

Presidents Quarterly Meeting Agenda

Wednesday, February 23, 2022

2:00 p.m. C.T. - Virtual Meeting

1. Opening Remarks – Russ Deaton

Action Items

2. Corequisite Remediation Placement Pilot and High School GPA in Learning Support - Russ Deaton & Jothany Blackwood
3. Policy 3.01.01.00, Student Organization Policy Revision – Danny Gibbs
4. Policy 4.02.10.20, Gift Card Policy (new policy) – Danny Gibbs

Informational Items

5. Policy 5.01.01.20, Alternate Work Arrangements – Brian Lapps
6. Policy 5.01.05.00, Outside Employment and Extra Compensation for Additional Assignments – Brian Lapps
7. Policy 5.02.04.10 Faculty Compensation During Summer Session and Inter-Sessions – Jothany Blackwood
8. Legislative Priorities (attachment) – Kim McCormick
9. Other Business and Adjournment

**Presidents Quarterly Meeting
February 23, 2022**

SUBJECT: Policy 2.03.00.02 Exhibit 2 Approved Cut Scores for
Placement into College Level Courses

PRESENTER: Executive Vice Chancellor Russ Deaton

ACTION REQUIRED: Informational

Summary:

The proposed revision to the TBR learning support policy adds students' cumulative high school GPA as an assessment method for learning support placement, alongside existing test-based assessment methods, just as was done during Corequisite Placement Pilot. The proposed revision sets the high school GPA cut score at 3.6 on a 4.0 scale.

TBR's existing EPSO policy ([2.01.00.05](#)) requires that dual enrolled students meet placement requirements outlined in the learning support policy. This proposed revision to the learning support policy gives schools additional flexibility to determine placement for dual enrolled students *in college-level math, reading, and writing courses* based on their in-progress high school GPA of at least 3.0 and a recommendation from the students' high schools.

Exhibit 2.

TBR Policy: 2:03:00:02 Learning Support

List of Assessments Approved by the Vice Chancellor for Academic Affairs

1. ACT
2. SAT
3. Completion of Learning Support Competencies through the Seamless Alignment and Integration of Learning Support (SAILS) program
4. ACCUPLACER
5. High School GPA

Approved Cut Scores for Placement into College Level Courses

Subject Area	ACT*	SAT**	ACCUPLACER (Next Generation)	SAILS	<u>High School GPA***</u>
Writing	18	Critical Reading 490	250	Successfully completed 4 identified writing competencies (exhibit 5)	<u>3.6</u>
Reading	19	Critical Reading 500	250	Successfully completed 4 identified reading competencies. (exhibit 4)	<u>3.6</u>
Mathematics	19	Math 500	250	Successfully completed 5 identified math competencies (exhibit 3)	<u>3.6</u>

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Students with a subject score that is equal to or greater than the listed cut score will be exempt from learning support and placed into college-level courses.

The cut scores identified above are those approved for placement in TBR community colleges and are not used for admissions decisions.

***ACT College Readiness Benchmarks** identify the following minimum scores to be evaluated as "college ready." Writing - 18; Reading - 22; Mathematics - 22.

(<http://www.act.org/content/dam/act/unsecured/documents/pdfs/R1670-collegereadiness-benchmarks-2017-11.pdf>)

**SAT concordant cut scores are based upon 2016 Revised SAT scores.

***Institutions should place students with a high school grade point average (GPA) of 3.60 or higher out of corequisite learning support and into college-level courses. Colleges should use the cumulative high school GPA on a 4.0 scale calculated with internal quality points awarded for advanced placement, honors or other similar courses, according to the Uniform Grading Policy adopted by the State Board of Education. Colleges should use the in-progress/seventh-term GPA should the final GPA not be available upon placement.

For dual enrollment, high school students enrolling in college-level math, reading, or writing courses must meet the placement requirements listed above. For dual enrolled students who have a high school GPAs of 3.00-3.59 and no other assessment scores that would place the student into college-level courses, enrollment in college-level math, reading, or writing courses shall be allowed upon recommendation of the student by their high school.

Deleted: *The cut scores identified above are those approved for placement in TBR community colleges, and are not used for admissions decisions.¶*

Deleted: Students with a subject score that is equal to or greater than the listed cut score will be exempt from Learning Support and placed into college level courses.



Learning Support at Community Colleges

High School GPA and Learning Support Placement

Summary

- **TBR's Learning Support policy (2.03.00.02) describes the delivery of remediation.**
Entering students are assessed for their readiness to succeed in college coursework. Students who do not demonstrate readiness are enrolled in learning support coursework to help with math, reading, or writing.
- **After the onset of the COVID-19 pandemic, some students lacked test scores to measure college readiness.**
To meet this challenge, TBR launched the [Tennessee Corequisite Placement Pilot](#) in 2020. This pilot allowed colleges to determine learning support placement based upon students' high school GPAs in addition to traditional test-based methods.
- **During the pilot, students who bypassed learning support based on their high school GPAs succeeded at high rates.**
Even without learning support coursework, students who bypassed learning support based upon high school GPAs of 3.6 or above succeeded at high rates in college-level coursework and persisted to the following year at high rates.
- **Based on the pilot results, an addition to learning support placement has been proposed.**
The proposed addition would add high school GPA as an assessment method for learning support placement, alongside test scores like ACT. *The addition of high school GPA will help colleges better determine which students are ready for college-level coursework. It will also enable colleges to focus learning support efforts on students who will most benefit from support.*

Background & Context

Upon enrolling in college, students at Tennessee community colleges are assessed for their readiness to succeed in college-level coursework. Students who do not demonstrate college readiness are enrolled in remedial *learning support* courses that provide academic support in math, reading, and writing. Approximately 60% of first-time students at Tennessee community colleges are placed into learning support each year.

TBR's Learning Support policy ([2.03.00.02](#)) describes procedures for the delivery of learning support. Since 2015, Tennessee community colleges have delivered learning support through an innovative [corequisite model](#) that is nationally recognized for its positive impact on student success. In this model, all students take college-level coursework immediately upon enrolling. Students who need additional academic assistance are enrolled in concurrent learning support courses.

The system-level policy establishes methods to determine which students should receive learning support. Students can be placed through ACT, SAT, or ACCUPLACER test scores or by completing SAILS. Students without any placement scores equal to or greater than established cut scores enroll in learning support alongside their college-level courses.

After the onset of the COVID-19 pandemic, some students lacked access to the tests that measure college readiness. In March 2020, the Tennessee Board of Regents approved the *Tennessee Corequisite Placement Pilot* to allow the addition of high school GPA as an assessment method for placement.

Based on pilot results, an addition to learning support placement is proposed.

The *Tennessee Corequisite Placement Pilot* launched in 2020. In this pilot, some students who traditionally would have been placed into learning support were able to bypass remediation based on their high school GPAs. Based on pilot results, an addition to the learning support policy has been proposed.

What is included in the proposed addition?

- The proposed addition to the TBR learning support policy **adds students' cumulative high school GPA as an assessment method** for learning support placement, alongside existing test-based methods. The proposal sets the high school GPA cut score at 3.6 on a 4.0 scale.
- TBR's policy on Early Postsecondary Opportunities ([2.01.00.05](#)) requires that dual enrolled students meet learning support placement requirements. *The proposed use of high school GPA does not change this requirement.*
- However, the proposed addition to the learning support policy **gives colleges flexibility to determine placement for dual enrolled students** in college-level math, reading, and writing courses based on an in-progress GPA of at least 3.0 and a recommendation from the high school.

What is not included in the proposed addition?

- The proposed addition does not include any other changes to the learning support placement or the delivery of learning support as outlined in TBR policy.
- Test-based assessment methods, including ACT scores, remain essential elements of TBR's placement policy.

How do findings from the *Tennessee Corequisite Placement Pilot* support the proposed addition of high school GPA?

How did the pilot work?

Beginning in 2020, the *Tennessee Corequisite Placement Pilot* allowed some community college students to bypass learning support based on their high school GPA.

- Students with a cumulative high school GPA of 3.6 or higher bypassed learning support courses, regardless of their test scores or lack of test scores.
- In addition, three colleges were approved for an expanded pilot that allowed entering students to bypass learning support if their high school GPA was 2.8 or above.
- According to TBR's learning support policy, colleges must use the best score for placement. Students who meet the requirements of one assessment method are placed out of learning support regardless of other assessment scores. This procedure continued during the *Tennessee Corequisite Placement Pilot*.

How did TBR examine pilot results?

To understand the impact of the *Tennessee Corequisite Placement Pilot*, TBR measured persistence rates and gateway course success rates. The pilot group included students whose test scores (or lack of test scores) would have required them to take learning support coursework but whose high school GPAs allowed them to bypass learning support.

In the analysis of pilot results, TBR compared student success rates for pilot students to non-pilot students at other colleges or in prior years. The analysis especially focused on pilot students' success when they bypassed learning support compared to similar students who received learning support.

From this pilot, we learned that students' high school GPAs were excellent predictors of student success even after accounting for other factors related to students' enrollment, demographic characteristics, or high school. These findings are consistent with research from other states who have found that cumulative high school GPAs are the best, most holistic predictor of student success in college-level courses.

What were the results of the pilot?

1 In 2020-2021, more than 2,900 first-time freshmen bypassed learning support in one or more subjects as part of the pilot. These students had ACT scores below the established cut scores but had high school GPAs above the cut score for their college. Nearly 1,000 students bypassed learning support in math, reading, and writing.

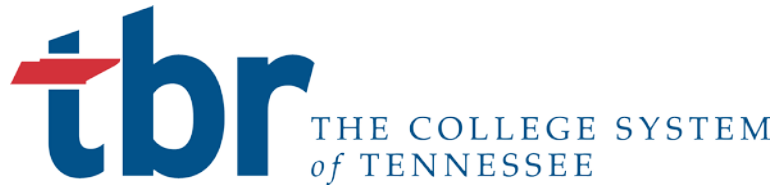
2 Pilot students with GPAs of 3.6+ did well in gateway courses without learning support. In their first year, 79% of pilot students with a 3.6+ GPA passed their college-level math course with a grade of D or better. Additionally, 82% of pilot writing students and 84% of reading students passed the college-level course in their first year. In all three subjects, pilot students had higher pass rates than similar students still placed into learning support. In fact, pilot student pass rates were nearly as high as the more prepared students who did not require learning support at all.

3 However, outcomes were less promising for students with lower high school GPAs. Pilot students with GPAs of 2.8 to 3.59 had a college-level course pass rate of 54% in math, 52% in reading, and 57% in writing. In all three subjects, these students had lower pass rates than their peers still placed into learning support *and* those who did not require learning support.

4 Students with lower high school GPAs still benefit from learning support. When using more rigorous analyses, for pilot students with high school GPAs of 3.6 or higher, the probability of passing college-level math was only slightly lower (but within the margin of error) than non-pilot students with ACT scores *above* the cut score. However, pilot students with high school GPAs of 2.8 to 3.59 had a slightly lower probability of passing college-level math than similar students who enrolled in learning support. For pilot students with GPAs of 3.0 or below, the probability of passing was lower than 0.50, and the results were similar across all three subjects.

Learn more about the Tennessee Corequisite Placement Pilot.

- [Read more](#) about the Tennessee Corequisite Placement Pilot.
- [Explore findings](#) about pilot students' success in gateway college-level courses.
- [Use an interactive data toolkit](#) to explore pilot results by college, subject area, and group.



**Presidents Quarterly Meeting
February 23, 2022**

SUBJECT: Policy 3.01.01.00 Student Organization

PRESENTER: Danny Gibbs

ACTION REQUIRED: Requires Vote

Summary:

The Student Organization policy is being revised as a result of the Sunset Audit.

Attachments

Student Organizations: 3.01.01.00

Policy Area

Student Policies

Applicable Divisions

TCATs, Community Colleges

Purpose

The following policy of the Tennessee Board of Regents, applicable to all institutions governed by the Board, provides minimum standards for the registration and conduct of student organizations at the institutions.

Policy

I. Scope

- A. Each institution is authorized to establish additional policies and procedures affecting student organizations which are consistent with the provisions of this policy.

II. Types of Student Organizations

- A. Student organizations may be either organizations sponsored by the institution, such as student government associations, associated student body organizations, and professional and honor societies, or organizations officially registered by the institution.
- B. Organizations which may be registered to operate on campuses include the following:
 - 1. Honors and leadership organizations and recognition societies;
 - 2. Departmental organizations and professional fraternities and sororities;
 - 3. Social fraternities and sororities; and
 - 4. Special interest groups (political, religious, athletic, etc.).
- C. Registration of a student organization by an institution shall neither constitute nor be construed as approval or endorsement by the institution of the purposes or objectives of the organization.

III. General Policies on Student Organizations

- A. No student organization may carry on any activity on the campus of an institution unless the organization has been officially registered by the institution.

- B. No institution shall be responsible for injuries or damages to persons or property resulting from the activities of student organizations, or for any debts or liabilities incurred by such organizations.
- C. No student organization shall deny membership to any person on the basis of age, race, sex, religion, handicap or national origin, provided that social fraternities and sororities may have sex restricted membership, subject to the following exceptions:
 - 1. No TBR institution that grants recognition to any student organization shall discriminate against or deny recognition to a student organization, or deny to a student organization access to programs, funding, or facilities otherwise available to another student organization, on the basis of:
 - a. The religious content of the organization's speech including, but not limited to, worship; or
 - b. The organization's exercise of its rights pursuant to subsection 2.
 - 2. A religious student organization may determine that the organization's religious mission requires that only persons professing the faith of the group and comporting themselves in conformity with it qualify to serve as members or leaders.
- D. No student organization or individual shall engage in or condone any form of hazing.
 - 1. Hazing shall include, but is not limited to:
 - a. Any action taken, or situation created intentionally, to produce mental or physical discomfort, embarrassment or ridicule;
 - b. form of verbal or physical harassment or abuse; and
 - c. Engaging in public stunts, morally degrading or humiliating behavior or games, whether on or off campus.
 - d. Excessive demands on a student's time so as to interfere with academic performance are prohibited.
 - e. Threatening in any manner or form for the purpose of cajoling individuals into secrecy in regard to breaches (planned,

threatened, attempted, or perpetrated) of hazing violations also is prohibited.

- f. Hazing activity which is in violation of any other institution regulation such as the misuse of alcohol, drugs, institution property, etc., is strictly forbidden.
- E. Student organizations shall be vicariously responsible and liable for the conduct and actions of each member of the organization while acting in the capacity of a member or while attending or participating in any activity of the organization.
- F. No person, group or organization may use the name of the institution in any manner, provided that registered student organizations may use the name of the institution following the name of the organization.
- G. No person, group or organization may use the seal or any symbol of the institution without the prior written approval of the president of the institution, or designee.

IV. Criteria for Registration of Organizations

- A. Any proposed student organization shall be open to all students of the institution who otherwise meet membership requirements.
- B. Membership in the organization shall be limited to currently enrolled students; provided that organizations may include faculty and staff of the institution, and/or spouses of students, faculty and staff, and provided further that professional organizations may include members of the professional and business communities as members.
- C. A proposed organization must represent the interests of the members, and the control of the organization must be within the local campus group.
- D. The organization must not have a knowing affiliation with an organization possessing illegal aims and goals, with a specific purpose to further those illegal aims and goals.
- E. The proposed organization must agree to comply with all policies, regulations and procedures established by the Board and the institution, and with all federal and state laws and regulations.

- F. The proposed organization must not:
 - 1. Have illegal aims and goals;
 - 2. Propose activities which would violate regulations of the Board or the institution, or federal or state laws and regulations, or materially and substantially disrupt the work and discipline of the institution; or
 - 3. Advocate incitement of imminent lawless action which is likely to produce such action.
- G. The proposed organization must have the minimum number of charter members designated by the institution, and there must be a demonstration of continuous interest in the purposes of the organization sufficient to afford registration on a long-term basis.
 - 1. In the event there is not sufficient interest to warrant long-term registration, an institution may grant temporary registration to an organization for a limited period of time.
- H. New organizations may be denied registration where the purposes are within the scope of a currently registered organization.
- I. No organization may use the same name, or a name which is misleading and similar to the name, of a currently registered organization.
- J. The organization must provide for the distribution of all funds and assets in the event of dissolution.

V. **Procedure for Registration of Organizations**

- A. In order to become officially registered as a student organization, a group must meet the criteria set forth in section IV., and must provide to the institution a minimum of the following:
 - 1. An application or request to form the organization on the form designated by the institution.
 - 2. The proposed constitution and bylaws of the organization, which must clearly contain the following:
 - a. The name, purpose, proposed activities, and rules of membership of the organization, the officers, their terms and

methods of selection, the proposed nature and frequency of meetings and activities, and the financial plans of the organization, including any proposed fees, dues, and assessments.

- b. The names and signatures of the charter members of the organization.
 - c. The names of the faculty adviser and/or the administrative officers of the institution who will sponsor the organization.
 - d. A statement of assurance of compliance by the organization that it will comply with all rules and regulations, policies and procedures of the Board and the institution and with all federal and state laws and regulations.
- 3. The designated number of copies of the foregoing documents and information must be submitted to the office of the designated body or bodies of the institution authorized to review and make recommendations concerning proposed organizations.
 - 4. Recommendations regarding registration of a proposed organization must be forwarded by the designated body or bodies of the institution to the president of the institution, or authorized designee; and registration by the president or designee is necessary before the organization can be officially registered.
 - 5. Any official or body responsible for reviewing or registering proposed organizations may require the sponsors to clarify any materials or information provided in the registration process, to resubmit the application or request with non-conforming materials or provisions deleted, or to appear at a hearing for the purpose of obtaining additional information and testimony concerning the purposes, aims or proposed activities of the organization.

VI. [Nature and Conditions of Registration](#)

- A. Registration of a student organization for other than a temporary period will be on an annual basis only, effective until the beginning of the next

fall term of the institution, and shall be subject to annual renewal by the institution for each ensuing year.

- B. Annual renewal of registration of an organization shall be dependent upon the organization's demonstration of compliance with the following:
1. It must adhere to the purposes, aims and activities as stated in the approved constitution and bylaws;
 2. It must continue to meet all of the requirements for initial registration;
 3. It must have remained in compliance with all rules and regulations of the institution and all federal and state laws;
 4. It must submit all changes in the constitution and bylaws to the institution for approval;
 5. It must maintain a current list of officers, faculty advisers and sponsors on file with the institution; and
 6. It must have submitted all required financial and other reports to the institution.

VII. Reports

- A. Each institution may require any or all organizations to submit an annual report concerning its programs and activities during the preceding year. If required, this report shall be reviewed by the designated bodies or officials of the institution, and shall be a requirement for renewal of registration.
- B. Each institution may require any or all organizations to submit an annual financial report reflecting all revenues received and disbursed by the organization, and/or an interim financial report or such a report concerning any fund-raising activity of the organization. If required, this report shall be a requirement for renewal of registration.

VIII. Probation, Suspension, and Withdrawal of Registration

- A. An organization may be placed on probation, be suspended, or registration may be withdrawn by the designated authority of the institution for any of the following reasons:

1. The organization fails to maintain compliance with the initial requirements for registration;
 2. The organization ceases to operate as an active organization;
 3. The organization request withdrawal of registration;
 4. The organization operates or engages in any activity in violation of rules and regulations of the institution, or federal or state laws, or
 5. The organization fails to submit any required reports.
- B. An organization which is placed on probation may continue to hold meetings but may not sponsor any activity or program.
- C. An organization which is placed under suspension may not engage in or sponsor any activity or program and may not hold meetings.
- D. Where registration of an organization is withdrawn, it shall cease to exist as an organization.
- E. In the event an organization is placed on probation or suspended, or registration is withdrawn on the basis of section VIII.A.4, the organization shall be afforded the opportunity for a hearing before the appropriate institutional representative or committee.

IX. Officers of Student Organizations

- A. No student who is under academic or social suspension from the institution shall be eligible to become, or maintain the status of, an officer of an organization.

X. Fiscal Procedures

A. Financial System

1. The institution is responsible to ensure that each organization maintains a sound financial system related to the collection and disbursement of revenues in accordance with generally accepted accounting principles.
2. An organization may be subject to audit by representatives of the institution at any time, and appropriate financial records shall be maintained for the purposes of audit.

B. Organization Officer

1. Each organization shall designate an officer of the organization who is responsible for the collection and disbursement of funds and the maintenance of books and records.

C. Banking

1. All deposits and disbursements must be made through an account maintained by the college's business office. No student organizations may have external bank accounts.

D. Fundraising

1. The college must approve or designate an official that must approve all fundraising activities of student organizations.
2. At the time of approval of the fundraising activity the college must provide the student organization officers a document that explains the required procedures of the fundraising activity. Procedures may require count sheets verified and approved by two individuals preferably with one of the individuals being an employee/sponsor/advisor.
3. Procedures will at a minimum address the safekeeping of funds until funds are deposited with the business office; the requirement that all funds received must be deposited with the business office by no later than the next business day after receipt; and no disbursements may be made from the funds received before being deposited.

E. Disbursements

1. The college must implement disbursement approval procedures that will ensure that goods or services have been received before the payment is made. At a minimum, the disbursements must be approved by the organization advisor or other college official familiar with the disbursements.
2. No disbursements may be made from the funds received before being deposited.
3. As with all expenditures, appropriate documentation (receipts, invoices, etc.) must be maintained to support the expenditures.

XI. Programs and Activities

- A. The use of any campus property or buildings by an organization shall be subject to the rules and regulations of the Board and the institution concerning use of property and facilities.
- B. All organizations registered pursuant to this policy shall be "affiliated organizations" for the purposes of any Board, or institutional policies concerning use of campus property and facilities. (Reference Policy No. 1.03.02.50)
- C. Except for routine meetings of the organization, no on-campus program or activity shall be engaged in unless approved by the designated bodies and/or officials of the institution, and each institution may require prior approval for off-campus programs and activities.
- D. Prior to approval, the institution may require a specified number of officials or security officers for any event, activity or program.
- E. Any fund-raising activity on campus shall be for the benefit of the organization as a whole or a charity, and no funds shall be distributed to the officers or members of an organization for personal profit or gain.
- F. No guest speakers shall be invited to the campus except pursuant to policies of the Board and the institution concerning guest or off-campus speakers. (Reference Policy No. 1.03.02.50)

Sources

Authority

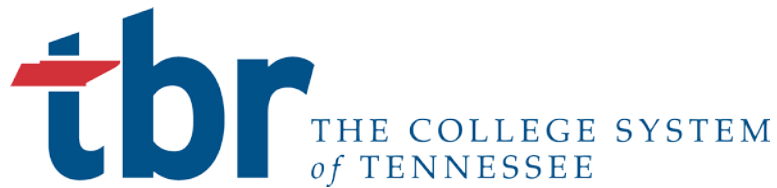
T.C.A. § 49-8-203

History

SBR Meetings, September 29, 1978; December 7, 1979; September 30, 1983
March 23, 1984, September 21, 1990; Revised pursuant to T.C.A. § 49-7-150 on
12/02/2016.

Related Policies

- [Access to and Use of Campus Property and Facilities](#)



**Presidents Quarterly Meeting
February 23, 2022**

SUBJECT: Gift Card Policy

PRESENTER: Danny Gibbs

ACTION REQUIRED: Requires Vote

Summary:

A new Gift Card Policy is being proposed at the recommendation of the Business Affairs Sub-Council (BASC).

Attachments

GIFT CARDS: 4.02.10.20

Policy/Guideline Area

Business and Finance Policies

Applicable Divisions

TCATs, Community Colleges, System Office

Purpose

To provide policies and procedures on the purchase, distribution, tracking and accounting for gift cards using Institutional student activity fees, unrestricted, restricted, agency, Foundation or grant funds. As a cash-equivalent instrument, gift cards are governed by tax rules and internal control requirements. This policy states the circumstances when gift cards may be allowable, the tax implications to the recipient (students or volunteers). Any non-student Institutional employees or a student who is employed by the institution in a regular-part or full-time benefitted position are not eligible to receive gift cards. No state appropriated funds will be used to purchase gift cards.

Policy/Guideline

1. Definitions

- A. *IRS:* Internal Revenue Service
- B. *Gift Cards:* A store-valued or similar instrument in lieu of cash or check, including without limitation, a gift certificate. Examples of gift cards:
 - Anywhere/anytime cash such as Visa, American Express or money-orders
 - Store gift certificates or cards that are redeemable for a large variety of commodities, such as Walmart or grocery store gift cards
 - Gift cards or gift certificates to restaurants
 - Gift cards to the Institution Bookstore
 - Virtual gift cards such as Amazon
 - Paper gift certificates are considered the same as gift cards.

- C. *Gift Card Log*: Log to record gift information required by the Business Office to be able to issue applicable Form 1099 to the recipient unless a separate account code is utilized, if required.
- D. *Custodian*: Individual charged with physically maintaining and securing the gift card instruments.
- E. *PI*: Principal Investigator, if applicable for a grant
- F. *IRS B Notice*: Notice provided to employers indicating incomplete or incorrect data on IRS forms.
- G. *Form W9*: The form identifying the taxpayer identification number (TIN) and certifications required by the IRS.
- H. *Form 1042*: Form completed by the Institution for annual withholding for U. S. source of income for foreign persons.

Policy Statement

This policy must be adhered to by all faculty and staff.

Gift cards may be allowed in situations where it is determined that expenditures are in the best interest of the Institution and promote the purposes of the Institution. The determination of whether a gift card is allowable is dependent upon the selection of the recipient, the reason for the gift, the source of funding, and the recipient's affiliation to the Institution.

Gift cards, regardless of the value, are considered cash equivalents by the Internal Revenue Service and are subject to tax reporting. Departments purchasing and distributing gift cards are responsible for compliance with IRS regulations and Institution policies.

WHEN GIFTS CARDS MAY BE PURCHASED

Gift cards must have a value of \$100 or less. Individual gift cards may not have a face value greater than \$100 without prior approval from the Chief Financial Officer or their designee. Multiple gift cards may not be given to the same individual for the purposes of circumventing the \$100 limit rule. Gift cards may be purchased under the following circumstances:

- A gift card may be purchased if it is not for a specific person, but for an approved event prize.

- Gift cards may be purchased as a thank you for a volunteer as long as the volunteer is not a College employee (temporary student employees are eligible), ~~student~~, or a contractor currently under contract.
- The use of gift cards for sponsored project participants is permitted as incentives or awards of externally-funded sponsored project participants as described in the grant proposal. If the gift card was not described in the grant proposal, the purchase of a gift card on a sponsored project requires prior written approval from the sponsor. If prior approval is not obtained, the gift card purchase is not allowable on the grant.
- All other gift card purchases will be considered during the approval process.

WHEN GIFTS CARDS MAY **NOT** BE PURCHASED

- Gift cards may **NOT** be purchased for College specifically identified active non-student employees, or consultants employed by the Institution.
- Gift cards may **NOT** be purchased as gifts for graduating students.
- Gift cards may **NOT** be purchased as holiday or other gifts to employees or students.
- Gift cards may **NOT** be purchased to pay suppliers and consultants for goods and/or services received.

Procedures

The purpose and purchase of gift cards must be pre-approved by the Chief Financial Officer or their designee due to the fact that gift cards are the equivalent to cash and can have income tax implications.

The unit/department requesting the purchase of gift cards is responsible for overseeing gift card controls in the department. They are also responsible for safeguarding the gift cards at all times and for reviewing and reconciling the gift card purchases. The unit/department is responsible for obtaining and assuring the accurate completion of the W9 form, if necessary, and submitting the completed form to Accounts Payable.

Obtaining Approval for Purchase

1. Each institution must have defined processes to assure that gift card purchases are pre-approved. The PI, if applicable, must verify that the grant proposal indicates approval to obtain gift cards.
2. Instances where gift card purchases occur before approval is obtained may not be considered for reimbursement.

Purchasing a Gift Card

1. Gift cards may be purchased by using a purchase order. A purchase requisition with the appropriate approvals must be submitted through the normal requisition process.
2. Individual gift cards may not have a face value greater than \$100 without prior approval from the Chief Financial Officer or their designee.
3. Gift cards may be purchased from the Institution bookstore, or the Business Office may be consulted for other alternatives.
4. Gift card purchases must meet all applicable purchase requirements as determined by the Institution's Procurement Officer.

Maintaining and Distributing Gift Cards

1. When gift cards are purchased, the Custodian, PI, or the PI designee must maintain documentation of the card number, card amount, recipient, and date of distribution.
2. Until disbursed, cards should be maintained in a secure, locked area.
3. The Institution is required to report payments exceeding \$599.99 to US Residents on Form 1099 and to Foreign Nationals on the appropriate Form 1042.
4. Gift card documentation must be submitted to the Business Office or Accounts Payable within 10 days of the final distribution.

Securing the Social Security Numbers for Gift Cards

Social Security Numbers (SSN) are considered personally identifiable information (PII). The collection and use of social security numbers has been approved as part of the Gift Card policy, but must be maintained securely.

Exceptions by the Chancellor

The Chancellor may suspend or revoke an institution's ability to use gift cards under this policy. The suspension or revocation would normally be for non-compliance with the policy or other audit issues related to gift card usage. The Chancellor may also make other exceptions to the policy as deemed necessary.

Sources

Authority

T.C.A. § 49-8-203, IRS Rules

History

TBR Meeting, March 31, 2022

Exhibits

Exhibit #1 – Copy of Gift Card Form

"Institution Name"
Gift Card Signature Sheet

Awards, Gifts, Incentives, and Prizes are 1099 reportable per IRS Regulations. As such, the College must obtain the following information for any individuals receiving a prize, gift or award on a gift card if applicable. Please provide the information to the Accounts Payable Manager via email.

Required for all 1099 Reportable Payments.

Event or Function during which prize, gift or award
was received.

Department

Description of prize/gift/award

Value of prize/gift/award

Full Name of Recipient

Recipient Phone Number

Recipient E-mail Address

Tax Payer Identification Number

Signature of Recipient

Institution

Gift Card Request Form

Department Name _____

Date Gift Cards Needed _____

*** Please allow at least 1 week for processing.*

Custodian Name _____

Contact Number _____

Contact Email _____

Purpose of Gift Cards & _____

Timing of Distribution _____

Grant (if applicable) _____

Affiliation of Gift Card Recipients: _____ Grant Subject _____ Non-Institution Employee

	Gift Card Amount	ACCOUNT NUMBER	PROGRAM	ACTIVITY	OTHER INFORMATION (if applicable)
Gift Card 1					
Gift Card 2					
Gift Card 3					
Gift Card 4					
Gift Card 5					
Gift Card 6					
Gift Card 7					
Gift Card 8					
Gift Card 9					
Gift Card 10					
Gift Card 11					
Gift Card 12					
Gift Card 13					
Gift Card 14					
Gift Card 15					
Gift Card 16					
Gift Card 17					
Gift Card 18					
Gift Card 19					
Gift Card 20					

Acknowledgment	Approved
I hereby certify that the gift cards requested above will be used in accordance with the purpose provided. I acknowledge acceptance of the responsibilities associated with distributing institution funded gift cards. I understand that I must submit a complete Gift Card Log to Accounts Payable by the deadline stated along with any unused gift cards. I further certify that all of the above information is complete and accurate.	
Signature of Custodian _____	PRINCIPAL INVESTIGATOR (if applicable) _____ DEAN/DEPARTMENT HEAD _____
	CHIEF FINANCIAL OFFICER OR DESIGNEE _____

"Institution Name"
Gift Card Log, if applicable

Department Name _____

Custodian Name _____

Contact Number _____

Contact Email _____

**RETURN LOG TO BUSINESS OFFICE WITHIN 10 DAYS
 OF LAST DISTRIBUTION**

	Control Number	Gift Card Amount	Recipient Information				Date Distributed
			Name (where appropriate)	Affiliation	TIN Number	Signature Sheet Attached (Y/N)	
Gift Card 1							
Gift Card 2							
Gift Card 3							
Gift Card 4							
Gift Card 5							
Gift Card 6							
Gift Card 7							
Gift Card 8							
Gift Card 9							
Gift Card 10							
Gift Card 11							
Gift Card 12							
Gift Card 13							
Gift Card 14							
Gift Card 15							
Gift Card 16							
Gift Card 17							
Gift Card 18							
Gift Card 19							
Gift Card 20							

Acknowledgment	Approved
I hereby certify that the gift cards listed above were distributed in accordance with the purpose provided. I further certify that all of the above information is complete and accurate and that I have returned all associated Signature Sheets and any unused gift cards to the Business Office. _____ Signature of Custodian	
	PRINCIPAL INVESTIGATOR
	DEAN/DEPARTMENT HEAD

**Presidents Quarterly Meeting
February 23, 2022**

SUBJECT: Policies 5.01.01.20 Alternate Work Arrangements
5.01.05.00 Outside Employment and Extra
Compensation for Additional Assignments

PRESENTER: Brian Lapps

ACTION REQUIRED: Informational

Summary:

Review the proposed revisions for Policy 5.01.01.20 on Alternate Work Arrangements. Part I of the Policy includes portions applicable to all forms of alternate work, and Part II is geared toward Remote Work and updates the process going forward.

Review the proposed revisions for Policy 5.01.05.00 on Outside Employment and Extra Compensation for Additional Assignments. The proposed revisions recognize that part-time employees are likely to have other employment, so it need not be approved as required of full-time employees. It also highlights that all employees remain subject to the conflict-of-interest policy.

Attachments

Alternate and Remote Work Arrangements: 5.01.01.20

Policy/Guideline Area

Personnel Policies

Applicable Divisions

TCATs, Community Colleges, System Office

Purpose

The purpose of this policy is to set the standards for alternate work arrangements, including remote work, across the TBR system. Alternate work arrangements may enable an institution to retain and attract employees, increase productivity, improve morale, and optimize the use of institutional space. Availability of an alternate work arrangement is at the discretion of each institution and subject to change with or without notice. Any reference to institutions includes the TBR System Office. Given the nature of faculty work, only Sections I and Sections II (D, E, F, H, I, K, and L) of this policy are applicable to faculty. Institutions may have additional procedures applicable to faculty.

Definitions

- Remote work - A work arrangement in which a supervisor authorizes an employee to perform the usual job duties away from the central workplace.
- Flex Time - Adjusted work schedule where daily working hours may fall outside the hours of 8:00 am to 4:30 pm.
- Compressed Work Week - Adjusted schedule where the employee works a 37.5-hour week in less than 5 days.
- Flex Year - Any time period greater than 9 but less than 12 months scheduled to accommodate a cyclical workload.
- Job Sharing - Two or more people share a single job for which they are each accountable.
- Central Workplace - The place of work to which an employee is primarily assigned.
- Alternate Work Arrangement - The written arrangement, as documented by an acknowledgement, that details the terms and conditions of an employee's

work schedule whether away from or at the central workplace. A remote work arrangement is one type of alternate work arrangement.

Policy/Guideline

I. **General Procedures**

- A. Alternate work arrangements should address and establish the business justification for the alternate work arrangement. Each institution must establish an internal procedure to review and approve/deny proposed alternate work arrangements, regardless of whether the institution, supervisor, or employee proposes the alternate work arrangement.
- B. Alternate work arrangements are not a universal employee benefit or right. No employee is entitled to or guaranteed an alternate work arrangement. Management is responsible for the continued successful operations of each institution, and thus management has the sole discretion to designate positions and/or individuals for an alternate work arrangement.
- C. Alternate work arrangements do not change the conditions of employment or required compliance with laws and policies. Employees working on an alternate work arrangement are subject to the same policies, statutes, and procedures applicable to all employees including, but not limited to, outside employment, conflict of interest, IT acceptable use, time and attendance, and leave policies. Institutions must ensure that procedures are in place to document the work hours of employees in alternate work arrangements and to ensure compliance with the Fair Labor Standards Act. Supervisors may require employees to report to a central workplace or video conference as needed for work-related meetings or other events or may meet with employees in person as

needed regardless of the alternate work arrangement. If a holiday falls on an employee's scheduled day off as a result of an alternate work arrangement, the employee's supervisor will make appropriate schedule adjustments to accommodate the holiday.

- D. If approved for an alternate work arrangement, the employee is expected to maintain appropriate levels of productivity and quality of work. The supervisor will use the institution's normal performance management system to clearly define the performance expectations and to assess the employee's performance. If a decline in performance is noted, the arrangement will be canceled.
- E. Approved alternate work arrangements must be supported by a written alternate work arrangement. At a minimum, this arrangement must include and establish:
 - 1. That the arrangement may be revoked any time without cause by written notification of the institution or upon request by the employee, if approved by the supervisor;
 - 2. That the agreement will be reviewed periodically (and no less than annually) for compliance and to insure the continued business justification for the work arrangement;
 - 3. The employee's work schedule;
 - 4. The employee's work location(s); and
 - 5. ;
 - 6. The employee will be responsible for the tax consequences of any alternate work arrangement;
 - 7.

8. The employee's status during emergency or weather-related closings. Employees whose alternate work location is in their home are expected to continue working during emergency or weather-related closings, unless otherwise determined by the institution or the employee requests annual leave.
- F. Requests for alternate work arrangements as an accommodation for a disability will be addressed through the institution's accommodation request process.
- G. A sample Alternate Work Arrangement Acknowledgement is provided in Exhibit 1.
- A. **II. Remote Work Procedures** Remote work may be viable in certain instances. Remote work arrangements may be for partial, or in certain situations, on a full-time basis. This policy does not apply to remote work on an informal basis, such as occasional work from home or while traveling.
- B. The majority of job positions require staff to be on campus to support students, faculty, fellow staff, and other members of the institutional community. Remote work thus is not suitable for all employees and all jobs. In determining the appropriateness of a remote work arrangement, the supervisor should consider:
 1. Job responsibilities—the amount of required in-person interaction with faculty, students, and other employees and the ability for the individual and operational unit to perform as competently and efficiently as if working at the central workplace.
 2. Needs of the unit and other units—whether the unit obtains optimal performance by collaborating in person, whether

employees are able to interact sufficiently via remote means, and whether working remotely adversely affects other units.

3. Resources—whether the institution can save money by having certain units and certain employees work remotely and whether the employee has appropriate resources at the remote location, including reliable, high-speed internet service.
 4. Employee suitability—whether the employee has demonstrated traits necessary to work remotely, such as the ability to work independently, good organization and time-management skills, satisfactory attendance and punctuality, and self-motivation.
- C. An employee working remotely has the same responsibility as one working at a central workplace for maintaining regular work hours consistent with the core workday of the institution (unless a variation is approved by a supervisor) and for devoting working time to work-related functions. The employee is responsible for maintaining a productive workplace and for limiting interruptions during working time, which includes making appropriate dependent-care arrangements. A remote work arrangement is not a substitute for dependent care or for taking leave. Requests for leave to address such issues should be made pursuant to the appropriate leave policy.
- D. The employee is responsible for making arrangements for a safe work environment. Work related injuries occurring while working away from the central workplace should be reported consistently with those occurring at a central workplace.
- E. The supervisor should consider material and equipment needs when drafting a proposal for an alternate work arrangement with the goal of making the arrangement cost-neutral, i.e., no more

equipment, supplies or expense should be necessary as a result of the alternate work arrangement than would be needed at the central workplace. However, at the institution's discretion, funds may be used to provide office equipment, such as docking stations or scanner/printers if doing so enhances the cost efficiency of the arrangement or is otherwise in the institution's best interests.

- F. The institution will not be responsible for any additional costs associated with alternate work locations such as utilities, home maintenance, furniture etc. The employee is responsible for maintaining reliable, secure high-speed internet and telephone service at the alternate work location.
- G. In the event an employee is unable to work remotely due to internet outages or other reasons, the employee should contact the supervisor and may be required to report to the central workplace or take leave.
- H. Employees with remote work arrangements shall not receive mileage for travel to their central workplace. Travel to a central workplace is not working time.
- I. For a home-based work location, the employee will be responsible for providing insurance coverage for equipment, supplies, etc. provided by the employee, as the institution is not responsible for damage to an employee's personal property. The employee will be responsible for compliance with any local zoning ordinances or other restrictions related to maintaining a home-based work site. The institution will not be liable for any fines, penalties, taxes or other expenses that may accrue as a result of any violation of applicable restrictions.

- J. Employees are not permitted to have in-person, work-related meetings in their homes, unless with an individual employed by a TBR institution or State of Tennessee agency.
- K. Out of state remote work locations.
 - 1. Employees working for Tennessee Board of Regents institutions are generally expected to have a central workplace in Tennessee. For that reason, institutions will not routinely enter into remote work arrangements that involve working entirely or primarily in another state. Any request for out-of-state remote work must be approved by the president (or Chancellor for System Office employees) and human resources in advance. Because working outside of Tennessee may subject the institution to the laws of other states, remote work will not be approved from all states. If a supervisor is considering hiring an employee who wishes to spend a significant amount of working time in another state, the supervisor should consult human resources and obtain the required approvals early in the recruiting process. The Chancellor must approve any international remote work arrangement. Approval to work remotely is not needed for the following:
 - a. while traveling on institutional business;
 - b. while traveling on a Tennessee Center for International Studies program;
 - c. while on personal travel or on weekends and holidays;
and
 - d. where the employee commutes to a central workplace in Tennessee from across state lines.

2. Working outside of Tennessee may create state and local income tax obligations for an employee. State and local income tax laws differ significantly and may be based on both personal residence and work location. The employee is responsible for understanding the tax consequences associated with a remote work arrangement and for properly paying any applicable state and local income taxes that result from remote work. TBR institutions do not withhold income and remit taxes to other states. The employee must indemnify the institution for any unpaid tax liability resulting from a remote work arrangement.

Employees working remotely must protect institution-owned equipment, records, data, and material. Employees must follow the institution's data security policies and procedures for protecting confidential information. The employee will be responsible for any materials and documents transported from the institution and/or printed at the alternate work location. The employee is responsible for appropriate disposal of records. Employees must report loss, damage, theft, or unauthorized access at the earliest opportunity and cooperate with the institution in following up on such matters. Institution-provided equipment and supplies must be returned in good working order upon termination of the remote work arrangement, or at any time upon request by the institution.

Exhibits

-  [Exhibit 1 - Alternative Work Arrangement Acknowledgment](#)
[Sample](#)(docx /35.62 KB)

Sources

Authority

T.C.A. §§ 49-8-203, 9-8-307

History

TBR Meeting: December 4, 2008; TBR Meeting: December 5, 2013, this policy was revised and renamed. The previous revision was named "Telecommuting;" March 31, 2022.

Alternate Work Arrangement Acknowledgement**(Sample) EMPLOYEE INFORMATION:**

Name: _____ ID# _____

Title: _____ Department: _____

☐ Remote Work ☐ Flex Time ☐ Compressed Work Week ☐ Flex Year ☐ Job Sharing

Alternate Work Location(s) (if applicable): _____
 (If one or more locations is not in Tennessee, Human Resources and President (Chancellor for System Office employees) must approve in accordance with TBR Policy 5.01.01.20.)

Begin date: _____ End/review date: _____

<input type="checkbox"/> Exempt employee <input type="checkbox"/> Non-exempt employee (1 hr.	Alternate Work Schedule (hours)				
Days	On-Site		Off-Site		
	Begin	End	Begin	End	Total hours
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Total Hours					

If the chart above is not sufficient to explain the AWA, provide description: _____

Employee acknowledges the following:

- This arrangement may be ended at any time without cause by written notification of the Institution or upon request of the employee, if approved by the supervisor.
- Employee is responsible for complying with college information and data security policies and procedures.
- Employee will maintain appropriate communication with supervisors, colleagues, and others.
- During emergency or weather-related closings, the employee will be expected to maintain the normal work schedule unless otherwise instructed by the supervisor.
- (For remote work) Any employee working outside of Tennessee is solely responsible for any and all tax liability, including for state and local income tax, that results from working remotely and will indemnify the institution for any of employee's unpaid tax liability resulting from a remote work arrangement. Any employee planning to work remotely from a state other than Tennessee is urged to understand the tax consequences of doing so.

Comments: _____

This document is not a contract that obligates the Institution. By signing below, the employee acknowledges the requirements stated above and also those contained in TBR Policy 5.01.01.20, Alternate and Remote Work Arrangements.

Employee Signature

Date

Approved:

Supervisor Name (Print)

Signature

Date

(Each institution should insert appropriate signature lines per local approval process, including Human Resources and President for remote work locations outside of Tennessee.)

Please return completed acknowledgement to the Department of Human Resources

Outside Employment and Extra Compensation for Additional Assignments: 5.01.05.00

Policy Area

Personnel Policies

Applicable Divisions

TCATs, Community Colleges, System Office

Purpose

The purpose of this policy is to establish standards for permissible outside employment and the payment of extra compensation for additional assignments for employees throughout the TBR system.

Definitions

- Outside Employment - any employment outside an employee's regular employment with a TBR institution or the System Office. This includes self-employment.
- Additional Assignment - an assignment of duties within the current employing Institution or System Office, but not within the existing job description of an employee.
- Extra Compensation - compensation over and above the regular compensation of an employee paid for an additional assignment.
- Overload Assignment - employment at an employee's institution or another TBR institution of no more than 2 courses per semester or trimester for extra pay.
- Course – a unit of teaching that lasts one academic term, including mini-terms, and other periods shorter than a semester or trimester.

Policy

I. [Introduction](#)

- A. Full-time employment with the Tennessee Board of Regents demands an individual's full-time professional expertise, commitment, and energies.

The assigned teaching load of a full-time TBR faculty member constitutes a full-time assignment.

- B. However, the Tennessee Board of Regents recognizes the value to its students, its personnel, state institutions of higher education, and to the citizens of Tennessee arising from outside consulting and other professional experiences by employees. Such activities contribute to the economic development of the state and bring credit to the institution. These activities also create valuable links between the institutions and their communities.
- II. The Board also recognizes that, under certain conditions, employees may be requested to perform additional assignments for which extra compensation may be warranted [Outside Employment – Disclosure and Approval](#)
- A. Section II of this policy applies only to full-time employees. All employees, including part-time employees, must comply with the Conflict of Interest Policy.
 - B. Upon initial employment, an employee must disclose any existing outside employment that they intend to continue and seek approval in accordance with this policy.
 - C. Once employed, prior to engaging in a new outside employment opportunity, and annually for existing ongoing opportunities, an employee must notify appropriate supervisors and the president/chancellor or designee of the nature or activity of the work, name of the employer, the anticipated beginning and ending dates, and the expected time commitment and obtain approval. A copy of the approval must be provided to the institution's Human Resource Office. Exhibit ___ is a form approval memorandum.
 - D. Approval may be provided only for outside employment and additional assignments that:
 - 1. Are performed in addition to normal working assignments and responsibilities;
 - 2. Do not interfere with assigned duties and responsibilities or with regular institutional operations;

3. Are consistent with Tennessee Board of Regents policies, guidelines, and state law;
 4. Do not constitute a conflict of interest or commitment or compete with the institution's education, research, or public service programs;
 5. Require only a reasonable time commitment from the employee; and
 6. Are not undertaken with an inappropriate claim that the individual is officially representing the institution in connection with the employment.
- E. If the employment involves other agencies, departments, or institutions of Tennessee State government, it is also subject to prior approval by an appropriate representative of the other agency, department, or institution. Services rendered by a TBR employee to another state agency or institution of higher education will be paid by the contracting agency to the institution in accordance with the applicable TBR policies and procedures, including Contracts Guideline G-030.
- F. Each institution shall develop procedures relating to outside employment and extra compensation for additional assignments that are consistent with Tennessee Board of Regents policy.

III. **Additional Assignments for Faculty**

- A. Faculty acceptance of additional assignments, including overload assignments, for instruction or other purposes, is strictly voluntary.
- B. Overload assignments are based on the needs of the institution but should not be used on a long-term basis or in lieu of hiring qualified faculty or instructors to fill a continuing need.
- C. Supervisors must be careful to protect faculty against excessive time commitments.

- D. Institutions may develop policies for faculty regarding outside employment, overload assignments, and/or extra assignments that are more restrictive than the TBR policies. Any such standards must be consistent for all full-time faculty members within that institution. All policies regarding outside employment, overloads, and extra compensation must be approved by the Tennessee Board of Regents Offices of Academic Affairs and General Counsel.

IV. **Rates of Compensation for Overload Assignments to Faculty**

- A. Community Colleges: the minimum rates per credit hour of instruction, as articulated in TBR Guideline P-055 must be applied when calculating compensation for overload assignments for full-time faculty or staff teaching credit courses at community colleges. This includes courses that are taught in any mini-term that is academically attached to fall or spring semester (e.g., winter-mester courses).
 - 1. Compensation for overload assignments must be based on the instructor's highest degree, rank, and experience within their academic unit at their institution.
 - 2. With the approval of the Chancellor, presidents or their designees may approve exceptions to these minimum rates.
 - 3. Presidents or their designees may approve rates that are greater than those stated in TBR Guideline P-055 as long as the rates are applied consistently for similar faculty (degree, rank, and experience) within the same academic unit.

B.

TCATs: Presidents or their designees may establish overload rates and assignments based on factors including highest degree, rank, experience, salary, and area of expertise.

V. **Exceptions** - This policy does not apply to:

- A. To ordinary short-term professional activities such as participation in symposia, accreditation visits, speaking engagements, exhibitions, or recitals, even though honoraria may be received for such participation, or to sporadic extra-professional activities such as providing occasional child care. Such activities are subject to the applicable laws and policies regarding conflicts of interest.
- B. B. To activities to be performed outside the employee's contract, e.g., summer for faculty. To salaries paid to academic year faculty for teaching in summer session, which are addressed in TBR Policy 5.02.04.10.

VI. [Sanctions](#)

- A. Failure to comply with the requirements of this policy will result in disciplinary action, up to and including termination of employment.

Sources

Authority

T.C.A. §§ 49-8-203; 49-5-410

History

TBR Meetings, March 10, 1979; September 30, 1983; TBR Meeting September 21, 1990; TBR meeting March 15, 2002, TBR Meeting December 2, 2005; Revised at Board Meeting March 21, 2019; Revised at Board Meeting March 31, 2022.

Related Policies

- [Faculty Compensation During Summer Session and Inter-Sessions](#)
- [Faculty Compensation for Teaching Credit Courses as an Overload](#)
- [Part-Time Faculty Compensation](#)
- [Contracts Guideline](#)
- [Conflict of Interest](#)

MEMORANDUM

TO: Supervisor/President/Chancellor
FROM: Employee (printed and also signed)
DATE: Date
RE: Outside Employment

As we discussed, this memorandum will confirm our conversation about my outside employment.

This form should describe the following

- An outline the nature or type of activity or work you engage in.
- The name of the entity or employer you anticipate working for.
- The anticipated begin and end dates of employment covered by this request.
- The expected commitment of time per week.

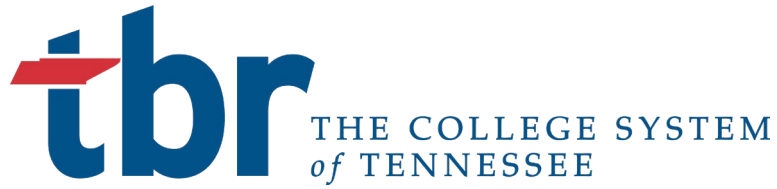
I have read and understand TBR Policies 5.:01.05.00, Outside Employment and Extra Compensation for Additional Assignments and 1.02.03.10, Conflict of Interest. The requested outside employment activity will not violate those policies or any other TBR policy. The proposed activity will not constitute a conflict of interest or commitment with my TBR duties, and it will not interfere with my ability to fulfill my TBR responsibilities. The outside employment will be performed in addition to normal working assignments and responsibilities.

Employee Signature: _____ Date: _____

Supervisor Approval: _____ Date: _____

Chancellor/President Approval: _____ Date: _____

Copy: Human Resources



**Presidents Quarterly Meeting
February 23, 2022**

SUBJECT: Policy 5.02.04.10 Faculty Compensation During Summer Session

PRESENTER: Vice Chancellor Jothany Blackwood

ACTION REQUIRED: Informational

Summary:

The proposed revisions to policy reflect current practices and clarify payment during some of the shorter, non-traditional academic periods, primarily Maymester and Wintermester.

Attachments

Faculty Compensation During Summer Session :

5.02.04.10

Policy Area

Personnel Policies

Applicable Divisions

Community Colleges

Purpose

The Tennessee Board of Regents recognizes and considers summer session assignments for faculty as separate assignments from academic year appointments. Summer session includes any mini-term that is academically attached to summer semester (e.g., a Maymester session). It is further recognized that compensation for faculty assignments during summer sessions should be a factor of the regular academic year salary which takes into account the nature and extent of the duties and responsibilities involved in these separate appointments. To provide for such appropriate levels of compensation for faculty service during summer sessions , the Board hereby adopts the following compensation provisions.

Policy

I. [Classifications](#)

- A. Category I: Regular Academic year faculty personnel who serve the institution as teaching faculty during summer sessions.
 - 1. Faculty in this category shall be compensated at the rate of 1/32 of their academic year salary per semester hour of teaching load.
 - 2. The maximum summer session pay may not exceed 25 percent of the preceding academic year salary. However, based on the needs of the institution, the Chief Academic Officer may approve a faculty member to teach and receive compensation for up to nine semester hours for the summer term and up to an additional three hours for an additional class offered through TNeCampus. . The additional hours for the course offered through TNeCampus will be paid as overload hours and not at the summer session rate.

- B. Category II: Regular academic year faculty who serve under sponsored contracts for research and other professional services between academic years.
 - 1. Compensation for personnel in this category shall not exceed the rate equivalent to one-ninth per month of the preceding academic year salary.
 - 2. If the faculty member works on a part-time basis on a sponsored contract project, the pay should be adjusted accordingly.
- C. Category III: Division/Department Heads on an academic year appointment.
 - 1. The level of compensation for these administrators should be commensurate with the duties assigned.
 - 2. For a full-time assignment, the rate of pay shall not exceed 25 percent of the preceding academic year salary.
- D. Category IV: Part-time faculty.
 - 1. The level of compensation for faculty in this category should follow the schedule set forth as an exhibit to TBR Policy 5.01.00.00 (General Personnel Policy).

II. Exceptions

- A. The above compensation provisions do not apply to campus-based study abroad programs or study abroad programs included in the Tennessee Consortium for International Studies (TCIS).
 - 1. Compensation for these programs will be determined by the institution or the Executive Director of TCIS, respectively.
- B. The number of total hours can be increased beyond the nine (9) hours for the summer term to a maximum of twelve (12) hours (four classes), if the additional course (three credit hours) is deemed an institutional need and approved by the president.
- C. Any exception to the compensation provisions indicated above requires prior approval by the Chancellor.

III. Other Assignments



- A. Teaching assignments that do not qualify as summer session (e.g., winter-session) are treated as overload pay in accordance with TBR Policy 5.01.05.00, Outside Employment and Extra Compensation for Additional Assignments.

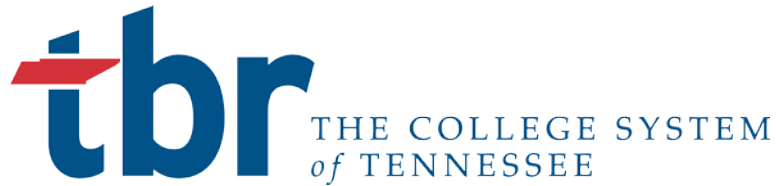
Sources

Authority

T.C.A. § 49-8-203

History

TBR Meetings: March 4, 1977; March 17, 1989; March 16, 1990; October 2, 1998; September 28, 2007; Revision approved at Board Meeting June 20, 2019; Revision approved at the Board Meeting March 31, 2022.



**Presidents Quarterly Meeting
February 23, 2022**

SUBJECT: Legislative Update

PRESENTER: Executive Vice Chancellor for External Affairs Kim McCormick

ACTION REQUIRED: Information only

Summary:

The Second Legislative Session of the 112th Tennessee General Assembly Legislative session convened on January 11, 2022. TBR Presidents will receive an update of current Tennessee legislation that is being debated, and a summary of the bills being tracked by the TBR Department of Government Relations.

Executive Vice Chancellor Kim McCormick will provide a current list of bills to be distributed that may impact TBR and higher education.

Attachment (A bill list will be distributed at the meeting)