted sufficient time to prepare for the new appointment, not to exceed six months with all benefits provided herein.~~

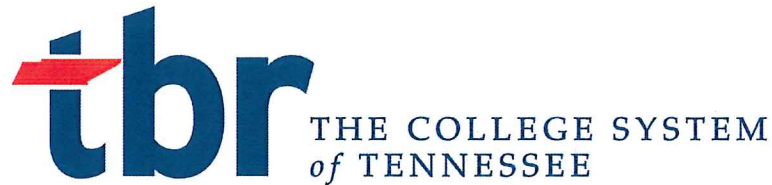
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#### Sources Authority

T.C.A. §§ 49-8-203, 49-7-154, 49-7-131

#### History

TBR Meeting, September 30, 1977; December 4, 2008.



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**BOARD TRANSMITTAL**

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MEETING: September Quarterly Board Meeting

SUBJECT: New TBR Policy 1.04.00.00  
Selection and Retention of the Chancellor

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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Summary:

The proposed new TBR Policy 1.04.00.00, Selection and Retention of the Chancellor, puts into policy the selection process that has been utilized by the Board of Regents to select the Chancellor and Presidents, including statutory requirements.

Staff recommends approval of the proposed policy.

Attachments:

TBR Policy 1.04.00.00, Selection and Retention of the Chancellor, clean



# Selection and Retention of the Chancellor:

## 1.04.00.00

### Policy Area

Governance, Organization, and General Policies

### Applicable Divisions

System Office, Board Members

### Purpose

The Tennessee Board of Regents is responsible for the selection and employment of the chief executive officer of the system. In an effort to recruit and retain the most qualified higher education administrator as Chancellor, the following policy of the Board is established.

### Policy

#### I. Selection of the Chancellor

- A. **Criteria for Position.** The Board shall establish qualification criteria for the selection of the Chancellor upon the vacancy or notice of vacancy of the office. The criteria should be based upon the Board's appraisal of the unique characteristics and complexity of the Chancellor's responsibilities.
- B. **Search Committee.** A Search Committee will be appointed to assist the Board in seeking out persons that meet the criteria established by the Board. Searches will be conducted as expeditiously as possible with an appropriate schedule developed for each search. The Search Committee will assist the Board in reviewing the applicant pool, interviewing the candidates and participating in meetings with the candidates. The committee will recommend a candidate to the Board for appointment.
- C. **Composition of the Search Committee.** In consultation with the Chair, the Vice-Chair of the Board will appoint the members of the search committee. In addition to three to six regents, the committee should include representatives from the System Office senior staff, representatives from the community and technical college presidents, and representatives from other stakeholder groups, including faculty, students and alumni. In appointing members to the committee, the Vice Chair shall strive for racial and gender diversity.

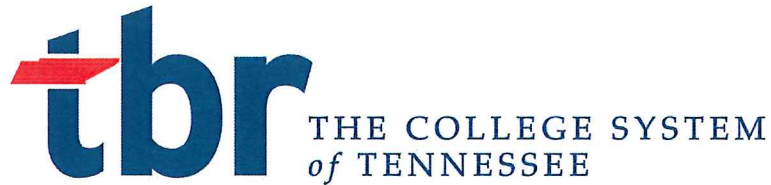
- D. **Identification of Candidates.** At a minimum, the position will be advertised through *The Chronicle of Higher Education* and *Diverse Issues in Higher Education* and through notification to appropriate national associations. Committee members and others may recommend and nominate candidates. Effort shall be made to obtain gender and racial diversity in the pool of candidates. A search firm may be utilized to assist in this process. The application process shall remain open until the position is filled.
- E. **Confidentiality of Applications.** Confidentiality of the applications and related materials submitted shall be maintained in accordance with T.C.A. § 49-7-154.
- F. **Screening Process.** The Vice Chair, in consultation with the search firm, if a search firm is used, shall conduct a preliminary review of all applications, eliminating those that do not meet the minimum criteria. Resumes of all qualified applicants will be shared with the Search Committee. The Search Committee will determine which of those applicants should move forward for reference checking and interviews.
- G. **Selection of Finalists.** The Search Committee will recommend up three (3) applicants as finalists for the position. The applications and related materials submitted by, or on behalf of, the finalists shall then be open for public inspection in accordance with T.C.A. § 49-7-154.
- H. **Finalist Interviews and Public Forums.** As deemed appropriate by the Vice Chair, the Search Committee chair, and the Search Committee, each finalist will participate in interviews and forums with stakeholders. Each finalist will each participate in at least one public forum scheduled in accordance with T.C.A. § 49-7-154
- I. **Recommendation and Appointment.** After completion of the interviews and public forums, the Search Committee will recommend a candidate to the Board of Regents. In accordance with T.C.A. § 49-8-202, the Board of Regents will vote on the recommendation.
- J. **Interim Chancellor.** The Board may appoint an interim Chancellor in cases of illness, death, untimely resignation, or termination of incumbents.

- K. **Background Investigations.** It is the policy of the Board of Regents to conduct background investigations on all candidates recommended for interview for the position of Chancellor. The investigations are conducted based on guidelines developed by the system office.
  - L. **Search Committee Members' Eligibility for Employment or Promotion.** No person acting on a search committee for the selection of a Chancellor shall be eligible for initial employment or for promotion by the system office for a period of twelve (12) months after the effective date of the Chancellor's appointment. This prohibition shall not apply to any person who is a full-time student at the time of service on the committee.
- II. **Appointment and Retention of the Chancellor**
- A. The Chancellor serves at the pleasure of the Board. However, the Board anticipates upon appointment that, assuming satisfactory performance, the Chancellor will serve an institution for a number of years.
  - B. After initial employment, the Chancellor's annual salary shall be established by the Board at the beginning of each fiscal year.
  - C. The Chancellor may resign at any time upon written notification to the Board, given through the Vice Chairman.
  - D. The Board may terminate the employment of the Chancellor at any time, with or without cause.
  - E. In the event of termination of the Chancellor, up to three (3) months' severance compensation may be authorized by the Board.

**Sources  
Authority**

T.C.A. §§ 49-8-203, 49-7-154, 49-7-131

**History**



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**BOARD TRANSMITTAL**

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MEETING; September Quarterly Board Meeting

SUBJECT: Revisions to TBR Policy 1.04.02.00  
Evaluation of the Chancellor

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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Summary:

The proposed revisions to TBR Policy 1.04.02.00, Evaluation of the Chancellor, aligns the policy with the process that has been used to evaluate the Chancellor.

Staff recommends approval of the proposed revisions.

Attachments:

TBR Policy 1.04.02.00, Evaluation of the Chancellor, redlined  
TBR Policy 1.04.02.00, Evaluation of the Chancellor, clean



# Evaluation of the Chancellor: 1:04:02:00

## Policy Area

Governance, Organization, and General Policies

## Applicable Divisions

~~TCATs, Community Colleges~~, System Office, Board Members

## Purpose

The purpose of this policy is the establishment of procedures for the evaluation of the Chancellor.

## Policy

### I. Evaluation

- A. Consistent with national standards, the Board will formally evaluate the Chancellor every two years beginning with an evaluation in 2008.
- B. The evaluation will be conducted by ~~a committee of the Board of Regents appointed by the Vice chair in such number [no less than four (4)] as may be deemed appropriate by the Vice chair, which will~~ the Vice Chair of the Board in conjunction with the Chair of the Personnel and Compensation Committee. All members of the Board will be surveyed regarding the performance of the Chancellor. The results of the evaluation will be reported ~~report its findings~~ to the Board ~~by the no later than the~~ September Board meeting ~~for the year in which the evaluation is conducted.~~
- C. Notwithstanding the above, in any year in which a full, formal evaluation of the Chancellor is not scheduled, any five (5) members of the Board may request such a formal evaluation by written request submitted to the Vice-~~e~~ Chair, and the Vice-~~e~~ Chair shall ~~thereupon charge an evaluation committee, appointed in the manner set forth above, with the responsibility of conducting such an in-depth, formal evaluation and reporting its findings to the Board by the September meeting of the Board~~ conduct the evaluation as set forth in Section B, above. The results of the evaluation shall be reported ~~or~~ at such ~~other~~ time as specified by the Vice-~~e~~ Chair, but no later than the next regularly scheduled board meeting following the completion of the evaluation.

## Sources

## Authority

T.C.A. § 49-8-203; TBR Bylaws, as amended.

**History**

Board Meeting June 11, 2004; December 6, 2007 Board Meeting

**BOARD TRANSMITTAL**

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**MEETING;** September Quarterly Board Meeting

**SUBJECT:** Revisions to TBR Policy 1.03.10.00  
Student & Faculty Participation in Development of  
Campus Policies and Programs

**DATE:** September 20, 2019

**PRESENTER:** Mary G. Moody, General Counsel

**ACTION REQUIRED:** Voice Vote

**STAFF'S  
RECOMMENDATION:** Approval

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**Summary:**

The proposed revisions to TBR Policy 1.03.10.00, Student & Faculty Participation in Development of Campus Policies & Programs, are intended to clarify the roles of students and faculty in the development of policies and programs at TBR institutions and to provide for opportunities for their input in the process while emphasizing that the responsibility and authority for decision-making rests solely with the administration.

Staff recommends approval of the proposed revisions.

**Attachments:**

TBR Policy 1.03.10.00, Student & Faculty Participation in Development of Campus Policies & Programs, redlined

TBR Policy 1.03.10.00, Student & Faculty Participation in Development of Campus Policies & Programs, clean

# Student & Faculty Participation in Development of Campus Policies & Programs: 1:03:10:00

## Policy Area

Governance, Organization, and General Policies

## Applicable Divisions

TCATs, Community Colleges

## Purpose

To provide for shared governance at TBR institutions by establishing effective means whereby students and faculty can ~~participate in and make recommendations concerning the formation~~ have input into the development of policies and programs relating to student and academic affairs, while recognizing that the responsibility and authority for decision-making rests solely with the administration.

## Policy

### I. General Principles Student and Faculty Participation in Development of Campus Policies and Programs

A. \_\_\_\_\_ The Tennessee Board of Regents recognizes that students and faculty are vital components of the campus community which ~~must should~~ effectively contribute to the progress and general welfare of the institutions governed by the Board. While recognizing the value of input from the students and faculty of an institution on issues of common interest, the Tennessee Board of Regents has delegated to the presidents of its institutions the responsibility and authority to make decisions regarding the operation of the institution, subject to TBR policies and procedures and applicable laws

Students should have a primary interest in matters of student life, including discipline ~~and housing~~, and faculty should have a primary interest in academic affairs, including curriculum, program changes and development, and admission and graduation requirements. Furthermore, both students and faculty have a direct interest in both student and academic affairs.

B. \_\_\_\_\_

A. II. Institutional Policies



~~C. — Therefore, it is the policy of the Board that e~~Each institution shall establish effective means whereby students and faculty can participate in and make recommendations concerning the ~~formation~~ development of policies and programs relating to student and academic affairs, such as the establishment of a student government association and a faculty senate.

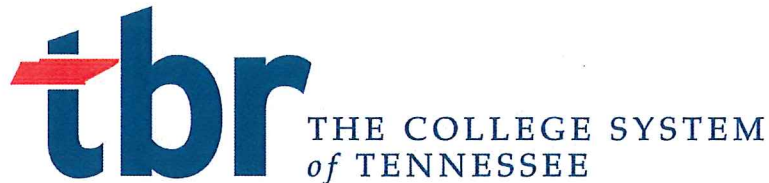
~~D.B.~~ Due to differences in sizes of the various institutions, and existing methods at some institutions which may effectively provide for faculty and student participation, each institution shall determine and make known, through policy, the method and degree of student and faculty involvement in specific areas of institutional decision-making, subject to the approval of the Chancellor. If an institution adopts a policy establishing a student governing body and/or a faculty governing body, that policy must require that the body adopt by-laws to be approved by the institution's president. If an institution policy provides for a chief student officer, such as a student government president, that officer must be elected by a general vote open to all students eligible to vote as defined by that Institution's policy. If an institution provides for a chief faculty officer, such as a faculty senate president, that officer must be elected by a general vote open to all faculty members eligible to vote as defined by that institution's policy.

**Sources  
Authority**

T.C.A. § 49-8-203

**History**

TBR Meetings, June 20, 1975; September 30, 1983; June 19, 1998



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**BOARD TRANSMITTAL**

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MEETING: September Quarterly Board Meeting

SUBJECT: Dissolution of TBR Policy 1.05.00.00  
Tennessee Higher Education Commission

DATE: September 20, 2019

PRESENTER: Mary G. Moody, General Counsel

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approval

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**Summary:**

TBR Policy 1.05.00.00, Tennessee Higher Education Commission, merely restates the relationship between TBR and THEC, which is already established by statute. As part of the ongoing policy review and revision project, the Board has removed policies such as this because they are unnecessary.

Staff recommends dissolution of this policy.

**Attachment**

TBR Policy 1.05.00.00, Tennessee Higher Education Commission

# Tennessee Higher Education Commission:

## 1:05:00:00

### **Policy Area**

Governance, Organization, and General Policies

### **Applicable Divisions**

TCATs, Community Colleges, System Office, Board Members

### **Purpose**

The purpose of this policy is to establish the relationship between the Tennessee Board of Regents and the Tennessee Higher Education Commission.

### **Policy**

#### I. Systems

- A. Tennessee has two higher education systems; the Board of Trustees of The University of Tennessee, and the State University and Community College System of Tennessee, referred to as the Tennessee Board of Regents. There are also local Boards of Trustees which have authority over the six state universities.
- B. Coordination between the two systems and the local boards is furnished by the Higher Education Commission for: budgetary and capital outlay requests; state master plan for higher education; need and location of new higher education institutions; and approval of new academic and degree programs in both systems.

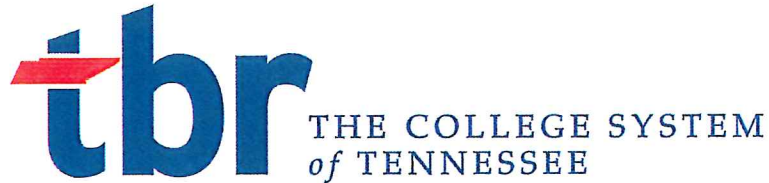
### **Sources**

#### **Authority**

T.C.A. § 49-7-201 et seq.

#### **History**

Board Meeting, 1983, upon enactment of T.C.A. § 49-4702.



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BOARD TRANSMITTAL

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MEETING: September 2019 Quarterly Board Meeting

SUBJECT: Tennessee College of Applied Technology  
Elizabethton Naming Request

DATE: September 19, 2019

PRESENTER: Chancellor Flora W. Tydings

PRESENTATION REQUIREMENTS: 1-5 minutes with discussion

ACTION REQUIRED: Voice Vote

STAFF'S  
RECOMMENDATION: Approve

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The Tennessee College of Applied Technology Elizabethton Naming Committee met on August 1, 2019 and proposed naming the Skills Building on the main campus of TCAT Elizabethton the Herman Robinson Skills Building in honor of former Senator Herman Robinson. Senator Robinson along with Governor Frank Clement passed legislation in 1965 that established what was known as the State Area Vocational Technical Schools. After his death in 1971, the legislature honored Senator Robinson by naming the vocational technical school in his hometown of Elizabethton, Tennessee, after him. The campus was then located at 1500 Arney Street. In 2013, the main campus was moved to 426 Highway 91 North, Elizabethton, TN. The committee felt the naming of the new Skills Building after Senator Robinson would be in line with the intent of the original legislation, which was meant to honor his work in the creation of the vocational schools.

The request is in compliance with TBR Policy 4:02:05:01-Naming Buildings and Facilities and Building Plaques.



**TENNESSEE COLLEGE  
OF APPLIED TECHNOLOGY**  
ELIZABETHTON

**Office of the President**

Monday, August 5, 2019

Dr. Flora Tydings, Chancellor  
Tennessee Board of Regents  
1 Bridgestone Park, Third Floor  
Nashville, Tennessee 37214

Dr. Tydings,

Pursuant to Tennessee Board of Regents policy 4.02.05.01 Naming Buildings and Facilities & Building Plaques and in consideration of a request from Senator Rusty Crowe (letter attached) to name a building on our main campus in honor of the late Senator Herman Robinson, I am recommending the Skills Building be named the Herman Robinson Skills Building. Senator Robinson was instrumental in authoring legislation back in 1963 that created the State Area Vocational-Technical Schools (the precursor to Tennessee Colleges of Applied Technology). I am hopeful we can recognize the work of Senator Robinson in identifying the need for Tennesseans to have access to skill training all across our state and to allow our region to acknowledge this wisdom.

If you have any additional questions related to this request, please contact me anytime.

With Highest Regards, I Remain,

Dean Blevins

Attachments: Senator Rusty Crowe Recommendation Letter  
TCAT Elizabethton Building Naming Committee Report

C:/TCAT Elizabethton/Herman Robinson Skills Building naming request 8-5-19

426 Highway 91 N.  
P.O. Box 789 Elizabethton, TN 37644  
Phone: (423) 543-0070 Fax: (423) 547-2587

A Tennessee Board of Regents Institution  
The Tennessee College of Applied Technology-Elizabethton is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities

**RUSTY CROWE**  
3RD SENATORIAL DISTRICT  
CARTER, UNICOI AND WASHINGTON  
COUNTIES

SUITE 720, CORDELL HULL BUILDING  
NASHVILLE, TENNESSEE 37243-0203

(615) 741-2468  
1-800-449-8366 1-2468  
FAX 615-253-0359

Email: [sen.rusty.crowe@capitol.tn.gov](mailto:sen.rusty.crowe@capitol.tn.gov)

**Senate Chamber**  
**State of Tennessee**  
NASHVILLE

**CHAIR**  
HEALTH AND WELFARE  
**MEMBER OF COMMITTEES**  
EDUCATION  
GOVERNOR'S COUNCIL FOR ARMED  
FORCES,  
VETERANS AND THEIR FAMILIES  
GOVERNMENT OPERATIONS

February 21, 2019

Chancellor Flora W. Tydings, Ed. D  
Office of the Chancellor  
1 Bridgestone Park, Third Floor  
Nashville, TN 37214

Dear Chancellor Tydings:

It has come to my attention that, in 1963, former Senator Herman Robinson, along with Governor Frank Clement, passed legislation that established, in 1965, what was then known as the vocational technical school at 1500 Arney Street in Elizabethton, TN.

When Senator Robinson died at an early age, in 1971, the school's campus was named after him by the legislature.

In 2013, the Arney Street campus was moved to the new TCAT campus.

As it was the intent of our General Assembly and Governor, in 1971, to honor Senator Robinson by naming the vocational technical school in his hometown after him, it is my belief that that legislative intent, legacy, and history surrounding the creation of the school should be preserved and our TCAT in Elizabethton should officially carry the name of Senator Herman Robinson who started it all back in 1963.

How easy it is, as time passes, that we sometimes forget the contributions of those who came before us that have given us what we have today.

As I pass his picture in the halls of the Senate each morning, I reflect on his work for our state and community in helping to establish our state's system of vocational technical schools and I cannot help but hope that, someday, all that you and I have worked for and accomplished will not have been forgotten as well.

Let's get this done ASAP.

Sincerely,



Sen. Rusty Crowe



TENNESSEE COLLEGE  
OF APPLIED TECHNOLOGY  
ELIZABETHTON

Office of the Vice President

Mr. Blevins,

On 8/1/19, a committee comprised of Welding Instructor, Dale Hicks, student, Max Burgner, and Vice President, Danny O'Quinn convened to discuss the options of naming a building on the new TCAT Elizabethton Campus after former State Senator Herman Robinson. The committee recommended naming the new Skills Building after Mr. Herman Robinson. The committee felt that the naming of the Skills Building after Senator Robinson would honor the legislation that was designed to ensure that the residents of the upper five counties of Tennessee had an opportunity to acquire the technical skills needed in the labor force of East Tennessee.

A handwritten signature in black ink, appearing to read 'D. O'Quinn'.

Danny O'Quinn  
Vice President

Tennessee College of Applied Technology Elizabethton  
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Elizabethton, TN 37643  
[danny.oquinn@tcatelizabethton.edu](mailto:danny.oquinn@tcatelizabethton.edu)  
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