Faculty Senate Minutes
Southwest Tennessee Community College
Tuesday, February 13, 2024, 3:00 PM
Macon Cove Campus, MAC 171

1. Call to order and roll

   Joyce Johnson called the meeting to order at 3:00. Doug Branch took the roll.

Joyce Johnson (22-24) **President**

Division Senators, Humanities, Social Sciences, and Mathematics

Doug Branch (23-25) **Secretary**
Thomas King (23-25) **Parliamentarian**
Julie Lester (23-25) (absent)
Lake Newton (22-24)
Annie Sultana (22-24)

Division Senators, Business and Technologies
Timothy Harrison (23-25)
Lisa Hadley (22-24)

Division Senators, Health and Natural Sciences

Carl Chiong (23-25)
Shilpa Desai (22-24) **Treasurer** (no longer in senate)
John Murrell (22-24)

Department Senators
Lindsey Shaidnagle (22-24) Allied Health
Arnetria Taylor (23-25) Business and Legal Studies (absent)
Tad Lauritzen Wright (23-25) Communications, Graphic and Fine Arts
Shelley Trigg (22-24) EMS
Stewart White (22-24) Technologies **Vice-President** (no longer in senate)
Emily Ford (23-25) Languages and Literature
Darrick Slaughter (22-24) Natural Sciences
Emily Taylor (22-24) Nursing (absent)
Khalil Rassy (22-24) Mathematics (absent)
Shannon Little (23-25) Social and Behavioral Sciences (absent)

2. The reading and approval of the minutes.

   The body approved the minutes from the November, 2023 faculty senate meeting.

3. Special Guests

A. Matthew Lexow, Interim Dean, CLT and Maysa Safi, Design Coordinator, CLT: Update on course development policies.

   Matt and Maysa reminded us that new online course development is not currently happening with regularity because there is no money to fund it. Previously, such development had been grant funded, but the grant has run its course, and we haven't been developing new courses since the time of Covid. Occasional major updates are being made, but only on a volunteer basis, a situation CLT would prefer to remedy, should funds become available, by paying those who develop, redevelop, or partially develop online courses.

   SACS-COC is coming in October, and the assessment of online courses will be a concern. Matt and Maysa are talking to the senate today about assessment from a design point of view, not delivery. They are looking for faculty input on this project which has so far been drafted with the help of vice-presidents and others. We are, it was stressed, at a proposal stage presently.

   When classes are assessed, CTL will be looking at master classes only. The quality of delivery is not the subject of assessment here – only design. Furthermore, only asynchronous classes will be assessed.

   The proposed rubric and the evaluation timeline are included as appendices A and B, respectively, in the minutes.

B. Association of College and University Educators professional development certificate offerings begin in March. Faculty who are interested should check their emails.

C. Digital twin update: We now have joined course shells for paired digital twin courses, that is, digital twin courses that take place on two campuses. Those classes have one LMS's and one roster, although they still have two CRN's.

D.
4. Reports from senate officers and senate committees

A. Joyce Johnson: report on faculty subcouncil

   Joyce's comments refer to the January 2024 faculty subcouncil meeting. TBR had learned that, on certain occasions when a tenure track faculty members needed to be terminated person, some colleges were using the same process and payment structure as if the person were tenured and needed to be terminated for good cause. This is problematic, but the subcouncil had, at this point, not come to a resolution about solving the matter.

   Notes are attached as appendix C.

B. Joyce Johnson: updates from TBR office of Academic Affairs

Academic affairs is interested in finding ways that faculty can benefit from artificial intelligence. This issue will be addressed during "Tech Talk Tuesdays," and Joyce is going to email links to senators, for these events, that should be sent to faculty. These will be statewide events where faculty members can collaborate with others at sister institutions.

Notes from the TBR office of Academic Affairs for January 2024 are attached as Appendix D.

C. Thomas King; Announcements from awards committee, grade appeals committee

The faculty awards committee will soon announce that it is accepting nominations. TeKay asked senators to strongly encourage their colleagues to nominate one another.

D. Thomas King: Announcements from grade appeals committee

TeKay reported that the committee is trying to clarify the process concerning when students should go through the grade appeal process rather than use p098another process to address issues. The grade appeals committee should adjudicate only complaints involving alleged faculty negligence.

5. Old Business

A: Joyce Johnson: Inquiries about compensation for full-time faculty members if classes fail to make.

Joyce wants to make sure, from the VPAA, that full-time faculty members with a class or classes that fail to make are being given extra duties rather than a reduction in pay. We need clarification about this and will bring up the topic with Dr. Ash at our next SEC meeting.

6. New Business

A. Elections were held for officer nominations, as two of our former officers have left the senate. Thomas King will serve as vice-president, Annie Sultana as treasurer, Emily Ford as parliamentarian.

B. A new senate election committee was formed, These senators will assist Thomas King in his responsibility to conduct senate elections: Annie Sultana, Tad Lauritzen Wright, Carl Chiong, Lake Newton

C. Senators were encouraged, by Joyce Johnson, to ask their colleagues to submit notes about experiences with dual enrollments to Joyce herself or to their senators, who can forward comments to Joyce.

7. Adjournment

   Joyce adjourned the meeting at 5:20 PM.

   Respectfully Submitted,
   Doug Branch
   Faculty Senate Secretary

Appendix A

Online Course Assessment

QM RUBRIC ADAPTED

Course: XXYY####

		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
	Estimated time needed for revision:		*1/2 hour or less*	*1/2-2 hours*	*2+ hours*		
1. COURSE OVERVIEW AND INFORMATION							
1.	Instructions make clear how to get started and where to find various course components.						
2.	Communication guidelines for the course are clearly stated.						
3.	Syllabus: Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided (accessibility, accommodations, student support services, etc.)						
4.	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.						
5.	Learners have the opportunity to introduce themselves.						
2. COURSE LEARNING OUTCOMES (COMPETENCIES)							
1.	The course-level learning outcomes are measurable.						
2.	Learning outcomes are clearly stated, are learner-centered, and are prominently located in the course.						
3.	The relationship between learning outcomes, learning activities, and assessments is made clear.						
4.	SME or Program Coordinator: The learning outcomes are suited to and reflect the level of the course.						

QM RUBIC ADAPTED

		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
	Estimated time needed for revision:		*1/2 hour or less*	*1/2-2 hours*	*2+ hours*		
3. ASSESSMENTS AND MEASUREMENTS							
1.	Course Map/Publisher: The assessments measure the achievement of the stated learning outcomes.						
2.	Syllabus: The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.						
3.	All assessments have specific and descriptive criteria to evaluate student work (rubrics for assignments that are not MC, gap fill, matching, T/F, SA, etc.)						
4.	The course includes multiple types of assessments that are sequenced and suited to the level of the course.						
4. INSTRUCTIONAL MATERIALS							
1.	Course Map/Publisher: The instructional materials contribute to the achievement of the stated learning objectives.						
2.	The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained						
3.	A variety of instructional materials is used in the course.						
4.	Course Map/Publisher: Course tools promote learner engagement and active learning.						
5. LEARNER MATERIALS AND LEARNER INTERACTION							
1.	The learning activities help learners achieve the stated outcomes.						
2.	Learning activities provide opportunities for interactions that support active learning.						
3.	The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated.						
4.	The requirements for learner interaction are clearly stated.						

QM RUBRIC ADAPTED

	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
Estimated time needed for revision:		1/2 hour or less	1/2-2 hours	2+ hours		

6. ACCESSIBILITY AND USABILITY						
1. Course navigation facilitates ease of use.						
2. The course design facilitates readability.						
3. Text in the course is accessible.						
4. Images in the course are accessible.						
5. Video and audio content in the course is accessible.						
6. Multimedia in the course is easy to use.						

Additional Comments or Suggestions

Appendix B

Online Course Assessment Cycle

The assessment of online courses will operate as a collaborative, three-year cycle between the Center for Teaching and Learning Excellence (CTLE) and department chairs and coordinators. Overall, the assessment cycle will include an assessment of the design of Master Course Copies carried out by the CTLE. Those courses will then be evaluated through the online course evaluation process led by department chairs and coordinators. During the cycle, the CTLE will collect grade and SETE data for courses. Below is a brief description of each year in the cycle followed by an example using ENGL 1010.

Table 1: Rubrics to be assessed year by year

	Rubrics	Total #
Year 1	ACAD-BUSN	96
Year 2	CENT-INFS	78
Year 3	IPTC-THEA	73

Table 2: Divided rubrics to be assessed

	Rubrics	Total #
Year 1 A	ACAD-AIT	53
Year 1 B	ALHS-BUSN	43
Year 2 A	CENT-EDUC	41
Year 2 B	ENGL-INFS	37
Year 3 A	IPTC-MIS	33
Year 3 B	MUS-THEA	40

Assessment Cycle

Year 1	Year 2	Year 3
CTLE Assesses master course copies for all L-section courses in the given range (shown in table 1 above). Assessment is of the DESIGN of the course and is measured according to a condensed Quality Matters (QM) rubric. CTLE will also compare the Master and Developer copies. CTLE will collect grades and SETES for all rubrics evaluated.	Static copies of master course shells assessed by CTLE will be shared with deans and chairs. These courses will be evaluated for quality of delivery (using the QM rubric) by department chairs and coordinators. For courses rubrics with multiple sections, X% of sections should be evaluated	There is no formal requirement to assess during year three. If there are concerns from previous years, courses can be reevaluated.
CTLE Assessment is done in two phases each year with group A assessed from June to August and group B assessed from September to November.	Evaluations of course delivery are shared with CTLE (by June).	If chairs and coordinators need to complete evaluations from the year one cohort, they can still be completed in year three of the cycle.
CTLE will share results and recommendations with VPAA, deans, chairs, and coordinators. Those course in need of substantial changes—as decided by academic affairs leadership—will enroll in a course design workshop series led by CTLE. Those in group A will enroll during the Fall semester. Those in group B will enroll in the Spring semester.	Any recommendations to the CTLE for professional development are shared from chairs and deans. CTLE will collect grades and SETES for all rubrics evaluated.	CTLE will collect grades and SETES for all rubrics evaluated.

Example of one course assessed

Year 1 (Fall 2025-Spring 2026)	Year 2 (Fall 2026-Spring 2027)	Year 3 (Fall 2027-Spring 2028)
Master copy of ENGL 1010 assessed for quality of design by CTLE according to QM adopted rubric. In the B cohort from September to November.	Department chair or coordinator completes evaluation of online teaching delivery using adopted rubric. X% of all ENGL 1010 sections are to be evaluated. Results are shared with CTLE by June.	If there is concern, ENGL 1010 is evaluated a second time by chair or coordinator. Results are shared with CTLE by June.
CTLE recommends that course designer or designers make significant changes. If department chair agrees, the relevant faculty will enroll in the spring course design workshop.	Grades and SETES for ENGL 1010 are collected by CTLE.	Grades and SETES for ENGL 1010 are collected by CTLE.
Grades and SETES for ENGL 1010 are collected by CTLE.		

Academic Tenure for Community Colleges : 5.02.03.70

Policy/Guideline Area

Personnel Policies

Applicable Divisions

Community Colleges

Purpose

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

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 tenured 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 fulfills 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 TBR Policy 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.

• Tenure-track Faculty Member – A faculty member who does not have tenure but is employed under a tenure-track appointment for probationary employment. Tenure-track appointments shall not include any right to permanent or continuous employment, shall not create any manner of

Note: Faculty appointments are defined in a separate TBR policy.

Policy/Guideline

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 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.

(a) 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

(1) Probationary faculty may be employed on annual tenure-track appointments for a probationary period which may not exceed six (6) years.

(2) 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.

(3) 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:

(i) crediting the leave periods to the probationary period and/or

(ii) 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:

(i) qualify for tenure under the college's guidelines, and

(ii) 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,

(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) ther 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

A. 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 and second academic years 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.b. 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.

(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 faculty. The tenure-track 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. Termination of Tenure-Track Appointment

1. A tenure-track faculty member may be terminated prior to the expiration of the term specified in the appointment letter or contract if the President makes a reasonable determination that good cause exists. Good cause, includes, but is not limited to Adequate Cause.

2. Process for termination of tenure-track appointment.

a. Prior to providing notice of intent to terminate a tenure-track faculty member for good cause, the President shall consult with the Vice President for Academic Affairs and notify the President

of the Faculty Senate of the proposed termination, including the reasons for the termination and the effective date, and give the President of the Faculty Senate a chance to comment on the proposed termination.

b. Following notice to the President of the Faculty Senate, the President or designee shall notify the faculty member in writing of the effective date of the proposed termination and the reason(s) for the proposed termination.

c. The faculty member may request an informal meeting with the President, Vice President for Academic Affairs, and the

President of the Faculty Senate (or any of their designees) and will be allowed to submit information contesting the proposed termination. The request must be made within two business days of the faculty member's receipt of notice of termination. The informal meeting must take place within five business days of the faculty member's request for an informal meeting.

d. If the faculty member does not make a timely request to discuss the proposed termination, the termination is effective on the date specified in the notice. If the President or designee does not agree to revoke the termination, the termination is effective on the date set by the notice or other date as may be set by the college.

3. Contesting Termination of Tenure-Track Appointment

a. A faculty member may choose to contest the President's decision to terminate employment for good cause within ten business days of effective date of the termination. Termination of employment shall not be stayed during proceedings to contest the termination.

b. A faculty member who prevails in contesting termination will receive payment of compensation (both wages and the cost to the college of benefits):

i. for the unexpired portion of the faculty member's annual appointment in effect as of the date notice of proposed termination is provided and

ii. any notice period due under Section V.A. if the President had issued a notice of non-renewal on

the date the President issued a notice of proposed termination.

c. Reversal of termination is not an available remedy.

d. A faculty member may select one of the following means of contesting the termination. The election of one option serves as a waiver of the other option.

i. Hearing before a faculty committee.

(a) The President and Faculty Senate President shall each select an equal number of faculty members to serve on a committee that will hold an informal hearing on whether the President made a reasonable determination that good cause exists.

(b) 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. The chairperson may require a joint pre-hearing conference that may be held in person or remotely, to discuss the procedure for conducting the hearing; to exchange of witness lists, documentary evidence, and affidavits; to define and clarify issues; and to effect stipulations of fact.

(c) The hearing will be conducted in accordance with Section V.J.2.(b)(7) of this policy, except that the standard shall be whether, by a preponderance of

the evidence, the President made a reasonable determination that good cause exists and not whether "Adequate Cause" exists. For clarity, the committee's decision is advisory to the President.

ii. A contested case hearing pursuant to the Tennessee Uniform Administrative Procedures Act and TBR Policy 1.06.00.05, Contested Cases Subject to Uniform Administrative Procedures Act.

B.C. 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.

C.D. Expiration of Tenure

1. 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.

D.E. Relinquishment of Tenure

1. 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.

E.F. Termination of Tenure for Reason of Financial Exigency

1. 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).

F.G. 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).

G.H. 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 presidents 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.

H.I. 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 pecialization.

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.

I.J. Termination of Tenure 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.

(a) 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.

(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 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.

(c) 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.

(d) 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:

(i) Notification as to procedure for conduct of the hearing.

(ii) Exchange of witness lists, documentary evidence, and affidavits.

(iii) Define and clarify issues.

(iv) 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.

(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 choice.

(b) 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.

(c) 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.

(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. 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.

(f) 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.

(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 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.

(8) 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

Authority

T.C.A. § 49-8-203; T.C.A. §§ 10-7-503, 504

History

TBR Meeting April 2, 2004; Ministerial changes Sept 4, 2018. Revised TBR Board September 19 & 20, 2019; Ministerial changes August 23, 2023.

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 • Appeals to the Chancellor and the Board • Definition of Faculty • Faculty Promotion at Community Colleges • Financial Exigency

Office of Academic Affairs
January 2024
Programmatic Updates

MIDAS Apprenticeship Grant
The MIDAS grant is ending on July 14. I am working with Workforce Development offices to check in on spending plans for the spring to ensure we are not sending any funds back to USDOL. There may be some reallocation of funds between colleges based off industry partnerships for the spring.

TDOL Apprenticeship Funding
TDOL funding expires at the end of the state fiscal year. I am conducting an audit of funds spent to ensure the funds are completely utilized. There may be some reallocation of funds with this source as well.

Correctional Officer Apprenticeship
TBR has had an initial conversation with TDOL on the ability to offer a correctional officer registered apprenticeship. This training avenue could provide those with a correctional officer program another way to recruit and train students in this field. More details will be coming in February.

Middle Tennessee Research Partnership Opportunity
Vanderbilt, Fisk, and Meharry were awarded an NSF grant to create a research-workforce development collaborative. These quarterly meetings are open to any college in the Middle Grand Division and are a great way to build new partnerships with 4-year institutions and create or expand opportunities for our students and faculty. Please reach out to Zachary Adams if you would like to send a representative to the February meeting.

Teaching Assistant Apprenticeship
Northeast State has started the state's first teaching assistant apprenticeship that grew out of one of the IDEAL Workforce Model sessions in the fall. Roughly 25 students will start that apprenticeship in the near future. Northeast State is using funds from TDOL to pay for this training. If you would like to pick up the conversation around apprenticeships in education please reach out to Zachary Adams.

NSF Grant for Biotechnology Training
TBR was awarded an NSF grant in partnership with Vanderbilt, the Urban League of Middle Tennessee, and Tennessee Coalition for bioSTEM and Health Science
Education. The NSF award will allow TBR to develop and pilot a biotechnician assistant program as a workforce training, technical certificate, and/or a registered apprenticeship. The training is aligned to the nationally recognized Biotechnician Assistant Credentialing Exam developed by the University of Florida. College faculty will be able to apply for funding to develop the aforementioned opportunities. More details to come in February.

Re-visioning Project
At their October 20, 2023 meeting, the General Education Core Steering Committee voted to keep the current distribution model:

Communication	9	History	6
Humanities/Fine Arts	9	Natural Sciences	8
Social/Behavioral Sciences	6	Mathematics	3

A mission-critical element is heightening awareness of the holistic and integral nature of the student's general education experience. Each college will launch the Core Competency Constellation Campaign to embed the 7 Core Competencies as part of their campus culture. These are:

7
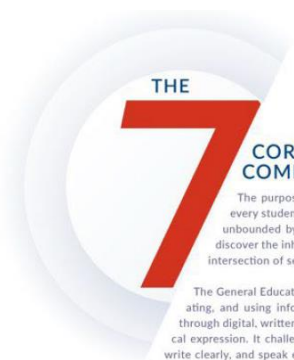
CORE COMPETENCIES

The purpose of the TBR General Education Core is to prepare every student to navigate a world of evolving opportunities. It is unbounded by academic discipline and challenges students to discover the inherent interconnectedness of knowledge and the intersection of self and society.

The General Education Core develops skills in acquiring, evaluating, and using information as well as communicating ideas through digital, written, oral, artistic, scientific, and mathematical expression. It challenges students to think independently, write clearly, and speak effectively, and to employ logical and critical reasoning to solve problems even when faced with incomplete, ambiguous, or conflicting data.

The Core encourages students to develop a curiosity for learning, an appreciation of conceptual complexity, and a deepened sense of self-awareness regarding their own beliefs and values. It helps students discover the richness of cultural diversity and instills a respect for people with contrasting life histories, opinions, and worldviews. It fosters an appreciation for human commonality and teaches individuals the ethical implications of living in a global, social ecosystem. Ultimately, the Core's purpose is to equip every student to pursue a challenging career, experience a rewarding personal life, and inspire others to do the same.

Global & Cultural Awareness
Develop awareness of how diverse cultures relate to self, society and the global environment.

Communication
Create, evaluate and share ideas using appropriate oral or written techniques designed for various audiences.

Scientific Inquiry & Mathematical Reasoning
Understand and explore the world through observation and experimentation, mathematical principles and formal reasoning.

Critical Thinking
Analyze and evaluate ideas, issues and evidence to form rational conclusions.

Ethical Reasoning
Identify, develop and assess ethical arguments from a variety of social and moral perspectives.

Creative & Artistic Expression
Engage with the creative process through reflection and analysis of artistic works and the direct creation or performance of creative or artistic works.

Information Literacy
Locate relevant information, evaluate its usefulness and quality and apply it ethically and effectively.

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The re-engineering of the Core architecture includes revision of the Category Learning Outcomes—the student learning outcomes for the 'learning domains' of Communication, Social/Behavioral Sciences, Humanities/Fine Arts, Mathematics, Natural Sciences, and History. The Category Learning Outcomes Sub-committee comprising 80 faculty and academic administrators from all colleges and disciplines is revising the learning outcome for all six

categories. They are also charged with aligning these outcomes with the 7 Core Competencies shown above.

The Steering Committee's objective is to have drafted a new General Education Core model by April 2024 that can be circulated to sub-councils for first review.

Core Course Approvals
During its fall 2023 convening, the General Education Core Course Review Committee reviewed 11 proposals from 6 colleges for inclusion in their general education catalogs. The Review Committee comprises representatives from all 13 community colleges and 5 LGIs. The results were as follows:

College	Course	Title	Category	outcome	vote (Y-N)
Chattanooga State	ENGL 1011	Composition I with Writing Lab	Communication	not approved	6-7
	MATH 1101	Math for General Studies with Learning Support	Mathematics	not approved	6-8
Pellissippi State	ENGL 2130	Topics in American Literature	Humanities/Fine Arts	approved	16-0
Jackson State	MATH 1130	College Algebra	Mathematics	approved	16-0
Southwest TN	HIST 2060	African American History	History	approved	16-0
Motlow State	ENGL 2055	African American Literature	Communication	retracted	N/A
	ENGL 2900	Creative Writing	Humanities/Fine Arts	not approved	6-10
	MUS 1035	History of Jazz	Humanities/Fine Arts	approved	15-1
	HIST 2060	African American History	History	approved	16-0
Dyersburg State	POLS 1010	Intro to Political Science	Social/Behavioral Sciences	approved	14-1
	MATH 1010	Math for General Studies	Mathematics	approved	14-0

The CAOs were notified of their results and will be listing these Core courses in their 2023-2024 catalogs.

AAC&U Institute for General Education, Pedagogy, & Assessment (iGEPA)
The Tennessee Board of Regents was one of 20 candidates (and the only system) selected to participate in the AAC&U's 2024 iGEPA. The 5 members of the Core Coordinating Committee will engage with faculty coaches in a 6-month institute through virtual and in-person events,

consultations, mentorship, and cross-team interactions. The curriculum provides both "nuts-and-bolts" tools and pragmatic strategies while connecting to the latest research in leading institutional innovation, successful change management, curricular coherence, and student success. The team will explore proven strategies to provide career-relevant experiences, integrate general education within majors, craft programs that link student learning with today's pressing social issues, accurately evaluate program efficacy, and lead and innovate in challenging circumstances. This will culminate with the GEPA Conference in Providence, RI April 11-13.

Twelve community college CAOs have appointed a faculty member, with TBR funding to support three hours of release time, to serve as an OER leader on their campus for the 2023-2024 academic year. The facilitators and their duties are as follows:

College	Professor	Rank/title
Chattanooga State	William Taylor	Asst. Professor of Sociology
Cleveland State	Neil Greenwood	Professor of Humanities
Columbia State	Judy Westley	Assoc. Professor of English
Dyersburg State	Brent Fonville	Asst. Professor of Psychology
Jackson State	Candyce Sweet	Assoc. Professor of English
Motlow State	Monica Butler	Asst. Professor of History
Nashville State	Robert Ladd	Asst. Professor of English
Northeast State	Adriel Slaughter	Asst. Professor of Philosophy
Pellissippi State	Jesse Cragwall	Asst. Professor of Political Science
Southwest TN	Bill Turner	Asst. Professor of Comm/Graphic/FA
Vol State	Agapi Theodorou-Shapiro	Asst. Professor of English
Walters State	Kelsey Solomon	Asst. Professor of English

- Coordinate ongoing professional development for faculty.
- Facilitate inter-departmental communications.
- Assist with campus and system research activity.
- Represent campus at OER strategy meetings.
- Work with campus marketing departments to craft messaging.
- Provide resources to OER Grant faculty teams.
- Generate excitement and support for TN Open Education.
- Collaborate with ATD Teams to integrate OER.
- Connect faculty with the accessibility tools and personnel.
- Guide faculty to and through the TN Open Education Hub.
- Publish the TN RepOERter newsletter.

Facilitators are keeping journals to document their progress and successes. This work will be funded by TBR for a period of three years for each college at which time the campus leadership will decide whether to sustain with institutional resources.

Campus OER Highlights
To support faculty adoption of OER materials in these courses, Motlow State's Academic Affairs division has committed to providing up to 10 faculty members with $500 stipends. Beginning January 2024, expanded OER adoption is supported by on ground training at each campus in addition to our existing online platform.

Monica Butler, OER Facilitator

Chattanooga State is currently offering 1/3 of classes OER, producing an estimated $1 million in savings per year for students. So far, much OER development has grown organically as a faculty response to student needs and not necessarily under the OER label. At Spring Convocation Chattanooga State President, Dr. Rebecca Ashford, invited campus TBR OER Campus Liaison, Dr. Bill Taylor, to promote OER and advertise in-house and TBR supports to the entire campus. President Ashford also announced her hope to see Chatt State lead in this space as a 100% OER college. To that end, Chattanooga State is harnessing this momentum by organizing an OER oversight committee to better organize existing resources, ensure quality and accessibility, and to create a system for labelling OER courses that will be visible to students as they register for classes.

Bill Taylor, OER Facilitator

During the fall semester, Pellissippi State completed its 3rd consecutive self-reporting study on OER usage. In Fall 2022, faculty reported using OER in 221 courses. In Spring 2023, that number increased to 287. We are pleased to report that in Fall 2023, faculty reported using OER in 534 courses. This is a 58.6% increase in one semester. 25.6% of all courses at the college have integrated OER at Pellissippi State. This semester, our primary task is to begin reporting specific sections using Zero Textbook Cost on the course schedule for Fall 2024. This will require more than just self-reporting, so I will be working with each discipline and department to ensure we have an accurate count of OER usage in each section.

Pellissippi State also completed the first half of the Institute on Open Educational Resources within AAC&U. We are one of two TBR colleges (Volunteer State) participating in the Institute this year.

<div align="right">Jesse Cragwall, OER Facilitator</div>

Due to the success of Jackson State's Middle College program, many new courses are now moving to OER resources, including Art and Music. Moving Psychology to OER is a major goal for the fall of 2024. The JSCC OER Facilitator has been in discussions with administration about coding the courses as OER or low cost in Banner for students.

<div align="right">Candyce Sweet, OER Facilitator</div>

The Southwest TN faculty has been engaging with the ASCCC OERI (Academic Senate for California Community Colleges Open Education Resources Initiative) Webinars in the areas of
1. Math and Economics OER Office Hours
2. Data, Open Educational Resources (OER), and Zero-Textbook-Cost (ZTC) Pathways: Using Research to Understand and Advocate
3. Overview of Open Educational Resources (OER) in Philosophy

<div align="right">5</div>

The facilitator has been working with Distance Education to promote future OER grants for professors to update their online courses. There is definite interest in OER Grants for Music and Graphic Arts faculty members.

<div align="right">Bill Turner, OER Facilitator</div>

TN Open Education-OER Grant
Funding for the Cycle 4 OER Grant Program is pending approval. If monies become available, expect RFP to be issued early in the spring 2024 term.

Chancellor's Commendation for Military Veterans

Veterans Day (November 11, 2023) celebrations on our campuses included the presentations of the Chancellor's Commendation for Military Veterans challenge coin to a member of each college's community. 2023 recipients included 11 sailors, 10 soldiers, 5 airmen, 8 marines, and 3 national guardsmen:

College	Veteran	Military Branch	Major/discipline/position	Association
Chattanooga State CC	Mark Terrell	USN	Network Analyst	staff
Cleveland State CC	Rick Monroe	USAF	Associate Professor of Advanced Technologies	faculty
Columbia State CC	Sarah Frazier	USMC	Business Administration	student
Dyersburg State CC	Wayne Corlis	USN	Assistant Professor of Accounting and Business	faculty
Jackson State CC	Paul Morgan	USMC	Dean of Students	staff
Motlow State CC	Adam Creason	USAR	EMT-B	student
Nashville State CC	Carri Duncan	USN	Electrical Engineering	student
Northeast State CC	Susan Graybeal	USN	VP for Institutional Excellence and Student Success	staff
Pellissippi State CC	Norman Naylor	USAF	Donor - Veteran Student Support Fund	alumnus

Roane State CC	Steve Ward	NG	Associate Professor of Chemistry	faculty
Southwest TN CC	Lennon Pearson	USAR	Manager of Client Services	staff
Volunteer State CC	Edward Tacke	USAF	Adjunct Professor of Mechatronics	faculty
Walters State CC	Wesley Pierce	USAR	Associate Professor of Nursing	faculty
TCAT Athens	Harry Gordon	USMC	Machine Tool Technology	student
TCAT Chattanooga	Atlas Rising	USMC/USAR	Industrial Electricity	student
TCAT Crossville	Bill Bruce	USN	Special Programs Coordinator	staff
TCAT Crump	Kerry Warren	USN	Administrative Office Technology	student
TCAT Dickson	Gabriel Nunez	USAR	Special Industry Apprenticeships Instructor	faculty
TCAT Elizabethton	Jonathan Rounds	USAR	Diesel-Powered Equipment Technology	student
TCAT Harriman	Cameron Cofer	NG	Automotive Technology	student
TCAT Hartsville	Robert Blankenship	USAR	Machine Tool Technology	student
TCAT Henry/Carroll	Jeremy Thompson	USN	Information Technology Systems Management	student
TCAT Hohenwald	Jorge Jimenez	USMC	Automotive Technology	student
TCAT Jacksboro	Daniel Durham	USAF	Machine Tool Technology	student
TCAT Jackson	James Finch	USAR	Machine Tool & Die	student
TCAT Knoxville	Mike Gallimore	USMC	Inventory Management Specialist	staff
TCAT Livingston	James Johnson	NG	LPN	student

TCAT McKenzie	Ben Branham	USMC	Welding Technology	student
TCAT McMinnville	Donnie Fults	USAR	Maintenance/Utility	staff
TCAT Memphis	Carlton Carter	USMC	Electronics Technology Instructor	faculty
TCAT Morristown	Audrey Lavender	USAR	Student Records/Registrar	staff
TCAT Murfreesboro	Les Smith	USN	Industrial Electrical Maintenance Instructor	faculty
TCAT Nashville	Joseph Redemske	USN	Computer Information Technology Instructor	faculty
TCAT Northwest	Donald Hudson	USN	Industrial Maintenance Instructor	faculty
TCAT Oneida/Huntsville	Johnnie Long	USAF	Welding Technology	student

TCAT Pulaski	Amber DeGrave	USAR	Administrative Office Technology	student
TCAT Shelbyville	Kenneth Bottoms	USN/NG	Truck Driving Instructor	faculty

December 2023 Faculty Emeriti

Professor	Rank/Discipline	Service Dates	College
Cindy Chanin	Associate Professor of English	1987-2023	Vol State
Carol Topping	Professor of Psychology	2002-2023	Vol State
Dan Foltz-Gray	Associate Professor of English	1987-2019	Roane State
Marilyn Mascaro	Associate Professor of English	1986-2022	Roane State
Raymond Rigsby	Welding Instructor	2009-2023	TCAT McMinnville

ACT Math Prep Pilot Expansion: In November, Field Coordinators surveyed their current partner schools to determine interest in expanding the current ACT Math Prep Pilot for Spring 2024. As a result of their outreach, 17 schools and over 600 students signed up to participate. The expanded pilot will allow more students to benefit from SAILS ACT Math Prep and provide additional data that will inform building the expanded course.

SAILS Curriculum Update: *SAILS ACT Prep for Math, English, and Reading* and *Mathematical Reasoning and Decision-Making (MRDM)* are in development and will be offered in pilot to all participating high schools for fall 2024. The Platform Taskforce investigated three technologies (Pearson, EdReady and Khan Academy) to support the *ACT Prep Curriculum for Math, English and Reading*. The Taskforce is completing the final review this week and has accelerated the recommendation decision timeline by 5 weeks. The Taskforce estimates a recommendation to the SAILS Leadership Team by the third week in January. *SAILS MRDM* curriculum development is underway with a proposed timeline that mirrors the *ACT Prep* projections for the pilot in Fall 2024. *MRDM* is the TN DoE's recommended 4th year high school math course for students planning to attend a College of Applied Technology, military service, or enter the workforce immediately following graduation. *SAILS ACT Prep for Math Only* curriculum will remain a permanent offering to high schools. *SAILS SDC Statistics* and *SAILS Statistics* will continue to be offered.

SAILS KPI Dashboards: In October, the SAILS KPI dashboards were rolled out to the SAILS staff. The dashboards capture data at the school level and are intended to help drive student completion. Two metrics, Student On-Time Progress and School Contact Score, were included in the initial rollout. SAILS field coordinators can sort and filter the dashboards to dig into the data to pinpoint areas for intervention. Additional dashboards capturing Course Completion Rate and several underlying related metrics have been drafted for rollout in the spring. A Data Dashboard Focus Group was established in December and will continue work in the new year to refine the metrics and the dashboard presentation. Additional work continues with Pearson to gather data at the student level to improve the existing metrics and to develop new metrics to measure student performance trends.

SAILS Connection Hub: The SAILS Connection Hub is a staff-facing website designed to create a visually appealing space for SAILS staff to access files. Designed by a Field Coordinator team, the Hub acts as a visual Rolodex with links to frequently used documents, Community of Practice recordings, supporting materials, and links to the new SAILS KPI dashboard. In addition to serving as a one-stop shop for SAILS resources, the Hub is a space for building community and submitting ideas to the SAILS Leadership Team.

Statewide Dual Credit (SDC)
The EPSO team has continued the SDC teacher supports that began SY 2022-23. These supports include hosting monthly collaboration meetings for World History. Mandatory meetings were implemented at the beginning of SY 2023-24 to clarify the submission requirements for Principles of Marketing and Introduction to Education. The EPSO team also continues to curate peer-to-peer resources for any course that teachers want to share resources for.

Respondus Lockdown Browser was successfully implemented into the Fall 2023 SDC testing for the first time. With Respondus, cheating was virtually eliminated from SDC testing.

The EPSO team successfully implemented the TDOE approved alternative SDC challenge exam grading approach during the Fall 2023 semester. This change resulted in a decreased grading burden of over 4,500 students, requiring just over 1,000 to be graded.

The EPSO team hired teams of postsecondary and secondary faculty to conduct a review of three SDC courses (Plant Science, American History II, and World History). The post-secondary team members will analyze each challenge exam question and adjust based on data generated by the SDC Validity and Reliability Power BI. The teams will also create teacher resources and provide updated, online, asynchronous SDC teacher training for each content area.

SDC Exam Data:
The EPSO Team's previous marketing plan median score was reversed in Fall 2023, with the average marketing plan scoring 13 points higher than the multiple-choice grade.

Fall 2023 testing concluded with 9,994 exams taken – an 11% increase from Fall 2022. 644 exams met or exceeded the recommended cut score resulting in a 6.4% overall pass rate. Significant deviations between Fall 2022 and Fall 2023 exam data include a near-halving of participation in SDC Business and SDC Introduction to Education, over twice the participation in SDC World History, about one-third reduction in SDC Plant Science and SDC Agriculture Business Participation, and well over a thousand more SDC American History exam participants.

Dual Enrollment (DE)
The EPSO team is working with HSPAG to add all current MC data to the recent EPSO dashboard.

The EPSO team provided DE and MC data to Senator Yager regarding sponsoring legislation to expand DE at CCs to 9th grade students.

The EPSO team worked with HSPAG to address questions about the DE transcript sharing policy.

College Level Examination Program (CLEP)

The EPSO team is reaching out to all TBR CCs to inquire about adding Modern States to their websites. Modern States (exclusive to TN students) helps make college more affordable and accessible to students by offering free online, asynchronous college level courses that prepare students to take CLEP exams. Students who complete all modules of a Modern States' course can request a voucher from Modern States to pay for the CLEP exam.

Other EPSO Team Activities

- Re-coded EPSO webpage resource links to be consistent with current TBR webpage formats
- Attended the Strong Start to Finish (SStF) Policy Academy on October 10-11th in Denver, CO. The meeting focused on four areas of state policy related to developmental reform: placement, corequisites, or math pathways
- Presented at and served on the panel for the Academic Affairs Leadership Academy (AALA).
- Presented at both the semi-annual Consortium for Cooperative Innovative Education and HSPAG meetings
- Assisting TennCare with getting the Direct Support Professional (DSP) training program implemented in high schools

New Title IV Rule for GE Program Length

A new US DOE Title IV rule regarding GE program length will be effective July 1, 2024, and it limits the program length of GE programs to the minimum required by a state or federal agency. The Office of Academic Affairs is collaborating with the Office of Student Success to support and guide TCATs and CC in addressing any programs impacted by this new rule.

The following TCAT programs are impacted by the new rule: Aesthetics Technology, Aviation Maintenance Technology, Dental Assisting, EMT/AEMT, Practical Nursing, and Massage Therapy.

New Associate Degree in Higher Education

Nine of the thirteen community colleges are exploring the development of a new 60-credit-hour Associate degree in Higher Education. The degree will have two embedded concentrations: 1) Academic Affairs and 2) Career & Technical Educator.

NSF TEAM TN Grant

As the Co-PI and Chief Talent Officer, Dr. Tachaka Hollins represents the Tennessee Board of Regents on the NSF Advancing Technology-Enabled Mobility Solutions (TEAM TN) grant. The primary intent of this 2-year research/planning grant is to advance mobility in TN. In late January, TEAM TN will host a statewide convening involving colleges and industry partners.

TCAT In-Service

TCAT in-service week is scheduled for March 4-8, 2024. We are planning statewide and local campus professional development activities.

TCAT Academic Affairs Due Dates (2023-24)
- **TCAT Academic Actions Board Materials**
  - March 2024-materials due February 1, 2024

  - Curriculum Revisions for Fall 2024- due April 5, 2024
  - Promotion and Tenure-materials due May 3, 2024
  - June 2024-materials due May 10, 2024
  - TCAT Accreditation Report May 15, 2024

- **TCAT Dual Enrollment Notification**
  - Fall 2024-Due April 12, 2024

Healthcare Workload Workgroup

The workgroup has not met since early November, but will begin again in February after the semester begins again. Members will have a summary of Nursing information and are further defining roles and responsibilities for other healthcare programs.

Tennessee High Education Commission

Modality definitions are under final revision. THEC plans to add the college division in which a program of study exists to the API, so that information will be requested from each college this semester.

Correction Education Initiative

CEI has plans to expand programs offered in the correctional space to 11 new areas this year. A contract to provide educational programs in facilities that are managed by CoreCIVIC has been sent to the company for approval, and TBR should begin to offer these facilities our programs in the fall of this year. CEI Plus is operating in most of the facilities, and is in pilot in one other college.

Curriculog Training

Planned training for TBR's instance of Curriculog, which is where institutions submit new program requests, program changes, policy changes, and other curricular requests, will be led by Rebecca Loftis from TBR and is being offered on 2 different days in mid-February. The training will be recorded and available to all community colleges.

Leadership Development: Faculty

This initiative provides strategic leadership for current and emerging leadership development programs and training for TCAT faculty and administration. Currently, research is being performed internally within the TBR system to identify existing faculty professional development training components available for use, as well as researching external programs and materials for the same purpose. The focus of the leadership development program will be on aiding new faculty with the transition from an "expert in their field" to "an educator able to share their expertise". Additional efforts will include *ad hoc* assignments as desired by the Vice Chancellor to fulfill the mission of the Office of Academic Affairs.

The Faculty Development Program will operate in an open entry, open exit manner and is projected to contain an in-person introductory session offered three times per year, once in each grand division of the

state. New faculty members may attend either of the three offerings. Upon completion of the first cycle, conclusionary sessions will be held in concert with the subsequent introductory sessions, thus permitting new faculty to overlap and increase their opportunities to connect with fellow new faculty members. Between the initial and final meetings, the new faculty members will engage in a variety of synchronous and asynchronous learning with opportunities to demonstrate concepts gained through professional implementation within their scope of instruction of students Upon completion of the Faculty Development Program, new educators will have increased confidence in their ability to share their expertise with students; student will benefit from educators with an understanding of andragogy; and ultimately it is anticipated, administrators will recognize greater student satisfaction with reduced new faculty turnover.

AICollaborative Learning

AI Collaborative Learning –

The **2024 week of Convocation** was attended by over 400 faculty and administrators from various institutions across the TBR system.

The focus of this engaging conversation centered on the ethical and authentic adoption of Artificial Intelligence (AI) in the classroom. The presentation covered a range of topics that are not only pertinent to our institutions but also reflect the evolving landscape of education and technology. Here are the key areas that were discussed:

Industry Impact of Generative AI and the Adoption of Systems in the Next 5 Years: We delved into the potential impact of generative AI on various industries and explored how educational institutions can adapt to these changes.

AI Skills Shortage: An Opportunity for Higher Ed: The presentation highlighted the current shortage of AI skills in the job market and how higher education can seize this as an opportunity for growth and development.

Essential Skills for Adaptability in an AI-Driven Environment: We discussed the skills that educators and students need to thrive in an AI-driven environment, emphasizing adaptability and continuous learning.

Using AI to Design Course Content for AI Awareness: The session explored how AI can be leveraged to design course content that raises awareness and understanding of AI among students.

Creating Personalized Learning Opportunities with AI: We explored the potential of AI in creating personalized learning experiences tailored to individual student needs.

For those interested in further reading and resources on this subject, you can visit the website **"Bridging Mind and Machines: Artificial Intelligence in Teaching and Learning."**

I want to acknowledge the active participation of several TBR institutions in this collaborative initiative, including:

Chattanooga State – Southwest - Dyersburg State - Jackson State - Columbia State - Volunteer State

Your engagement and contributions were invaluable to the success of this presentation. The AI Collaborative is an excellent platform for us to stay at the forefront of educational innovation, and I encourage everyone to continue exploring the possibilities AI offers in our academic endeavors.

If you have any questions or would like to further discuss any of the topics covered in the presentation, please feel free to reach out. Together, we can continue to shape the future of education through responsible and ethical AI adoption.

Collaborations and Future Initiatives

In recent months, the Direct Support Professional (DSP) program has seen remarkable growth and recognition. A notable achievement has been the recognition by the National Alliance for Direct Support Professionals (NADSP), which underscores our curriculum's effectiveness in teaching the ethics, knowledge, and skills crucial for direct care. This accreditation prepares students for NADSP certification, demonstrating our commitment to best practices in DSP training.

We celebrated the completion of the first group of learners in the CNA/DSP program at TCAT Shelbyville. The grant program was highlighted in a media advisory, which not only increased our program's visibility but also led to several new partnerships.

Furthermore, TCAT Memphis has decided to offer our DSP program alongside its Practical Nursing program, and Walters State Community College is planning to implement the program as an Apprenticeship. These developments signify the program's growing influence and adaptability in various educational settings.

Additionally, TennCare has expanded our contract, providing additional support for curriculum development and marketing. This expansion reflects their confidence in our program as a progressive and viable option for training highly qualified Direct Support Professionals.

Institutions interested in adopting this program of study should contact Yolanda Vaughn at yolanda.vaughn@tbr.edu

TENNESSEE TRANSFER PATHWAY

2024 Cohort includes Fine Arts and Humanities

All review dates will be held virtually via WebEx. Please check back for meeting links in early 2024.

TTP - Area of Focus	Review Date	Review Time CST
Opening Session	2/15/2024	8:30 am - 9:25 am
Art (Studio)	2/15/2024	9:30 am - 11:00 am
Arts	2/15/2024	11:05 am - 12:00 pm
Communication Studies	2/16/2024	9:30 am - 11:00 am
English	2/16/2024	1:30 pm - 3:00 pm
Foreign Language	2/21/2024	9:30 am - 11:00 am
Mass Communication	2/21/2024	1:30 pm - 3:00 pm
Music	2/22/2024	9:30 am - 11:00 am
Philosophy	2/22/2024	1:30 pm - 3:00 pm
Theatre Arts	2/23/2024	9:30 am - 11:00 am
Theatre Arts - Design and Tech	2/23/2024	1:30 pm - 3:00 pm
Theatre Arts - Performance	2/23/2024	1:30 pm - 3:00 pm

- Approved documents were sent to the campus registrar's offices. These should go into the Fall 2024 catalogs.

Spring Planning –

- Campus Representative should have been nominated.

- TTP Schedule – This can be found online at https://www.tn.gov/thec/bureaus/academic-affairs/articulation-and-transfer/tennessee-transfer-pathway.html.

- **Transfer Liaisons** – Each of the 4-year institutions has delegated a liaison to work on transfer initiatives. Dr. Lopez and Dr. Pimentel will work with TBR CAOs in this role.

- **Focus on Footnote**s-There is a new process for 4-year institutions to include a footnote on a TTP.

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- **The 4-Year campus will be holding a** TTP meeting on campus prior to the statewide convening. We are hopeful it will assist in improving the flexibility of students' options when transferring.

Academic Audits

We have successfully enlisted the participation of 105 faculty members who have volunteered to serve as academic auditors. This commendable level of engagement reflects our faculty's commitment to maintaining the highest standards of academic integrity and quality.

However, this year presents us with a unique challenge. There has been an increased demand for on-ground campus visits across more campuses. This surge contrasts with a noticeable decline in the availability of auditors capable of managing travel commitments. Additionally, securing subject matter experts willing to undertake travel has posed some difficulties.

To navigate these challenges effectively, it is imperative that audit coordinators and program leads promptly initiate the planning of either virtual or on-ground visits. These planned schedules should be communicated to me at your earliest convenience.

Please note the critical deadlines in our audit calendar:

- Self-studies are due to the Tennessee Board of Regents (TBR) by **January 26, 2023.**
- The Auditor Training session is scheduled for **February 12** and will be recorded for those unable to attend.

The upcoming auditor training is a pivotal component of our audit process, providing essential guidance and resources to ensure our auditors are well-prepared. Recording the session will also enable those who cannot attend to benefit from the training.

It is crucial that we adhere to these timelines to maintain the integrity and effectiveness of our academic audit process. Your cooperation and diligence in meeting these requirements are greatly appreciated.

TBR Academic Audit Resources

Current Information

- [2023-24 Annual Timeline for the Academic Audit](#)

- [2023-24 Academic Audit Campus Coordinators](#)

- [2023-24 Cohort](#)

Handbooks, Documents, and FAQs

- [2023-24 Academic Audit Overview](#)

- [2023-24 Academic Audit Handbook](#)

CBE Gen Ed Project – The CBE Gen Ed Project encompasses the development of the 39 most commonly requested general education courses across the system. Each CBE general education course developed will serve as a master copy version. Colleges can request a copy of a course (or courses) and embed it within their CBE program development. The goal of the project is to help minimize costs and reduce the development time for CBE programs. Courses will be offered through TN Flex.

The Competency-Based Education (CBE) team has recently achieved a milestone in Phase II of the CBE General Education course development. Interviews of potential CBE General Education course developers are wrapping up. The team's focus is shifting to the selection and hiring of the course developers, a process that is currently underway. Once the developers are hired, they will complete intensive CBE training that is to begin in three weeks. This training is a critical component, ensuring that the developers are well-equipped with the necessary tools and understanding of the CBE framework to build quality course content. The completion of Phase II is slated for the end of June 2024. This deadline is not just a target but a significant landmark, as it will culminate in the creation of a comprehensive repository of 34 CBE General Education courses. This repository will serve as a valuable resource for colleges across the system, aiding them in the development of their own CBE programs. The accomplishment of this phase signifies a major step forward in revolutionizing the educational landscape, offering more flexible and competency-based learning options to students.

Phase II

The application for faculty to apply for Phase II development is currently open. Faculty can apply through the TBR website search for, Competency-Based Education(CBE) General Education Course Designer. This is a temporary contract position with a $3000.00 stipend.

Humanities and Fine Art	Social and Behavioral Sciences	History
ART 1035 – Introduction to Art PHIL 1030 – Introduction to Philosophy PHIL 1040 – Introduction to Ethics • THEA 1030 – Introduction to Theater	ECON 2200 – Principles of Microeconomics PSYC 1030 – Introduction to Psychology, General Psychology SOCI 1040 – Social Problems	HIST 2310 – Early World History HIST 2320 – Modern World History

Natural Sciences	Mathematics
CHE 1120 – General Chemistry II & CHE 1121 General Chemistry Lab PHYS 2010 – Non-Calculus Physics I PHYS 2020 – Non-Calculus Physics II PHYS 2110 – Calculus-Based Physics I	MAT 1530 – Introductory Statistics MAT 1630 – Finite Mathematics MAT 1830 – Applied Calculus MAT 1910 – Calculus I

PHYS 2120- Calculus-Based Physics II	

For more information, contact your TBR CBE team at cbe@tbr.edu to learn more.

New Executive Director Hired – Dr. Ryan Korstange joined TBR on December 18, 2023 to fill the role of Executive Director of Digital Learning Collaboratives. In this role, Ryan will be supporting the expansion of digital learning opportunities in Tennessee, as well as helping to ensure quality learning experiences for students.

Spring 2024 TN eCampus Enrollment Update – The Spring 2024 semester officially started on January 16, 2024. TN eCampus is hosting some 385 courses, with over 5300 students enrolled.

TN eCampus Listening Sessions – In October 2023, TN eCampus staff hosted a listening session with Distance Education Directors and Instructional Designers at thirteen partner institutions. The conversations focused on identifying ways partnership relationships can be strengthened and improved, evaluating current strategies to support teaching and learning, and assessing student support/success programs and initiatives.

TN Flex – Launched with the Alabama ECF project, we are delivering a completely asynchronous CBE workforce development program with services that include student success coaching, course development, and all aspects of program management. Since launch in September 2023, 267 learners have enrolled in courses and 40 have completed the training program.

CEI Plus – Launched in August 2023, CEI Plus establishes a cohesive online platform for delivering educational opportunities to incarcerated learners across the state of Tennessee. Courses continue to be added to the portfolio and offered to incarcerated learners. Nashville State Community College and Southwest Tennessee Community College will be offering classes in the CEI Plus platform this year.

D2L Storage Overages – Data stored in D2L continues to exceed our allowed 43 TB, and efforts continue to purge antiquated content from the system. Specifically, course content more than seven years old will be purged, without deleting student records or student data. Purging will be done in consultation with each institution, more information will be available soon.

Plagiarism RFP – Thank you for your feedback on the plagiarism service survey last October. We have extended our contract with Turnitin through the end of this calendar year and will launch a RFP for plagiarism detection software in 2024.

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