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Submitted by: Geoffrey Burks, Michael Catanzaro, Arvanzena Clardy, Elizabeth Dachowski, Patrick Granberry, William Johnson, Mike Montgomery, Fletcher Moon, Rebecca Moore, Ann-Marie Rizzo, Tina Smith
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PREFACE

The Tennessee State University Faculty Handbook is a compilation of the University's major policies regarding Faculty and academic matters, along with policies and information on the University's facilities and general organization. Several other sources, such as the Faculty Senate Constitution, the Student Handbook, the Tennessee Board of Regents' Policy Manual at https://policies.tbr.edu, plus college and departmental policies, also provide useful resources for University policies and procedures.

The Faculty Handbook embodies the essential elements of the employment relationship between the Faculty, individually and collectively, and Tennessee State University (TSU). It establishes the terms of employment, the manner of appointment, the procedures and standards for tenure and promotion, the duties and privileges of Faculty, the procedures and standards for termination of employment, and Faculty related policies and procedures of the University and the Tennessee Board of Regents (TBR). It describes Faculty organization and confirms the authority of the Faculty to participate in the governance of the University, especially in regard to academic matters. Amendments to The Faculty Handbook are presented for the consideration and approval of the Faculty and the Administration before submission to TBR.

The Faculty Handbook is a guide that does not replace the force of an employment contract. While every effort is made to present the information accurately, the actual text of the policy, procedure, or law should be consulted as the authoritative source of information. We encourage submission of corrections or changes to the Vice President for Academic Affairs and the Faculty Senate. Questions regarding any academic policy may also be addressed to the Vice President for Academic Affairs.

Faculty are encouraged to become familiar with the handbook and other observed university publications that are pertinent to their teaching, research, advising, and administrative assignments.

Respectfully submitted by the 2015-16 Faculty Handbook Committee: Geoffrey Burks, Michael Catanzaro, Arvanzena Clardy, Elizabeth Dachowski, Patrick Granberry, William Johnson, Mike Montgomery, Fletcher Moon, Rebecca Maldonado Moore, Ann-Marie Rizzo, Tina Smith and unanimously approved by the full Faculty Senate on February 18, 2016.
1.1 HISTORY OF TENNESSEE STATE UNIVERSITY

Tennessee State University, founded in 1912, is a comprehensive, urban, coeducational, land-grant University located in Nashville, Tennessee. Through successive stages of growth and change during its nearly 100-year history, TSU has developed from a small normal school for Negroes to a 4 year University graduating degrees at all levels. The process of educating teachers was based on developing “norms” or standards, hence the name Normal School. With such humble beginnings and a small student body, TSU has grown to become one of the nation’s most highly respected Historically Black Colleges and Universities (HBCU) as well as a national University attracting students from 42 states and 45 countries. To its credit, TSU has accomplished this transition without losing focus on its primary mission; that being an “access” school for Tennessee’s financially challenged students; many of whom have few alternatives when seeking to gain a collegiate education. Although TSU was, until recently, considered by many students the campus of “last resort”, its recognition as a nationally ranked University and reputation for quality curriculum delivery has allowed TSU to claim it is now a campus of “first choice.”
Today, TSU is comprised of multiple facilities on the nearly 760 acres located in Nashville and surrounding communities. The 290-acre main campus has more than 65 buildings and is located in a residential setting just west of Nashville’s center. The Avon Williams Campus is located downtown near the center of the Nashville business and government district. The master planning process is focused on the two-campus structure (Main and Avon Williams) which resulted from the merger of Tennessee State University and the former University of Tennessee at Nashville on July 1, 1979.

TSU, in its earliest form, was created by an Act of the General Assembly in 1909 which created the Agricultural and Industrial State Normal School. This new institution first began serving students on June 19, 1912. William Jasper Hale was appointed as head of the school. The original 247 students, along with the faculty and staff, operated much like an educationally-focused family; everyone worked together to maintain the institution’s academic and physical functions. Faculty, staff and students shared tasks including clearing rocks, harvesting crops, carrying chairs from class to class and generally maintaining the facility while also conducting classroom activities.

In 1922, the institution was elevated to the status of a four-year teachers' college and was empowered to grant bachelor's degrees. The first degrees were granted in June 1924. During the same year, the institution became known as the Agricultural and Industrial State Normal College. In 1927, "Normal" was dropped from the name of the college.

As the college grew in scope and stature throughout the 1920s and 1930s, so did its impressive roster of alumni who embodied the school's charge: "Enter to learn; go forth to serve." In 1943, when William Hale retired after more than 30 years at the school's helm, an alumnus was chosen to succeed him; Walter S. Davis. From 1943 until his retirement in 1968, President Davis led the institution through a period of tremendous growth and change. As a result of his efforts, the University increased its academic offerings, built new facilities and gained worldwide recognition.

In 1941 the General Assembly authorized the State Board of Education to substantially upgrade the educational program of the college, which included establishment of graduate studies leading to the awarding of master's degrees. Graduate curricula were first offered in several branches of teacher education. The first master's degree was awarded by the college in June 1944.

In 1946, the institution was accredited by the Southern Association of Colleges and Schools. In August 1951, the institution was granted University status by approval of the State Board of Education. The reorganization of the institution's educational program included the establishment of the Graduate School, the School of Arts & Sciences, the School of Education and the School of Engineering. Provisions were also made for the later addition of the Schools of Agriculture, Business, and Home Economics. At this time, the University was known as the Tennessee Agricultural & Industrial State University.

In August of 1958, the University, by approval of the State Board of Education, was elevated to the status of a full-fledged land-grant University. The Land-Grant University Program included the School of Agriculture & Home Economics, the Graduate School, the Division of Extension and Continuing Education and the Department of Aerospace Studies. In 1974, the University added The School of Allied Health Professions and the School of Business.
Today, TSU consists of nine colleges:

- College of Agriculture Human and Natural Sciences
- College of Business
- College of Education
- College of Engineering
- College of Graduate Studies and Research
- College of Health Sciences
- College of Liberal Arts
- College of Life and Physical Sciences
- College of Public Service

In 1968, Andrew Torrence, also an alumnus, was named the University's third President. It was during his relatively brief tenure that the state legislature formally dropped "Agricultural & Industrial" from the University's name, which became Tennessee State University. Also, it was during the Torrence presidency that one of the most significant events in the campus’s history occurred; a lawsuit which would not be fully resolved or have its impact felt for decades to come.

In 1968, a TSU faculty member, Rita Sanders Geier, filed a lawsuit against TSU and the State of Tennessee alleging a dual system of higher education in Tennessee based on race. In addition, two TSU professors, Ray Richardson and H. Coleman McGinnis, joined Rita Geier as co-plaintiffs in the lawsuit, as did the U.S. Department of Justice. An agreement between the two parties in this case, which over the years evolved into Geier v. Tennessee, would not be reached for over 32 years. During this period, numerous court-ordered plans failed to produce progress on the matter. On Jan. 4, 2001, a mediated Consent Decree agreed upon by all parties was ordered by the court.

In 1975 Frederick Humphries became TSU's fourth President. At that time, Nashville was still home to two public four-year universities; TSU and UT Nashville. On July 1, 1979, as a result of one of the court orders in the 1968 Geier v. Tennessee case, the former University of Tennessee at Nashville was merged with TSU. President Humphries was the first TSU President to face the challenge of maintaining balance between TSU's role as one of America's preeminent historically black universities and as an emerging comprehensive, national University.

In 1947, prior to merging with TSU, The University of Tennessee at Nashville began as an extension center of the University of Tennessee. UT Nashville offered only one year of extension credit until 1960, when it was empowered by the Board of Trustees of the University of Tennessee to offer two years of resident credit. In 1963 authorization was granted to extend this to three years of resident credit, even though degrees were awarded by the Knoxville unit. In 1971, upon successfully meeting the requirements for accreditation by the Southern Association of Colleges and Schools and to more fully realize its commitment as a full-function evening University, the UT-Nashville campus became a full-fledged, four-year, degree-granting institution.

During the same year, the General Assembly sanctioned the institution as a bona fide campus of the University of Tennessee, and the new University occupied its quarters in the building at the corner of Tenth and Charlotte avenues in downtown Nashville. In part, it was the erection of this building which gave rise to the decades-long litigation to "dismantle the dual system" of higher education in Tennessee.
The litigation resulted in the merger of both institutions (ordered by Judge Frank Gray in February 1977), resulting in an expansion of the present-day Tennessee State University as a Tennessee Board of Regents institution.

In 1987 TSU's fifth President, Otis Floyd, assumed his post following a year as interim President. He left the University when he was appointed Chancellor of The Tennessee Board of Regents in 1990. Floyd, as both President and Chancellor, kept TSU moving forward, initiating efforts that resulted in the University's receiving an unprecedented $112 million from the state general assembly for capital improvements in 1988. Under this plan, nearly all buildings on campus were renovated, and eight new buildings were constructed, including the Floyd-Payne Campus Center, the Ned McWherter Administration Building, the Wilma Rudolph Residence Center, and the Performing Arts Center.

In 1991, James Hefner became the sixth President of Tennessee State University. He oversaw implementation of the capital improvements project and managed TSU during a period of enrollment growth to 9,100 students.

In October, 2006, Melvin N. Johnson became the seventh TSU President. During his term as President, Dr. Johnson commissioned the Academic Master Plan in 2007 as well as development of a strategic approach to transforming TSU into a twenty-first century institution of higher education.

In the University’s 100 plus year history, Dr. Glenda Baskin Glover became President in January 2013 and continues making changes to further emphasize the excellence for which TSU is known worldwide.

Today, TSU offers 45 bachelor's degrees, 24 master's degrees and awards doctoral degrees in seven areas: biological sciences, computer information systems engineering, psychology, public administration, curriculum and instruction, administration and supervision, and physical therapy.

### 1.2 UNIVERSITY PRESIDENTS

In summary, during its 100 plus year history, eight Presidents and five acting Presidents have served the institution. They are:

William J. Hale, 1912-1943  
Walter S. Davis, 1943-1968  
Andrew P. Torrence, 1968-1974  
Charles Fancher, (Interim) 1974-1975  
Frederick S. Humphries, 1975-1985  
Roy Peterson, (Interim) 1985-1986  
George W. Cox, (Interim) 1990-1991  
James A. Hefner, 1991-2005  
Melvin N. Johnson, 2005-2010  
Portia Shields, (Interim) 2011-2012  
Glenda Baskin Glover, 2013- present
### 1.2.1 Presidential Profiles

| Dr. William J. Hale | From its founding date in 1912, Dr. William J. Hale became President of Tennessee Agricultural and Industrial College until his retirement in August 1943. Hale arrived in Nashville January 1911 to supervise construction of the facilities and develop the school's curricula. Handpicking the 13 faculty members from such notable institutions, Tennessee A&I opened its doors for the first time June 19, 1912 and two days later enrolled 247 students for the summer term. In 1916, Hale received only 40 percent of the school's funds from the state with the rest coming from federal sources, tuitions, fees and gifts from the African-American community. Hale expanded the school despite the limited resources provided by a general assembly and the State Board of Education. By 1944, the college produced the third highest number of graduates among historically African-American universities. Under his leadership Tennessee A&I State College became a notable African-American institution and one of Tennessee's best known colleges |
| President, 1912-1943 |

| Dr. Walter S. Davis | From 1943, until his retirement in 1968, Dr. Walter S. Davis led Tennessee State University through an era of tremendous growth in areas as multifaceted as academics, facilities and worldwide recognition. Tennessee Agricultural and Industrial State College achieved University status in 1951 and the Tennessee Board of Education elevated the University to a full-fledged land-grant University in 1957. Under Davis' leadership, 24 new buildings were constructed on the campus and it was during his tenure that athletes from Tennessee State University commanded the attention of the nation and the world by winning national championships and titles in football, basketball and swimming, along with Olympic medals in track and field. |
| President, 1943-1968 |
| Dr. Andrew P. Torrence | In 1968, Dr. Andrew P. Torrence, also an alumnus, was named the University's third President. Throughout his relatively brief tenure, the University strengthened its focus on academics and introduced a broader array of offerings. It was during this time that the University, through a bill passed by the state legislature, formally dropped 'Agricultural and Industrial' from its name and became Tennessee State University, which is one of the most significant events during the Torrence presidency. Also, it was in 1968 that a Tennessee State University faculty member named Rita Sanders filed a lawsuit alleging a dual system of higher education in Tennessee based on race, which over the years evolved into Geier v. Tennessee. The court did not reach a decision until 2001. |
| President, 1968-1974 |  |
| 3 |  |

| Dr. Charles B. Fancher | Dr. Charles B. Fancher began his career at Tennessee State University in 1962 and served in a number in positions, including interim President in 1974. From 1975 until his retirement in 1985, he was vice Chancellor for Academic Affairs for the State University and Community College System of Tennessee. He has held memberships in many professional and civic organizations and has degrees from Talladega College, the University of Pittsburgh and the University of Wisconsin. |
| Interim President, 1974-1975 |  |
| 3b |  |
| Dr. Frederick S. Humphries | Dr. Frederick S. Humphries demonstrated highly effective administration skills which resulted in the improvement and expansion of academic programs, upgraded faculty, increased enrollment and quality of students, and expanded scholarships and support activities. However, he will likely be remembered most for his bold and tenacious fight for the rights of a historically black University which was located in the same area with a historically white University when he insisted on the predominance of Tennessee State University over the University of Tennessee at Nashville (UTN). This ultimately led to the merger of TSU and UTN, with TSU becoming the surviving institution, heralded as one of the fairest and most important desegregation decisions of the 20th century. Humphries achieved a national reputation as a dedicated fighter for the cause of the continued existence of HBCUs and opportunities for minorities. |
| President, 1975-1985 4 | |
| -- | |
| Dr. Roy P. Peterson | Dr. Roy P. Peterson, deputy executive director of the Kentucky Council for Higher Education, was appointed interim President of Tennessee State University in 1985. Peterson, a native from Louisiana, earned degrees from Southern University, the University of Oregon and the University of Iowa. He served as the chief of academic officer for the State Higher Education Board in Illinois prior to assuming a similar position with the Kentucky Council. Peterson led the Tennessee State University toward the fulfillment of its role as an urban institution by broadening relationships within the greater Nashville community. |
| Interim President, 1985-1986 4b | |
Noticing a need for expansion on campus to house a growing number of students and provide a modern facility, Dr. Otis L. Floyd began to secure funds for a large renovation project. He was the instrumental force in acquiring $112 million for the construction on the Master Plan project. Construction projects began in 1989, and under Floyd's plan, nearly all of the buildings on campus were renovated. Eight new buildings were constructed, including the Floyd- Payne Campus Center, the Ned McWherter Administration Building, the Wilma Rudolph Residence Center and the Performing Arts Center. Floyd served as President until June 1990 and transitioned to become the first African-American Chancellor of The Tennessee Board of Regents from July 1990 until his death in 1993. After his passing, in his honor, The Tennessee College of Public Relations Association established the Otis L. Floyd, Jr. Award for Excellence in Administration. In 1997, The Tennessee Board of Regents established the Dr. Otis L. Floyd Scholarship which is still being awarded to deserving students today. The students who receive the scholarship are charged with working to make an impact in education.

Dr. George W. Cox served Tennessee State University for more than 20 years progressing during his tenure from professor of education to Vice President for Academic Affairs to interim President from July 1990 to April 1991. He was a distinguished member of several organizations and received numerous citations for his work in education, human relations and public service. He earned degrees from LeMoyne-Owen College, Memphis State University and the University of Tennessee.
| Dr. James A. Hefner | During Dr. James A. Hefner's 14-year tenure as President of Tennessee State University he oversaw the implementation of a $112 million capital improvement plan, secured by former President Floyd and as part of the Geier agreement that attempted to end race-based disparity in higher education spending in Tennessee. Several new buildings were built, including a campus center, an administration building and a Performing Arts Center. Under his leadership, enrollment reached an all-time high of 9,100 students. |
| President, 1991-2005 | 6 |

| Dr. Melvin N. Johnson | Dr. Melvin N. Johnson began his tenure as the seventh President of Tennessee State University in 2005. Before serving as President, Johnson served as provost and Vice Chancellor for academic affairs and as a tenured professor of economics at Winston-Salem State University. He taught at the U.S. Air Force Academy and completed a distinguished military career as a lieutenant colonel. Under Johnson's leadership, he was instrumental in continuing to bring positive national attention to the University by recognizing the Freedom Riders with honorary degrees, engaging the University in the Tennessee Campus Compact, positioning the University to receive national awards for community service and engagement, obtaining $8 million for Race to the Top Funds by President Obama, opening the University's doors to flood victims and businesses, and obtaining Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching. |
| President, 2005-2010 | 7 |
Dr. Portia Holmes Shields was appointed interim President of Tennessee State University on January 2, 2011 becoming the first woman to lead this historic institution in its 100-year history. Shields holds a Ph.D. in Early Childhood/Elementary Education from the University of Maryland, a Master of Arts degree in Remedial Reading from George Washington University and a bachelor's degree in Elementary Education from District of Colombia Teachers College. She was awarded Post-Doctoral Fellowship to study in West Africa by the African-American Institute in New York City. Dr. Shields has served in various capacities in the field of education. At Howard University, she served as dean of the School of Education, director of Medical Education and Biomedical Communications. She also served as the first female President of Albany State University from 1996 to 2005. In 2007, she became the chief executive officer and chief academic officer at Concordia College until 2009.
| Dr. Glenda Baskin Glover, President | Dr. Glenda Baskin Glover returned to her beloved alma mater to begin serving as the institution’s eighth and first female President on January 2, 2013. The TSU students, alumni, faculty and staff embraced a five-point vision that energized the TSU family, and included: (1) academic progress and customer service, (2) fund raising and partnerships, (3) diversity and inclusion, (4) shared governance, and (5) community outreach. The University’s academic offerings have increased to 45 bachelor’s degrees, 24 master’s degrees and seven doctorate degrees under President Glover’s leadership. Academic offerings now include a Professional Science Masters in Applied Geospatial Sciences, and a Master of Computer Science. Accreditations and reaffirmations of accreditations have been achieved in the various units, including public health, a first for TSU. Applications for two newly created colleges have completed the first phase of approval and now await final approval from TBR. These are: (1) College of Physical and Life Sciences (STEM disciplines), and (2) elevate the Honors Program to an Honors College. Additionally, both alumni giving and Research and Sponsored programs are at record highs. TSU continues to increase its rankings various evaluation agencies. |

8
1.3 ACCREDITATION AND AFFILIATIONS

Tennessee State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate, Bachelor's, Master's, Specialist in Education, and Doctoral degrees. In addition, the following programs and associations support the high quality education available on the TSU campuses:

**College of Agriculture Human and Natural Sciences**
- Family and Consumer Sciences (B.S. American Association of Family and Consumer Sciences, American Dietetics Association)

**College of Business**
- Business (B.B.A., M.B.A.: AACSB is: the Association of Advance Collegiate Schools of Business International)

**College of Education**
- Psychology (B.S., Ph.D with concentration in Counseling: American Psychological Association (APA))

**College of Engineering, Technology and Computer Science**
- Aeronautical & Industrial Technology, (B.S.: Accreditation Board for Engineering and Technology (EAC/ABET))
- Architectural & Mechanical Engineering, (B.S.: Accreditation Board for Engineering and Technology (EAC/ABET))
- Civil & Environmental Engineering, (B.S.: Accreditation Board for Engineering and Technology (EAC/ABET))
- Electrical & Computer Engineering, (B.S.: Accreditation Board for Engineering and Technology (EAC/ABET))

**College of Health Sciences**
- Cardio-Respiratory Care Sciences (B.S.: Commission on Accreditation of Allied Health Education Programs)
- Dental Hygiene (A.A.S., B.S.: Commission on Dental Accreditation)
- Health Care Administration and Planning (B.S.: Association of University Programs in Health Administration)
- Health Information Management (B.S.: Commission on Accreditation of Allied Health Education Programs in collaboration with the Council on Education of the American Health Information Management Association)
- Nursing (A.A.S., B.S.N., M.S.N.: Accreditation Commission for Education in Nursing)
- Occupational or Physical Therapy (B.S.: Accreditation Council for Occupational Therapy Association; Education of the American Occupational Therapy Association)
• Physical Therapy (M.P.T.: Commission on Accreditation in Physical Therapy Education (CAPTE)
  Public Health (M.P.H.: Council on Education for Public Health)
• Speech Pathology and Audiology (B.S., M.S.: Council of Academic Accreditation of the American Speech-Language-Hearing Association)

College of Liberal Arts
• Art (B.A.: National Association of Schools of Art & Design)
• Music (B.A.: National Association of Schools of Music)
• Social Work (B.S.: The Council on Social Work Education)

College of Life and Physical Sciences
• Chemistry (B.S.: Committee on Professional Training (CPT) of the American Chemical Society (ACS))

College of Public Service and Urban Affairs
• Public Administration (M.P.A: The National Association of Schools of Public Affairs and Administration)

1.4 VISON, MISSION, CORE VALUES AND GOALS

1.4.1 Vision Statement

Tennessee State University aspires to achieve national and international prominence, building on its heritage and preparing leaders for a global society.

1.4.2 Mission Statement

Tennessee State University, a Historically Black College/University (HBCU), fosters scholarly inquiry and research, life-long learning, and a commitment to service.

1.4.3 Core Values

Tennessee State University maintains the following core values:

• Excellence
• Learning
• Accountability
• Integrity
• Shared governance
• Diversity
• Service
1.4.4 University Goals


With the understanding that TSU students are the focus of all University activity, a vision was advanced that set the stage for the future. These interrelationships, shared goals, common themes, and core expectations focus on five key performance indicators: Access and Diversity, Academic Quality and Student Success, Business-friendly Practices, Revenue Generation / Research / Resourcefulness, and Engagement.

Institutional planning documents demonstrate a convergence of interrelationships, shared goals, common themes, and core expectations between the University and its governing entities and among its various plans.

1. **Access and diversity**
   The University supports a concept of diversity that leverages the diverse characteristics of both our student body and our employees and results in continuous growth and development for the University.

2. **Academic quality and student success**
   The academic quality and student success goal is a very strong measure of how well we are fulfilling our educational mission. This goal focuses on quality teaching and improvements in student learning demonstrated through ongoing assessment and documentation of program quality and student learning outcomes, and using assessment results to make improvements.

3. **Business-friendly practices**
   The business-friendly practices goal focuses on improvements in the quality of performance regarding the University’s core business and educational functions through ongoing assessment and documentation of performance outcomes on such things as user/customer perceptions of our services, and using assessment results to make improvements.

4. **Revenue generation/research/resourcefulness**
   The opportunities to grow resources, to reduce operational costs, and to strengthen the revenue base support the University’s mission of fostering scholarly inquiry and research, life-long learning and a commitment to service.

5. **Engagement**
   The engagement goal highlights the University’s commitment to its service mission through its engagement in community service, land-grant activities, and international education.

Three major planning documents drive the University’s planning goals and strategic direction. These are the Academic Master Plan 2008-2028: Envisioning the Future through the Lens of our Heritage; the 2010-2015 Strategic Plan: Transforming Tennessee State University; and The
Tennessee Board of Regents 2010-2015 Strategic Plan: Charting the Course. A cross section of internal and external stakeholders developed each plan to identify goals and strategies as a means to continuously improve the University’s quality and effectiveness through transparent processes. TSU’s 2010 Institutional Assessment and Improvement Plan is designed to enable the University to:

- systematically monitor and track institutional progress toward planning goals
- use the results of assessment to make continuous improvements in institutional quality, in particular, improvements in student learning and in the environment that supports student learning
- document its planning and evaluation activities in Compliance Assist, the University’s online reporting tool.

The Complete College Tennessee Act of 2010 requires state colleges and universities to demonstrate improvements in academic progress and graduation rates and ties higher education funding to such outcomes-based improvements.

1.5 THE PRINCIPLES OF COMMUNITY

Tennessee State University is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the University’s affairs requires that every member of the University community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another’s point of view, limited only by University regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual preference, sexual orientation, religious or political beliefs, status within or outside the University, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.
We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

1.6 UNIVERSITY MOTTO

The motto of Tennessee State University is "Think, Work, Serve."

1.7 UNIVERSITY LOGO

1.7.1 Logo Use

Tennessee State University maintains a consistent and uniform presentation in print and electronic publications, materials and productions for distribution both on-campus and off-campus. All materials and products prepared by faculty, staff and students of Tennessee State University must display the logo and identifier in accordance with University style and brand standards. Any questions concerning proper logo usage should be directed to the Office of University Publications, which is responsible for assisting faculty, staff and students in using the University’s logos.

1.7.1.1 Who Should Use the University Logo

All official academic and administrative units of TSU should use the TSU logo exclusively. Unit names may be incorporated into an approved departmental signature. Entities housed at TSU which have an independent relationship to the community and/or represent a regional, national or international organization may use an independent logo along with the TSU logo as long as the TSU logo requirements are met. No TSU logo should be used by any non-University entity to imply a relationship with the University without the Institution’s expressed permission. University affiliated social, fraternal, advocacy, hobby and religious organizations may not use the TSU logo, or any part thereof, for promotion. University academic, performing, and intramural athletic organizations may use the TSU logo or a logo signature to represent TSU in competition or conference with chapters from other universities. Permission from the Office of University Publications is required.

TSU Athletics has its own logos and branding standards (see www.tsutigers.com).
1.7.1.2 Academic Use

All academic and administrative units should use the official TSU logo — unit names may be incorporated into an approved logo signature. The TSU logo must be clean and prominent in publication layouts. Scanned copies, website logos or “homemade” versions are unacceptable. The Cupola may not be combined with other University logos and should ALWAYS appear with the dark (shaded) area on the right-hand side. The official TSU logo may not be used by any non-University group, organization, or other entity to imply a relationship with the University without the institution’s permission. Student organizations may not use the official TSU logo for promoting events, unless there is a direct tie-in to approved activities through the Division of Student Affairs or the Division of Academic Affairs.

1.7.1.3 University Seal (Restricted Use)

The Tennessee State University Seal is to be used ONLY on official documents and materials. It should be printed in either black or TSU blue. The seal may also be embossed in blue, black, or silver. The Tennessee State University Seal will continue to be the official emblem of the University. As such, its use will be restricted to Commencement, Convocation, diplomas, official transcripts and formal documents (i.e. proclamations, recognition certificates with the name of the President) of Tennessee State University. The seal may not be altered in any way or blended with other designs or symbols. The seal may be used on ‘approved’ specialty items, but may not be used on apparel. The Tennessee State University logo should be used in all other instances. The logo and seal may not be used together.
1.7.1.4 *Athletic Logo (Restricted Use)*

The Tennessee State University Tiger and the scripted version of the letters “TSU” should ONLY be used in connection with athletic events, approved student activities or other appropriate advertising. Colors of the scripted version should be University appropriate. No other variation or design should be used unless there is approval from the Office of University Publications or the Athletics Director.

1.7.2 **Business Cards and Stationery**

Business Cards and stationery may be ordered through departmental offices. In order to protect the University’s branded image, business cards must adhere to current guidelines.

The preferred vertical business card utilizes a one-color logo, centered horizontally on the card, has a placement as outlined in the diagram on page 29 of the University Style Guide. The preferred horizontal business card utilizes a one-color logo positioned in the upper left-hand corner as outlined in the diagram on page 30. Each business card format is available in two different font choices, sans-serif or serif.

1.7.3 **Email Signature**

A faculty member’s e-mail signature is a great opportunity to share information in a non-intrusive way. The signature should be professional and informative, but not overwhelming. Please reference the example below when creating an e-mail signature. All text should be flush left, 12 pt. Times New Roman, unless otherwise noted. Beneath the contact information, the University logo and motto may be included. Please follow the spacing and size restrictions for the logo as seen on pages 16–17 of the University Style Guide. The University’s motto should be in quotation marks and italicized.
1.8 PUBLICATION CODES & NON-DISCRIMINATION STATEMENT

Effective immediately, as required by the U.S. Department of Education’s Office for Civil Rights (OCR), Tennessee state law (Tennessee Code Annotated, Sections 12-7-106-108) and rules of the Higher Education Publications Committee, every publication produced, whether physical or electronic, must be reviewed by the Office of University Publications to be assigned a required publication code. The publication code consists of a series of numerals and letters denoting that the piece is a Tennessee State University project. The common placement of this code is the bottom center of the back cover of a publication, and it should be typeset in 5-point type Franklin Gothic Medium. Additionally, the OCR requires that any publications related to recruitment materials made available to participants, students, applicants or employees, include a full non-discrimination statement. This must be published in any newspapers or magazines operated by the school or students, including alumni magazines and newspapers or other written communication to students and employees. Publication code forms can be found by visiting http://www.tnstate.edu/publications and then selecting the ‘Publication Code Application’ link. The information should read as follows:

- Publication Code— Tennessee State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, religion, sex, disability or age in its program and activities. Inquiries regarding the non-discrimination policies should be directed to the Office of Equal Opportunity and Affirmative Action, 3500 John A. Merritt Boulevard, Nashville, TN 37209, (615) 963-7435.

For occasions when the full statement would not pertain or fit (schedule cards, campus maps, etc.):

- Publication Code — Tennessee State University is an AA/EEO employer.

Each budgetary authority on campus is expected to review and approve expenditures for publications, in line with the statute. No publication is to be printed or distributed without a publication code or the above OCR publications statement. Departments must receive a publication code and include the required OCR publication statement prior to submitting a purchase requisition for printing from the Office of Procurement. Publications received by the Office of Procurement for printing without the required documentation will be returned unprocessed.
1.9 UNIVERSITY ALMA MATER

Alma Mater

L. M. Avenue

Clarence Hayden Wilson

1. In the land of golden sunshine, By the Cumber-land's fertile shore.
2. Many come to Thee for knowledge, Come from East, North, South and West.
3. Send forth sons both strong and valiant, Send forth daughters wise and true.

Stands a school for greatest service One that we adore.
For they know that Thou dost offer Such a rich beseechment.
Filled with hope and dauntless courage Motives same and true.

Alma Mater, how we love thee, Love thy white and blue
Alma Mater, all Thy children Worship at Thy shrine;
Alma Mater, kindly mother Smile on Tennessee.

May we strive to meet Thy mandates With faith that's true,
May the God of nations bless thee With gifts divine.
May she lift her head toward heaven Honor Country, God and Thee.
1.10 FACILITIES

- Main Campus: 3500 John A Merritt Boulevard, Nashville, TN 37209
- Avon Williams (Downtown campus): 330 10th Avenue North, Nashville, TN 37203
- Agriculture Research and Education Centers (AREC)
  - Ashland City: 3101 River Road, Ashland City, TN 37015
  - Main Campus: 28th Avenue, Nashville, TN 37209
  - McMinnville: (Otis L. Floyd Nursery Research Center) 472 Cadillac Lane, McMinnville, TN 37110

1.10.1 Buildings of Historical Significance

Although no individual TSU building qualifies for inclusion on the National Historic Register, the following are located within a less rigid designation as a “historic district” on the register:

1.10.1.1 Buildings Located within the National Register Historic District

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Built</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis Humanities</td>
<td>1933</td>
</tr>
<tr>
<td>Elliot Hall</td>
<td>1927</td>
</tr>
<tr>
<td>Harned Hall</td>
<td>1927</td>
</tr>
<tr>
<td>Jackson Industrial Tech</td>
<td>1933</td>
</tr>
<tr>
<td>Love LRC</td>
<td>1933</td>
</tr>
<tr>
<td>McCord Hall</td>
<td>1950</td>
</tr>
</tbody>
</table>

In addition, several other structures have significance to TSU’s history. Goodwill Manor is a complete replacement/replication of the original facility which was part of the original campus construction of 1912-1914. The original Ag Barn (Farrell-Westbrook) was a Depression era Works Progress Administration (WPA) building.
1.10.1.2 Named Facility Honorees

There are several buildings on campus which have been named for important members of the Nashville or Tennessee area which include:

- **Averitte Amphitheater** – Laura M. Averitte, author of the University’s Alma Mater, founder of the TSU Theater Program.
- **Avon Williams Campus** – Avon N. Williams Jr., Tennessee State Senator, TN and US Supreme Courts Member. NAACP Administrator.
- **Boston Room AD Suite** – Ralph Boston, Olympic Gold, Silver, and Bronze medalist, one-time long jump world record holder.
- **Boswell Complex** – Alger V. Boswell, Department Head, VP Emeritus, Registrar, Dean of Men
- **Clay Hall** – Robert E. Clay, State Education Administrator and A&I supporter.
- **Clement Hall** – Frank G. Clement, Tennessee Governor and TSU supporter.
- **Cox – Fancher Computer Science Complex** – George W. Cox, Interim President and VP for Academic Affairs. Charles B. Fancher, Interim President and VP for Administration.
- **Cox - Lewis Theater** – W. Dury Cox Jr., actor and TSU theater supporter. Edward C. Lewis Jr., father of TSU’s music department.
- **Crouch Hall** – Hubert B. Crouch, Graduate School Dean, Science Division Director.
- **Crutchfield Athletics Weight Room** – Claude S. Crutchfield, TSU alumnus, Metro teacher, longtime supporter of TSU athletics.
- **Crutchfield Athletics Hall of Fame / Lounge** – Inez Gibbs Crutchfield, PE Professor and administrator.
- **Davis Humanities** – Walter S. Davis, second TSU President, A&I grad, professor, football coach, department head.
- **Elliott Hall** – Janie E. Elliott, founder of A&I cafeteria system, first HBCU cafeteria system, Presbyterian missionary.
- **Eppse Residence** – Merle R. Eppse, professor, History Department Head.
- **Farrell-Westbrook Ag Sciences Complex** – James E. Farrell, Fred E. Westbrook, TSU professors and administrators – state, federal, and international agriculture agents.
- **Floyd / Payne Campus Center** – Otis L. Floyd, TSU President and TBR Chancellor. Joseph A. Payne, Dean of Students and VP Student Affairs.
- **Floyd Nursery Crop Research Center** – see above.
- **Ford Apartments Residence** – John Ford and Harold Ford Sr., State Senator, and US Congressman, respectively. TSU benefactors.
- **Gentry Athletic Complex** – Howard C. Gentry, football coach, Athletic Director, community leader.
- **Greer Band Room** – Frank Greer – Second TSU Director of Bands.
- **Hale Stadium** – William J. Hale, first President.
- **Hale Residence** – Harriett H. Hale, TSU first Lady, professor, administrator.
- **Hankal Residence** – Edna Rose Hankal, professor, Matron of Ladies Housing, Dean of Women.
• **Harned** Hall – Perry L. Harned, State Commissioner of Education and colleague of President Hale.

• **Holland** Hall – Lewis R. Holland, professor and Business Department Head, founder and President of TSU Credit Union.

• **Hughes** Natatorium / Pool – Thomas “Friend” Hughes, first swim coach, 5 consecutive national championships.

• **Humphries** Hall – Frederick S. Humphries, TSU President and FAMU President.

• **Jackson** Industrial Tech – Tom Jackson, State Commissioner of Tourism, TBR Regent and TSU benefactor.

• **Kean** Hall / Gymnasium – Henry A. Kean, football and basketball coach, Athletic Director.

• **Lawson** Hall – Wilfrid Whitehead Lawson, professor and scientist, first Director of Agriculture at A&I.

• **Lewis** HPSS Office Suite – Audrey E. Lewis, professor and Department Head.

• **Love** LRC – Harold M. Love Sr., TSU alumnus, Metro Councilman, State Representative, longtime TSU supporter.

• **McCord** Hall – Jim Nance McCord, Tennessee Governor and TSU supporter.

• **McClendon** Basketball Court – John B. McClendon, basketball coach, 3 consecutive national championships, first African American professional basketball coach.

• **McWherter** Administration Bldg. – Ned Ray McWherter, Tennessee Governor and TSU supporter.

• **Merritt** Blvd. & Merritt Plaza – John A. Merritt – Hall of Fame football coach and community leader.

• **Murrell** Forum – Robert N. Murrell, Director of Housing and Dean of Men.

• **Poag** Auditorium – Thomas A. Poag, actor, coach and teacher of TSU’s famed actors, first African American holder of Drama Ph.D.

• **Rudolph** Residence Center – Wilma Rudolph, Tigerbelle and Olympic Champion

• **Strange** Music Bldg – Marie Brooks Strange, long time music professor and concert pianist.

• **Torrence** Engineering – Andrew P. Torrence, Third TSU President, VP for Tuskegee Institute.

• **Temple** Track and Temple Blvd. – Edward S. Temple, TSU ladies’ track coach, USA ladies’ Olympic coach.

• **Van Gordon** Student Art Gallery – Hiram Van Gordon, artist and benefactor.

• **Washington** Health Center – Queen Washington, staff nurse, head nurse, and administrator of health services for TSU.

• **Watson** Residence – Lena B. Watson, Matron of A&I East Residence Hall

• **Welton** Plaza – Hazael Edward Welton, class of ’32, established first TSU endowment scholarship in 1977.

• **Williams** Honors Center – McDonald Williams, professor and Honors Center Director.

• **Wilson** Ladies Residence – Mary L. Wilson, faculty member 1916, professor and Dean of Women.

• **Young** Poultry Plant – Frank A. Young, Dean of Nashville Sports Writers and A&I supporter.
1.11 MAIN CAMPUS MAP
PART 2: UNIVERSITY GOVERNMENT AND ADMINISTRATION

2.1 TENNESSEE HIGHER EDUCATION COMMISSION

The Tennessee Higher Education Commission (THEC) is the state's coordinating agency for higher education. Guided by the Public Agenda for Tennessee Higher Education, THEC oversees an array of finance, academic, research and consumer protection initiatives that promote student success and support the State's completion agenda for postsecondary education. THEC actively seeks to develop policy recommendations, programmatic initiatives, and partnerships that increase educational attainment in the state while improving higher education access and success for all Tennesseans.

The Tennessee Higher Education Commission was created in 1967 by the Tennessee General Assembly to achieve coordination and foster unity with regard to higher education. The Commission coordinates two systems of higher education, the University of Tennessee institutions governed by the University of Tennessee Board of Trustees, and the state universities, community colleges, and technology centers governed by The Tennessee Board of Regents. There are currently nine public universities, two special purpose institutes, 13 community colleges, and 27 colleges of applied technology in Tennessee that serve over 250,000 students.
The Commission is composed of nine lay members, with six-year terms, representing congressional districts of the State; three Constitutional Officers who are ex-officio voting members (Comptroller of the Treasury, State Treasurer, and Secretary of State); two ex-officio student members; and the Executive Director of the State Board of Education, as an ex-officio non-voting member.

2.2 TENNESSEE BOARD OF REGENTS

The Tennessee Board of Regents (TBR) system consists of 46 institutions with a combined annual enrollment of nearly 200,000 students, ranking it among the nation's largest systems of public higher education. TBR's six state universities, 13 community colleges, and 27 colleges of applied technology offer classes in almost all of Tennessee's 95 counties. The TBR system is a $2.2 billion per year enterprise.

The Tennessee Board of Regents was created in 1972 by the General Assembly as the governing body of the State University and Community College System of Tennessee. At that time, the member institutions of the system were the six state universities and ten community colleges formerly governed by the Tennessee Board of Education. In 1983, the General Assembly transferred the technical institutes and area vocational schools (now called Tennessee Colleges of Applied Technology) to The Tennessee Board of Regents. The University of Tennessee is a separate system with its own Board of Trustees. The Board of Regents and the UT Board of Trustees are coordinated by the Tennessee Higher Education Commission.

The composition of The Tennessee Board of Regents is set forth in Tennessee Code Annotated 49-8-201. The board consists of 18 members: 12 lay citizens appointed for six-year terms by the governor, with one each from the state's nine congressional districts and three grand divisions; one faculty member from among the system institutions appointed by the governor for a one-year term; one student from among the system institutions appointed by the governor for a one-year term; and four ex-officio members--the Governor of Tennessee, the Commissioner of Education, the Commissioner of Agriculture, and the Executive Director of the Tennessee Higher Education Commission, who is a non-voting member.

The Tennessee Board of Regents system is the primary vehicle for higher education access in Tennessee. Our vision is a Tennessee population and workforce with the knowledge and skills to be competitive in the world economy. The Regents system, both as a set of forty-six individual institutions and as a collaborating and integrated system of education, seeks to raise the education and skill levels in Tennessee through quality programs and services, efficiently delivered.

To address this mission, TBR operates three types of institutions:

- universities, offering four-year and graduate degrees
- community colleges, offering two-year degrees and technical certificates
- colleges of applied technology, offering technical certificates and diplomas
Each year, the TBR system serves over 200,000 students in 90 of Tennessee’s 95 counties and credentials 22,000 people, making them job-ready and better prepared to enter or advance in the 21st century workforce. Over 80% of the K-12 teachers who were trained in Tennessee received their degrees from a TBR institution.

Because of its scope, both geographically and educationally, the TBR system is well situated to address the state’s need for a trained workforce and a better-educated population. The education attainment levels in Tennessee are currently substantially below the national average, making it difficult for Tennessee to develop and attract the kinds of well-paying jobs relevant to the nation’s knowledge-based economy. The lack of education attainment stands in the way of the state’s prosperity as well as that of its individual citizens.

The role of the TBR system office is to act on behalf of the board by directing and overseeing on a daily basis the operations of the TBR system. The Chancellor is the chief executive of the system and is empowered to act on behalf of the board. The Chancellor and his staff serve at the pleasure of the board and perform those duties prescribed by the board. As the board staff, they ensure implementation of board policies and directives, initiate and conduct studies, serve as liaison between the institutions and other state offices, provide certain centralized services, and provide leadership in the management of the system.

The board's policies and practices reflect decentralized decision-making and operations. Standardized policies are established to ensure institutional accountability while maintaining campus prerogatives.

The board maintains a strong committee structure through which all policies and other significant considerations are deliberated. Board members serve on these major committees:

- Academic Policies and Programs
- Finance and Business Operations
- Personnel and Compensation, Audit
- Workforce Development, and External Affairs
- Additional committees are established on an ad hoc basis to address special concern.

The board subscribes to a concept of strong presidencies in which the President is the chief executive officer of the institution with broadly delegated responsibilities for all facets of campus management and operations. The President serves at the pleasure of the board, reports to the board through the chancellor, and is the official medium of communication between the campus community and the chancellor.

The policies through which the board implements its statutory responsibility for governance and management of the system establish both standards for consistency among the institutions and defined parameters to promote institutional flexibility and discretion. To ensure appropriate participation in the consideration of proposed board policies and system-wide decisions, all such matters are reviewed by a structure of system sub-councils, the Presidents as a council, the board staff, and a board committee prior to their consideration by the board. More detail about these
sub-councils and other campus-based groups may be found in the Campus Liaison Groups section of the website. The policies and guidelines also have their own section of the site.

The system office staff works in a highly collaborative, generally autonomous manner, which is essential given the relatively small staff to oversee such a large system. The senior staff meets weekly, and each individual office has periodic meetings of its own staff.

The Tennessee Board of Regents system is governed by 18 board members. The board meets four times a year at regularly scheduled meetings, and the chairman may call additional meetings during the year as needed. The board sets policies and guidelines that govern all TBR institutions. All board meetings are open to the public and the press as observers under Tennessee law.

2.2.1 Purpose of the Board

According to its bylaws, the purpose of the Board of Regents is to do the following:

- establish, govern, manage, and control the State University and Community College System of Tennessee
  - The Board of Regents views itself as the responsible agency for purposes and proposals of the System subject only to legislatively mandated review.
- develop a system organization that will provide coordination of the system of institutions and area vocational-technical schools while at the same time preserving the unique qualities, integrity, and regional and community relationships of each of the institutions and schools
- provide essential centralized services and uniform procedures which will increase the individual effectiveness and improve operations of each of the institutions and schools of the system
- increase the ability of the institutions and schools and the System to compete and account for state appropriations, while providing more efficient utilization of state resources provided for their support
- assure more effective lay and public direction and system policy guidance thus preserving citizens' control of postsecondary education in Tennessee

2.2.2 Board Operations

The board's policies and practices reflect decentralized decision-making and operations. Standardized policies are established to ensure institutional accountability while maintaining campus prerogatives.

The board maintains a strong committee structure through which all policies and other significant considerations are deliberated. Board members serve on these major committees:
The Chancellor is the chief executive of the system and is empowered to act on behalf of the board. The Chancellor and his staff serve at the pleasure of the board and perform those duties prescribed by the board. As the board staff, they ensure implementation of board policies and directives, initiate and conduct studies, serve as liaison between the institutions and other state offices, provide certain centralized services, and provide leadership in the management of the system.

The board subscribes to a concept of strong presidencies in which the President is the chief executive officer of the institution with broadly delegated responsibilities for all facets of campus management and operations. The President serves at the pleasure of the board, reports to the board through the chancellor, and is the official medium of communication between the campus community and the chancellor. Students, faculty and staff share responsibilities in campus governance.

The policies through which the board implements its statutory responsibility for governance and management of the system establish both standards for consistency among the institutions and defined parameters to promote institutional flexibility and discretion. To ensure appropriate participation in the consideration of proposed board policies and system-wide decisions, all such matters are reviewed by a structure of system sub-councils, the Presidents as a council, the board staff, and a board committee prior to their consideration by the board.

### 2.2.3 TBR Sub-councils and Advisory Groups

#### 2.2.3.1 Sub-councils

The campus groups involved in system-wide policy making are listed below, with the office responsible for staffing the group in parentheses. These groups all meet quarterly. Changes in system-wide policies generally work their way up through the appropriate sub-council(s) to the Director's Council. If the changes are approved by the Director's Council, they then go to the board for consideration and final action.

- Academic Officers Sub-council (Office of Academic Affairs)
- Business Affairs Sub-council (Office of Business and Finance)
- Director's Sub-council (Office of the Colleges of Applied Technology)
- Faculty Sub council (Office of Academic Affairs)
- Information Technology Sub-council (Office of Information Technology)
- President's Council (Office of the Chancellor)
- Student Affairs Sub-council (Office of Academic Affairs)
- Student Government Association Presidents Council (Office of Academic Affairs)
2.2.3.2 Advisory Groups

The following campus groups meet periodically to share information or to provide advice to TBR staff and to the policy-making sub-councils and councils:

- Continuing Education Committee (Office of Academic Affairs)
- Distance Education Committee (Office of Academic Affairs)
- Library Deans and Directors Committee (Office of Academic Affairs)
- Admissions and Records Deans and Directors Committee (Office of Academic Affairs)
- University Research Officers (Office of Academic Affairs)
- Finance Committee (Office of Business and Finance)
- Campus Contracts Officers (Purchasing and Contracts Department)
- Internal Auditors (System-wide Internal Audit Department)
- Human Resource Officers (Human Resources Department)
- Benefits Committee (Human Resources Department)
- Compensation Committee (Human Resources Department)
- Affirmative Action Officers (Office of Organizational Effectiveness and Strategic Initiatives)
- Diversity Contacts (Office of Organizational Effectiveness and Strategic Initiatives)
- Development Officers (Office of Administration and Facilities)
- Facility Coordinators (Office of Administration and Facilities)
- University-based Counsel (Office of General Counsel)
- Public Relations/Marketing Officers (Department of Communications)
- Publications Officers (Department of Communications)

2.3 TSU ADMINISTRATIVE ORGANIZATION

The administrative organization of the University exists for the purposes of providing leadership and facilitating the academic programs. Fulfillment of these goals can best be achieved in an atmosphere of shared governance, mutual planning and implementation of decisions, and the recognition and encouragement of contributions of members of the University community.

<UNIVERSITY & ACADEMIC AFFAIRS ORG CHARTS To Be Inserted Upon RECEIPT>
Academic Affairs
ADDITIONAL Org Charts
An organizational chart for each of the following divisions are available at [INSERT HYPERLINK HERE] and in the Appendix

Office of the President
Administration
Budget & Finance
Student Affairs
Enrollment Management /Student Retention
Research & Sponsored Programs
Colleges
  • College of Agriculture Human and Natural Sciences
  • College of Business
  • College of Education
  • College of Engineering
  • College of Graduate Studies and Research
  • College of Health Sciences
  • College of Liberal Arts
  • College of Life and Physical Sciences
  • College of Public Service and Urban Affairs

2.3.1 President

As the chief executive and academic officer of the University, the President is responsible to The Tennessee Board of Regents for the administration of the institution. All authority delegated by The Tennessee Board of Regents is administered through the Office of the President.

The University officers who report to the President include:
  • the Executive Vice President for Administration
  • the Vice President for Academic Affairs
  • the Vice President for Business and Finance
  • the Vice President for Enrollment Management and Student Support Services
  • the Associate Vice President for Student Affairs/Chief of Student Affairs Officer
  • Chief Research Officer and Associate Vice President of Research and Sponsored Programs
  • the Associate Vice President for University Relations and Development
  • the General Counsel; Equity and Title IX Officer
  • the Director of Internal Audit
  • the Director of Athletics

2.3.2 Acting President

In the temporary absence of the President, the following officers are authorized to serve as Acting President of the University in the order listed: NEED TO BE CONFIRMED – (no response @ 2-15-16)
In the event any of the above named positions are filled by persons in an acting or interim capacity, the line of succession is automatically directed to the next position.

In the event the President of the University resigns, is incapacitated, is on an extended leave of absence, or otherwise is unable to perform the duties for a period in excess of 30 days, an Acting or Interim President shall be designated by The Tennessee Board of Regents.

The Acting or Interim President shall have all powers, duties, and responsibilities normally held by the President of the University.

2.3.3 Executive Vice President for Administration

The Executive Vice President for Administration is responsible to the President as the Chief Executive Officer for the University. As the Chief Administrative Officer, the Executive Vice President for Administration is the ranking officer of the University. The Executive Vice President for Administration is responsible for the complete administration including the programs, policies and procedures, the employment of faculty and staff, and research administration.

2.3.4 Vice President for Academic Affairs

The Vice President for Academic Affairs is the Chief Academic Officer and is responsible to the President of the University. The Vice President for Academic Affairs provides academic and administrative leadership for instruction, research and creative activity, continuing education, and public service. The Vice President for Academic Affairs is responsible for intellectual standards; institutional planning and budgeting; and the recruitment, retention, and development of faculty and students.

The principal staff of the Vice President for Academic Affairs includes:

- the Associate Vice President for Academic Affairs
- the Associate Vice President for Budget and Finance
- the Associate Vice President for Research and Sponsored Programs
- the Associate Vice President -Avon Williams Campus / Extended Education
- the Executive Director for Community College Initiatives
The deans of the colleges report directly to the Vice President for Academic Affairs. The deans and certain other officials meet periodically as the Deans' Council to discuss matters of mutual interest and make recommendations as appropriate. The Vice President for Academic Affairs serves as Chair of the Deans' Council.

2.3.5 University General Counsel

The University Counsel's office provides legal services to the President and other authorized members of the University community, including University leadership.

2.3.5.1 Executive Leadership

The University Counsel serves as a member of the President's executive leadership team and works closely and collaboratively with senior administrators, and other authorized University employees, faculty and staff, and advises various standing and ad hoc University committees, including the University's conflict of interest evaluation and human subject committees. The University Counsel also reviews, drafts and negotiation contracts, and reviews University policies and procedures.

2.3.5.2 Legal Representative for Employees

For many employees, the most important function University Counsel will serve will be providing legal representation and advice during a lawsuit or administrative agency matter. The University Counsel also serves as legal counsel during an on-site investigation or audit by an external enforcement agency such as the Department of Labor, the United States Department of Education, the EEOC, or the NCAA, and acts as litigation counsel and a liaison between the employee and the Tennessee Attorney General's office during litigation.

2.3.5.3 Notary Services for all Official University Business

The University Counsel’s Office provides notary services in connection with official University business within the notary public’s scope of authority. Please call 615-963-7924, to schedule a time for your document to be notarized.

- Please note that, in compliance with Tennessee law, you shall be required to produce evidence of identity in the form of a current identification issued by a federal or approved state government agency.
- This document must contain both your photograph and signature.
- A University ID is not sufficient.
2.3.5.4 Receipt of a Subpoena

Employees are sometimes served a subpoena to testify or produce University related records. The Office of the University Counsel (including the University Counsel) does not typically accept service of a subpoena on behalf of University employees. The Office of the University Counsel also does not accept service of a subpoena on behalf of students.

Steps to Follow if Served with a Subpoena:

If you are a TSU employee and are presented with a subpoena to testify in connection with your position as an employee or if a subpoena commands you to appear to produce University records (Subpoena Duces Tecum), please adhere to the following steps:

- **Step 1**
  Before signing anything, check and confirm to see if your name is on the subpoena.
  - If your name is not on the subpoena, **do NOT** sign the subpoena accepting service.
  - **Do NOT** accept service on anyone's behalf or on behalf of a department.

- **Step 2**
  If your name is on the subpoena, you may sign the subpoena accepting service. If you are served with a subpoena in your official capacity (as an employee of the University), it is imperative that you immediately contact the University Counsel’s Office at 615-963-7923; *Time is of the Essence.*

- **Step 3**
  The University Counsel will advise you regarding your obligations and/or the institution’s obligations and any measures to be taken in response to the subpoena.
  - **Remember:** It is imperative that you contact the Office of the University Counsel if you are subpoenaed.
    - Please contact the Office of the University Counsel for any questions regarding subpoenas.
      - OFFICE OF THE UNIVERSITY COUNSEL TELEPHONE NUMBER: (615) 963-7923
2.3.6 Vice President for Business and Finance

The Vice President for Business and Finance is the chief financial officer for the University and is one of the Executive Officers of Tennessee State University. Responsibilities include planning and directing the activities of the following five units:

- Accounting and Payroll
- Financial Services
- Facilities Management
- Human Resources
- Procurement.

2.3.7 Chief Research Officer and Associate Vice President of Research and Sponsored Programs

The Chief Research Officer and Associate Vice President of Research and Sponsored Programs:

- is responsible for the development and/or dissemination of official policies in the research and creative activity area
- works with faculty to identify and obtain funding for research and scholarly and creative endeavors both in and outside the University
- works in conjunction with the deans and faculty to promote and facilitate the development of commercializable intellectual property

The Chief Research Officer and Associate Vice President of Research and Sponsored Programs has responsibility for and oversight of:

- the Office of Research and Sponsored Programs
- Laboratory Animal Resources
- the Institutional Biosafety Review Committee
- the Institutional Review Board/Human Subjects Committee
- the Radiation Safety Sub Committee
- the Research Integrity Committee
- the Institutional Animal Care and Use Committee

2.3.8 Interim Appointments

Interim Appointments of President, Senior Vice President and Provost, Vice Presidents, and Deans: At the time of appointment to the position of Interim President, Interim Senior Vice President and Provost, Interim Vice President, or Interim Academic Dean, it will be stated whether or not the appointee is a candidate for the permanent position.
2.4 FACULTY SENATE

The Faculty Senate is composed of members of the Regular Faculty of Tennessee State University. Each college on the campus is represented in the Senate according to a formula defined in the Faculty Senate Constitution. Election of members for two-year terms is by vote of the Regular Faculty of each college.

The Senate advocates for the faculty of Tennessee State University as delegated by the Regular Faculty. It has the power to initiate any legislation requiring approval of The Tennessee Board of Regents. The Faculty Senate Constitution is included as an Appendix of this handbook.

2.5 STAFF SENATE

The Tennessee State University Staff Senate was organized to serve as a representative body for the staff of the TSU Campus. The Senates shall function for the welfare of the University and for the staff they represent. Each shall function as an advisory body and policy referral body to the President on policy matters as may directly affect staff.

2.5.1 Staff Senate Mission Statement

- The Staff Senate shall be an organization through which the staff is able to make recommendations and comments on interests, issues, policies, and concerns that affect the general welfare of the staff and the University.

- The Staff Senate shall not serve as a substitute for the formal grievance procedures of Tennessee State University.

- The Staff Senate shall represent all non-faculty employees by supporting the diverse campuses of Tennessee State University, without regard to race, color, sex, religion, national origin, age, veteran status, disability, sexual orientation.

- The Staff Senate shall work to promote the general welfare of the staff as it relates to the University and act as a medium to promote better understanding, cooperation, and communication within the campus community for the benefit and betterment of all.

- The Staff Senate shall function, in an advisory capacity, in the governance of the University, by encouraging actions that address the current and future needs of the entire University community.

- The Staff Senate shall promote and support opportunities for professional development and growth for all staff.

- The Staff Senate shall be empowered to organize itself, establish its own bylaws, and discipline its own members, except as restricted by the Constitution.
2.6 STUDENT GOVERNMENT GROUPS

Each college has one or more student associations, each of which is governed by a student council. Representation to each council varies according to the student group and is delineated in each association's constitution.

Each association is eligible to receive a portion of the student activities fees of the students it represents to use for various student activities and benefits.

Representation to the TSU Student Association is on a basis of one voting member per 100 students enrolled, with each college's constituency guaranteed at least three voting members.

Each college association pays per capita annual dues to the TSU Student Association.

2.7 UNIVERSITY COUNCILS AND COMMITTEES

2.7.1 Introduction

NOTE: Need to insert definition of council and committee: council members are appointed by the President or an administrator appointed or delegated by the President, and committees are elected by the faculty.

An effectively organized system of councils and committees is essential to the operation of the University. Councils and committees serve a variety of functions, which contribute to the achievement of the goals of the University.

Councils and Committees:

- keep the several elements of the University informed of the conditions, policies, and decisions which affect their responsibilities and welfare
- are a means of marshalling the wide range of knowledge and expertise on all subjects available to the University so that it can contribute to decision-making
- provide a liaison between officers of the University and other areas of the University, especially the faculty
- bring representatives of the appropriate groups in the University together at an early stage in the process of planning and development of policy and programs

Through consultation, policy review, and exploration of disagreements, a sound operating relationship can be maintained among all members of the University community.
To achieve full effectiveness, councils and committees must be:

- representative of the groups appropriate to their particular functions
- consulted regularly on a schedule that allows time for participation
- afforded full and immediate access to the information relevant to their interest
- able to exercise initiative and review actions as well as respond to proposals put before them
- provided benefit of a formal response from the appropriate academic and administrative offices to proposed recommendations or actions

All councils and committees are given clearly stated charges in writing, and they are asked to make periodic reports to their constituent bodies. All appointments to University councils and committees by the Faculty Senate are direct appointments and are forwarded to the President for official notification.

The committee structure of the University is kept flexible by periodic review and revision, assuring that committee work does not absorb an undue amount of faculty, staff, and student time. A current listing of councils and committees, their charges, and their membership is maintained in the Office of the President.

### 2.7.2 Faculty Senate Standing Committees

Standing committees provide the Faculty Senate with counsel and assistance regarding areas of University activity which are important to the fulfillment of an educational mission. The Faculty Senate, in turn, provides the President and his or her staff with recommendations and support regarding areas of University activity, which are important to the fulfillment of an educational mission. Standing committees by the Faculty Senate are direct appointments and are forwarded to the President for official notification. The President may suggest the establishment of specific committees to the Faculty Senate. Committees may be altered in their function or abolished upon recommendation of the Senate in accordance with the Constitution.

The Faculty Senate standing committees include the following:

- Academic Committee (formerly Academic I and III)
- Alumni Relations and Development Committee
- Budget Committee
- Constitution and By-laws Committee
- Faculty Grievance and Appeals Committee
- Faculty Benefits and Welfare Committee
- Information Technology Committee
- Library Committee
- Professional Development Committee
• Research Committee
• Student Appeals Committee (formerly Academic II)
• Curriculum Committee
• Executive Committee
• Nomination and Appointment Committee

2.7.3 University and Board Councils

Councils make recommendations to the President on policy and programs in areas of vital significance to the functioning of the University as an educational institution as well as special extracurricular areas that deserve the attention of the full representation of the University community. The Tennessee Board of Regents creates certain councils and sets their membership and charges. These include:

• Athletics Council (University)
• Council on Faculty Awards and Honors (University)
• Presidential Professorship Selection Committee
• University Strategic Planning Council (University)
• University Assessment and Improvement Council (University)
• Academic Officers Sub-council (TBR Office of Academic Affairs)
• Business Affairs Sub-council (TBR Office of Business and Finance)
• Director's Sub-council (TBR Office of the Colleges of Applied Technology)
• Faculty Sub-council (TBR Office of Academic Affairs)
• Information Technology Sub-council (TBR Office of Information Technology)
• President's Council (TBR Office of the Chancellor)
• Student Affairs Sub-council (TBR Office of Academic Affairs)
• Student Government Association Presidents Council (TBR Office of Academic Affairs)

2.7.3.1 Other Standing Committees and Councils

Other standing committees and councils are established upon recommendation of the Faculty Senate and are approved by the President. The President may suggest the establishment of specific new councils to the Senate. Councils may be abolished on recommendation from the Senate and approval of the President. Membership to the following councils is selected by the Faculty Senate and forwarded to the President for official appointment. Tennessee State University councils established in this way include:

• Constitution and By-laws Committee
• Faculty Handbook Committee (Ad Hoc)

2.7.3.2 Council Guidelines

These councils operate according to the following guidelines:

a) **Membership:** The councils’ membership will be drawn from faculty, students, and non-academic personnel as appropriate. Ordinarily, the council membership consists of
faculty members appointed to two-year terms with one-half retiring each year. At least one officer of the University administration, whose duties are relevant to the work of each council, will be designated by the President to be an ex-officio member of the council without a vote. The officer is responsible for assuring that the council is informed of administrative activities and plans appropriate to its charge. When necessary, the officer shall provide staff support to the council.

b) **Chair**: The chair of each council is elected annually from among the faculty members of the council.

c) **Charge to a Council**: A charge to a council is recommended to the President by the Faculty Senate. The President gives the charge in writing.

### 2.7.4 Other University Committees

a) **Administrative Advisory Committees**: Officers of the University are authorized to establish special advisory committees for subjects not covered by the Council or Standing Committee structure, so long as they do not duplicate the work of the councils and standing committees. These committees are composed of members selected in a way determined by the establishing official. The number and purposes of these committees are regularly reviewed by the President and Faculty Senate.

b) **Task Forces**: A task force is an ad hoc committee designed to accomplish a specific written charge. Members of the task force are selected by the appointing body or officer. Dissolution occurs when the task is completed or at the discretion of the appointing body or officer.

c) **Designated Scholarship Committees**: These committee members are appointed by the President.

### 2.7.5 Attendance Requirements for Faculty Members of a University Council or Committee

Except as otherwise provided by TBR policy, each faculty, staff, and student member is permitted to miss only three regularly scheduled meetings of a University council, committee, or board during an academic year. Absence at more than three regularly scheduled meetings is grounds for removing a faculty, staff, or student member from a University council, committee, or board at the discretion of the Chair.

Absences from regularly scheduled meetings may be made up by attendance at specially scheduled meetings at the discretion of the Chair.

### 2.7.6 Resignation of Faculty Members from Council and Committee Membership During Leaves of Absence

Faculty members who are absent from the University for a regular semester or longer because of leaves of absence or other activities shall resign all positions on councils, standing committees,
and administrative advisory committees of the University. They shall be replaced for the unexpired portions of their terms by faculty members appointed by the President from the names submitted in accordance with established election procedures.

2.7.7 Administrative Search Committees

The selection of the President and other administrators is the responsibility of the Board of Regents, and any process leading to that selection is the prerogative of the particular Board in office at the time the selection process is to be initiated. It is suggested that administrative search committees make nominations and recommendations concerning candidates and that the President of the University and the University Regents be guided by them in most instances; however, it is understood that the President and the University Regents shall not be bound by nor limited to nominations and recommendations of administrative search committees. The spirit and letter of all applicable equal opportunity and affirmative action regulations will be followed. Administrative Search Committees include the following:

President of the University

The Presidential search committee must have representation by the official University faculty, staff, and student governance organizations. Faculty members shall constitute a majority of those members chosen from the faculty, staff, and students. The Tennessee Board of Regents may designate other members as deemed appropriate.

Provosts, Vice Presidents, and Associate and Assistant Vice Presidents

There shall be twice as many candidates as there are positions. Search committees for these positions must have faculty, student, and staff representation by the official University faculty, staff, and student governance organizations. Faculty members shall constitute a majority of those members chosen from the faculty, staff, and students. The President of the University may designate other members as deemed appropriate.

Deans

There shall be twice as many candidates as there are positions. Search committees for these positions must have faculty, student, and staff representation by the official University faculty, staff, and student governance organizations. Faculty members shall constitute a majority of those members chosen from the faculty, staff, and students. Upon requesting nominations to serve on the committee, the President of the University shall designate the number of positions to be filled from (1) the regular faculty of the particular college or unit involved, and (2) from the University faculty at large. The former shall constitute a majority of committee positions and shall be nominated by the regular faculty of the college or unit involved. There will be at least one position filled from the University faculty at large from nominations made by the Faculty Senate. The President of the University may designate other members as deemed appropriate. The President of the University shall make all appointments.
2.8 COLLEGE AND DEPARTMENTAL ORGANIZATION

2.8.1 College Administration

The dean is the Chief Administrative Officer of a college and is responsible for providing leadership and administrative support to the programs and faculty of the college and for representing the college in relations with other colleges and administrative officers of the University.

The dean of a college is nominated to The Tennessee Board of Regents by the President after considering the recommendation of the Vice President for Academic Affairs and serves at the discretion of the Vice President for Academic Affairs.

a) Administrative Duties: The dean is responsible for carrying out the policies of the University and college and is responsible for the preparation and submission of the budget for the college and its implementation when approved. Using guidelines approved for the college, the dean makes recommendations through the Vice President for Academic Affairs to the President for the appointment, promotion, tenure, dismissal, retirement, and for other personnel decisions pertaining to faculty members in the college. Units affected should be consulted and their advice considered in developing such recommendations.

b) Leadership Function: The dean has an obligation to foster the welfare of the entire college faculty and staff and to encourage and facilitate their work and professional development. The dean apprises faculty members of University, college, and departmental policies and requires compliance. The dean is responsible for the review and evaluation of the academic programs within the college and is expected to provide guidance to the faculty in developing appropriate and effective academic programs.

c) Organization: The dean is responsible for the administrative organization of the college. The faculty of a college usually is organized into distinct academic units, such as departments. The organization of such units is recommended by the dean and approved by the Vice President for Academic Affairs, President and, as appropriate, The Tennessee Board of Regents.

d) The units provide groupings for faculty associated with one or more related academic programs and disciplines and provide for active participation by the faculty in carrying out the work of the college.

e) At times, it is in the best interest of a college to reorganize among its units in order to respond to new circumstances or to strengthen existing programs. Before such a recommendation, the dean shall inform and consult with the faculty of the units affected.

f) Evaluation: The primary purpose of an evaluation is to provide constructive information toward improved performance of the dean. The information will be made available to the dean and University officers to whom the dean is responsible. Evaluation of the dean's
performance is carried out by those University officers to whom the dean is responsible. It includes, but is not limited to, confidential evaluation by the faculty of the college.

1. **Performance Evaluations:** Performance evaluations will be conducted of all deans by the Vice President for Academic Affairs at least every three years. The evaluation will include:

   - A self-assessment by the dean.
   - Confidential evaluation by the faculty of the college conducted by the Vice President for Academic Affairs.
   - A formal consultation between the dean and the Vice President for Academic Affairs.

2. **Evaluation Procedures and Criteria:** Evaluation procedures should provide the opportunity for input into the evaluation from the faculty, chairs/directors, and as deemed appropriate by the Vice President for Academic Affairs, the staff, students, and appropriate external constituencies of the college.

   g) **Vacancy:** Whenever a vacancy occurs in the dean's position, the Vice President for Academic Affairs shall appoint an interim dean of the college until a permanent dean assumes responsibility for the college. Prior to the appointment, the Vice President for Academic Affairs shall seek input from representatives of the faculty, chairs/directors, and staff of the college involved to obtain advice on an appropriate candidate for the interim dean.

   h) **Termination:** The Vice President for Academic Affairs may decide to remove a dean if it is determined to be in the best interest of the college and the University. The Vice President for Academic Affairs shall inform the faculty of such a decision.

### 2.8.2 Departmental Administration

An academic unit of a college, usually called a department, is administered by a chair (or an equivalent title recommended by the college and approved by the Vice President for Academic Affairs and the President). The chair provides leadership in matters of policy determined by the faculty of the department, operating within guidelines provided by Tennessee Board of Regents, University administrative officers, and the college. The departmental faculty is defined as all members who are within the general faculty and includes the chair. In colleges not divided into separate units, the college faculty is the equivalent of the departmental faculty, and the dean performs the duties and functions of the chair.

a) **Departmental Chairs:** The department chair serves at the discretion of the dean. The chair has a leadership function and is accountable both to the department and to the dean for the performance of this function. The chair represents the department in relations with other departments, with the deans, with other administrative officers of the University,
and with affiliated institutions. The chair is expected to encourage and facilitate the work, quality, and professional development of the department. The chair is the immediate supervisor of the faculty within the department and is expected to aid the faculty in their professional development; to develop and maintain a high standard of performance from faculty; and to ensure that departmental personnel comply with University, college, and departmental polices.

b) **Functions:** The chair shall take the initiative in reporting the needs and championing the causes of the department to the dean. This includes a basic responsibility for obtaining merited recognition of faculty members with respect to promotions, salary increases, and support for career development. Other leadership functions include implementing the Affirmative Action Plan, summarizing the program review, and recommending tenure considerations. The chair provides leadership in all matters of policy as determined by the faculty, dean, and Vice President for Academic Affairs.

c) **Department Responsibilities:** The chair determines procedures for carrying on the work of the department. Such functions will include, but not be limited to: (1) determining time and frequency of teaching staff meetings (at least monthly); (2) approving class schedules for the department; (3) establishing policy for expenditures from departmental budget; and (4) making recommendations for increases in salary, promotion, new appointments, tenure, and teaching methods, with appropriate faculty input.

d) **Appointment:** The chair of a department is nominated to The Tennessee Board of Regents by the President after receiving recommendations of a duly appointed search committee, the appropriate dean(s), and the Vice President for Academic Affairs (please refer to the Chair Hiring Policy document included in the Appendix of this handbook).

e) **Evaluation:** Evaluation of the chair is determined by his or her overall contribution to the University, including the quality of his or her administrative work. The chair's work will be subject to review by his or her dean. This evaluation requires input from departmental faculty. When appropriate, outside consultants shall be asked to provide performance evaluation.

- Performance evaluations will be conducted of all chairs by their deans each year. The annual evaluation will include:
  - a self-assessment by the chair
  - a confidential evaluation by the faculty of the department conducted by the dean of the college
  - a formal consultation between the chair and the dean
  - direct feedback from the dean in writing to the department chair relative to the chair's performance evaluation each year.

f) **Evaluation Procedures and Criteria:** Evaluation procedures should provide the opportunity for input into the evaluation from the faculty and, as deemed appropriate by the dean, from the staff, students, and appropriate external constituencies of the college.
g) **Vacancy:** Whenever a vacancy occurs in the department chair's position, the dean shall appoint an interim chair of the department until a permanent chair assumes responsibility for the college. Prior to the appointment, the dean shall seek input from representatives of the faculty, chairs/directors, and staff of the college involved to obtain advice on an appropriate candidate for the interim chair.

h) **Termination:** A dean may decide to remove a chair if it is determined to be in the best interest of the department, the college, and the University. The dean shall inform the faculty of such a decision.
PART 3: FACULTY PERSONNEL POLICIES AND GENERAL INFORMATION

3.1 FACULTY PERSONNEL POLICY

The University policy is to recognize and implement the functions assigned to it by The Tennessee Board of Regents. These functions are: teaching, research and creative/scholarly activity, and professional and University service and public outreach. The responsibility for carrying out this policy is shared by the Board of Regents, administrative officers, and general faculty. The University recognizes the specific involvement of the faculty in the performance of these functions and, to this end, is committed to fostering a superior faculty. The Regular Faculty has actively participated in the organization, formulation, and implementation of University policies through a democratically elected Faculty Senate. The constitution of the Faculty Senate can be found in the Appendices of the Faculty Handbook.

3.2 FACULTY PROFICIENCY IN ORAL & WRITTEN ENGLISH (TBR POLICY 5:02:01:03)

The Tennessee Board of Regents recognizes that the ability to communicate effectively is an essential skill necessary for all academic personnel to perform successfully in Board of Regents Institutions. Therefore, pursuant to Senate Joint Resolution 211 adopted by the 1984 General
Assembly and to the accreditation standards of the Southern Association of Colleges and Schools (4.4.1), all TBR institutions will ensure that all faculty at Board of Regents institutions are proficient in oral and written English. The Board hereby sets forth the following minimum guidelines for evaluating candidates:

3.2.1 English Competency

1) By January 1, 1985, each institution will develop written procedures for review and evaluation of English language competency of candidates for appointment to or tenure in a teaching position.

- The Board hereby sets forth the following minimum guidelines for evaluating faculty. At a minimum, candidates shall demonstrate:
  - An ability to speak and write English clearly
  - An ability to understand written and spoken English
  - An ability to communicate effectively in an academic environment (for example, previous successful employment in an academic institution)

2) No individual shall be appointed to a teaching position or recommended for tenure in such a position on any campus or other institutional unit of an institution unless the chief academic officer or college of applied technology director certifies in writing to the President or other chief administrator that such individual can communicate effectively with students in the English language.

3) The foregoing criteria are to be used strictly as a measure of a candidate's ability to communicate effectively as an instructor and will not be utilized to arbitrarily disqualify applicants of certain nationalities.

4) Each institution will establish procedures for providing assistance and improving the written and spoken English competency of currently employed teaching personnel who are identified as needing such assistance.

A document outlining the procedures and implementation of TSU’s Academically Speaking is included in the Appendix of this handbook.

3.2.2 Tennessee State Implementation TBR Oral and Written Proficiency Policy

The following procedures implement Tennessee Board of Regents Policy No. 5:02:01:03, the purpose of which is to assure that all faculty at Regents institutions are proficient in oral and written English.

The procedures are used strictly to measure an individual's ability to communicate effectively as an instructor and are not utilized to arbitrarily discriminate against applicants of different nationalities or origins.
3.2.3 Review and Evaluation of English Competency of Candidates for Appointment to a Teaching Position

To be considered for an appointment, candidates, at a minimum, shall demonstrate the following:

- An ability to speak and write English clearly
- An ability to understand written and spoken English
- An ability to communicate effectively in an academic environment (for example, previous successful employment in an academic institution)

Through the interview process, should reasonable doubt exist relative to the abilities of an individual to communicate effectively who in every other respect is deemed to be a viable candidate, the individual shall be provided the opportunity to deliver an extended oral presentation to a committee of University faculty and students appointed by the Vice President for Academic Affairs. This presentation will allow for a question and answer period or other method of dialogue.

The committee then shall provide the Vice President for Academic Affairs with an evaluation of the candidate's proficiency in oral English.

If, in the judgment of the committee and the Vice President for Academic Affairs, the candidate is proficient in oral English, the Vice President for Academic Affairs shall certify in writing to the President that the individual can communicate effectively in the English language. If the individual is employed by the University, the certification will be included in his/her permanent personnel portfolio.

If, in the judgment of the committee and the Vice President for Academic Affairs, the candidate is not proficient in oral English, the individual may not be considered for appointment and shall be so advised. The individual may apply for a position in the future without prejudice, subject to these procedures.

3.2.4 Review and Evaluation of English Competency of Candidates for Tenure or Promotion

A principal criterion considered in tenure and promotion recommendations is teaching effectiveness (ref. TBR Policy No. 5:02:03:(0). Proficiency in oral English, as determined by the abilities cited above, will be considered as a measure of teaching effectiveness.

Should reasonable doubt exist relative to the abilities of a candidate for tenure or promotion, the candidate shall be provided the opportunity to deliver an extended oral presentation to a committee of University faculty and students appointed by the Vice President for Academic Affairs. This presentation will allow for a question and answer period or other method of dialogue.
The committee then shall provide the Vice President for Academic Affairs with an evaluation of the candidate's proficiency in oral English.

If, in the judgment of the committee and the Vice President for Academic Affairs, the candidate is proficient in oral English, the Vice President for Academic Affairs shall certify in writing that the candidate can communicate effectively in the English language. The certification shall be included in the candidate's tenure or promotion application portfolio.

If, in the judgment of the committee and the Vice President for Academic Affairs, the candidate is not proficient in oral English, the individual may not be considered for tenure or promotion and shall be so advised since proficiency in oral English is a condition of tenure. The candidate also shall be apprised of the available of Assistance for Currently Employed Teaching Faculty.

3.2.5 Assistance for Currently Employed Teaching Faculty

If reasonable doubt exists relative to the proficiency in oral and written English of a member of the University faculty, the matter will be discussed with the faculty member by his or her department chair and/or dean. Regardless of tenure status, teaching effectiveness including proficiency in oral English, is a consideration in the annual evaluation of a faculty member's performance.

Faculty members who have been identified as needing to improve their competency in spoken and written English shall be provided the opportunity to become proficient within a designated period of time. The Vice President for Academic Affairs may determine that assistance is mandatory and/or that improved competency is a condition of continued employment by the University.

Note: Need to include identification / complaint procedures of who is able to register a complaint and to whom the complaint is made.

3.3 THE GENERAL AND REGULAR FACULTY

The General Faculty is composed of all full-time (1.0 Full-time Equivalent [FTE], whether 9-, 10-, or 12-month appointment), part-time, and volunteer faculty members.

The Regular Faculty is composed of all full-time faculty who hold tenured, tenure track, or consecutive term appointments with the unmodified academic titles of assistant professor, associate professor, or professor.

- Regular Faculty constitute the voting members of the department.

- The quorum for meetings will consist of fifty percent of the voting membership.

3.4 FACULTY APPOINTMENTS

Faculty appointment types may be tenured, tenure track, consecutive term, temporary, or volunteer. The type of appointment will be determined by the primary academic unit in
consultation with the appointee and with the approval of the dean, the Vice President for Academic Affairs, the President, and if required, Tennessee Board of Regents. The appointment must indicate the primary academic unit to which the faculty member is appointed.

Faculty at Tennessee State University are appointed on a 12-, 10-, or 9- month basis. An appointment is not a promise or guarantee to faculty of employment for or through any particular period of time. Continued employment and/or renewal are contingent upon a faculty member's satisfactory performance and/or the academic unit's needs. Termination of employment may become effective at any time, subject to notification requirements in Section 3.4.8.2.

- Full-time faculty appointments with unmodified academic titles (assistant professor, associate professor, and professor) will be limited to those Regular Faculty who hold tenured, tenure track, or consecutive term appointments, who devote their full-time professional effort to University activities (see Section 3.7), and who are compensated by the University or University-approved sources.

- Temporary Faculty may be full time or part-time and shall have academic titles such as instructor, lecturer, or associate, or titles modified by prefixes such as visiting, adjunct, or clinical.

- Research - Faculty holding temporary research appointments have titles of assistant professor of research, associate professor of research, and professor of research.

- Other-Instructor and Associate titles are intended to designate a rank below that of assistant professors.

- The title of Lecturer can be used for individuals of academic achievement and standing comparable to any academic rank, including assistant professor, associate professor, and professor, regardless of rank.

- Volunteer Faculty - Volunteer faculty serve without remuneration and shall be given the same modified academic titles as temporary faculty. The additional title of Preceptor may be used for volunteer faculty.

- Emeritus Faculty - The Emeritus title is granted only by the Board of Regents upon recommendation by the President of the University. The President may recommend that the title "Professor Emeritus" be granted upon the retirement of Regular Faculty members when so proposed by their departments and colleges. The title indicates retirement in good standing and ordinarily will be without the designation of any additional faculty rank (such as "Assistant" or "Associate") except that distinguished professor titles will be retained when the emeritus status is recommended.

  - The Board of Regents may grant the title "Emeritus" to former executive officers and deans upon retirement or resignation from the position.
3.4.1 Academic Ranks

The following are criteria that distinguish between academic ranks:

A. Instructor
   - Demonstrated ability in instruction and student development.
   - Master's degree from an accredited institution in the instructional discipline or related area.
   - Evidence of good character, mature attitude, and professional integrity.

B. Senior Instructor
   - Documented evidence of high quality teaching and contribution to student development.
   - Master's degree from an accredited institution in the instructional discipline or related area.
   - Evidence of good character, mature attitude, and professional integrity.

C. Master Instructor
   - Documented evidence of teaching excellence and superior contribution to student development.
   - Master's degree from an accredited institution in the instructional discipline or related area.
   - Evidence of good character, mature attitude, and professional integrity.

D. Assistant Professor
   - Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area.
   - Evidence of potential ability in instruction, and/or service, and/or research.
   - Evidence of good character, mature attitude, and professional integrity.

E. Associate Professor
   - Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area.
   - Documented evidence of high quality professional productivity which may lead to national recognition in the academic discipline, and/or consonant with the goals of the University and of the academic unit to which the faculty member belongs.
• Documented evidence of ability in instruction and/or service and/or research.

• Evidence of good character, mature attitude, and professional integrity.

F. Professor

• Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area.

• Documented evidence of sustained high quality professional productivity and national recognition in the academic discipline or sustained high quality professional productivity in the academic discipline that is consonant with the goals of the University and of the academic unit to which the faculty member belongs.

• Documented evidence of teaching excellence and superior contribution to student development or superior scholarly or creative activity will contribute to the positive record of the candidate for advancement to the rank of professor. Since there is no higher rank, promotion to professor is taken with great care and requires a level of achievement beyond that required for associate professor. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the University and the larger academic community.

• Evidence of good character, mature attitude, and professional integrity, and a high degree of academic maturity and responsibility.

3.4.1.1 Exceptions to Minimum Rank Qualifications

• The minimum rank qualifications should be met in every recommendation regarding appointment to academic rank and for promotion in academic rank.

• Exceptions to the minimum rank qualifications can be recommended by the President of a University; however, such exceptions are not favored and should be granted only upon a showing of a candidate's exceptional merit and/or other extraordinary circumstances, such as an objective need to deviate from these minimum qualifications in filling positions and/or retaining otherwise qualified faculty within certain academic disciplines.

• Petitions for exceptions to promotional criteria may include consideration of the appropriateness of the degree or extraordinary qualities that the candidate may possess.

• The equivalent work experience credit may include relevant teaching experience or other experiences such as experience gained as an administrator, counselor, librarian, journeyman, or the like.
• When evaluating college level instruction, research/scholarship/creative activities, and service, the University may make its own determination whether or not the number of years of experience from another University is to be accepted in total or discounted in some manner.

3.4.2 Appointment of New Faculty

In the appointment of new faculty, action is initiated by the Primary Academic Department through the respective Dean to the Vice President for Academic Affairs and the President, in accordance with the prevailing policies of The Tennessee Board of Regents.

A. Preliminary Letter of Offer

• The appointee may initially receive a written statement or preliminary letter of offer provided by the department chair or dean defining the appointee's initial teaching, research, professional/clinical service and administrative responsibilities, and other special conditions pertaining to employment. Initial responsibilities and/or duties as set forth in the department's preliminary letter of offer or the official letter of offer may be changed and do not constitute a guarantee or promise that the responsibilities will remain the same throughout the faculty member's employment. The department chair shall also provide tenured, tenure track, and consecutive term appointees with copies of the department and/or college tenure and promotion criteria. The Preliminary Letter of Offer does not constitute a binding offer of employment; rather, it is an instrument outlining the conditions that have been proposed to the President for consideration.

B. Official Letter of Offer

• The offer of employment must come from the Senior Vice President and Provost or the President and will include the statement that employment is contingent upon the approval of The Tennessee Board of Regents. The official letter of offer will specify academic rank, appointment type (with tenure, subject to the appropriate University tenure process, tenure track, consecutive term, or temporary), beginning date of employment, salary, full-time equivalent, the length of pre-tenure period if tenure track (see Section 3.10.4.1) and any special conditions pertaining to employment. The official letter of offer will include supplemental information necessary to access an on-line copy of the Faculty Handbook and faculty benefits.

C. Contract

• If the employment is approved by the Board of Regents, Regular Faculty (tenured, tenure track, or consecutive term) shall be furnished with a Contract of Employment for signature. Included in this contract will be the approved rank and salary. The contract will contain a statement indicating that the applicant has read the Faculty Handbook and accepts employment in accord with the policies specified, with the
understanding that policies of the University are subject to change by The Tennessee Board of Regents. Any exceptions to these policies must be described in the contract.

- Upon the awarding of tenure and/or promotion a new contract must be signed. The tenure and/or promotion criteria specified in the Faculty Handbook in effect at the time of issuance of the new contract becomes the new promotion criteria from that point forward. Faculty contracted under the terms of one handbook may elect to be evaluated for promotion and/or tenure under a newer handbook but must do so in writing. Faculty who elect to move to newer handbook criteria may not revert to older criteria.

D. Compensation

1. The President or director is responsible for compliance with all federal and state laws and regulations and all of The Tennessee Board of Regents’ policies and directives concerning compensation for employees.

   • Compensation for employees will be subject to limitations imposed by The Tennessee Board of Regents or the General Assembly (state legislators).

2. All regular full-time salaried personnel, whether on an academic or fiscal year appointment, shall be paid twelve (12) monthly installments each year, provided that exceptions may be made upon termination or as approved by the Chancellor.

3. All full-time and part-time employees are required to participate in the automatic deposit program for the direct deposit of their salaries.

   • Each campus has the option to require student workers to participate in the direct deposit program as long as there is no charge to the student and as long as they are exempted by Federal Work Study Guidelines.

4. Part-time instructional personnel shall be paid on the basis of the credit or non-credit hours taught, pursuant to such guidelines and/or schedules as may be established by the Board.

5. The President or director shall ensure that all employees shall be paid equal wages or salaries for equal work in positions the performance of which requires equal skill, effort and responsibility, and which are performed under similar working conditions, except where pay differentials are based upon:

   • market factors
   • a merit or evaluation system
   • length of service
   • any other proper, non-discriminatory basis
6. When any of the above criteria are used to justify pay differentials for employees in similar positions as described above, the basis and the attendant circumstances will be substantiated in writing and maintained by the institution.

7. Overtime payments and compensatory time are available to employees not exempt from the Fair Labor Standard Act (FLSA). The Chancellor is authorized to issue guidelines relative to the use of compensatory time and payment of overtime and the rates pertinent to each.

8. Each institution will develop policies and procedures for the administration of the compensation system at the institution subject to the approval of the Chancellor, and subject to the Compensation Plan Guideline promulgated by the Board. This includes reclassifications and degree changes.

9. Faculty members may be asked to temporarily assume administrative responsibilities which entail moving from an academic year to a fiscal year contract with the assignment of additional duties. This temporary appointment may be on a long-term or short-term basis but is still considered a temporary appointment subject to this policy. This does not apply when a faculty member is hired into a permanent administrative position such as a deanship which requires a twelve-month contract.

10. Temporary administrative responsibilities may necessitate the awarding of an administrative stipend in addition to the previously established salary. The stipend amount or any other understanding concerning compensation must be set out in a newly-executed contract which will include the following:

- a statement that the stipend is awarded as compensation for the additional administrative responsibilities and will be removed at the time the administrative responsibilities end
- a statement that addresses how compensation will be affected at the end of an administrative appointment.

11. The awarding of an administrative stipend is an issue separate from that of conversion from an academic year to a fiscal year basis. When the conversion takes place, the institution will convert the salary from the academic year contract by adding 25% and then adding any stipend amount determined necessary. The following illustrates this procedure:

- A faculty member making $50,000 on an academic contract is converted to a fiscal year contract at a salary of $62,500.
- In addition, a $1,500 administrative stipend is added and so indicated because of additional duties. The total amount of salary is then $64,000.
• At the time the faculty member serving as administrator returns to a faculty position on an academic year basis, the administrative stipend will end.

• Then the base faculty salary is reduced to an academic year contract at a rate no less than 80% of the fiscal year contract.
  
  o The institution may choose to exceed the 80% number on the basis of comparable faculty salaries, including rank, merit, length of service, experience, degrees and yearly percentage increase in salary.

E. Summer Session Compensation for Regular Faculty

• Summer session assignments are separate from academic-year appointments. Compensation is based on the prior academic-year salary.
  
  o To determine summer session compensation, first multiply the prior academic-year salary by .03125, then take that result and multiply it by the total summer credit hours taught.

  o Summer session compensation may not exceed 25% of the preceding academic-year salary nor may faculty teach more than eight (8) hours during the summer.

• Summer employment is by invitation and contingent on instructional needs of the department and the University.
  
  o Faculty should be aware that summer session classes will be cancelled unless they meet minimum enrollment standards established by the University.

  o Any summer earnings in excess of the 25% limit will be recouped from future earnings.

3.4.3 Tenured, Tenure Track, Consecutive Term, and Temporary Appointments

A. Full-time tenured, tenure track, or consecutive term appointments are Regular Faculty appointments.

B. Tenure track appointments are automatically renewed for the next fiscal year unless notification of non-renewal or termination is given in accordance with Section 3.4.8.2.

C. Consecutive term appointments are non-tenure-track. Consecutive term appointments are automatically renewed for the next fiscal year unless notification of non-renewal or termination is given in accordance with Section 3.4.8.2.

D. Temporary appointments are not Regular Faculty appointments:
• Temporary appointments may not be changed to a regular faculty appointment until all Affirmative Action requirements have been completed (i.e., national search, appropriate advertisements).

• Internal candidates applying for open positions of higher rank must meet the promotion and advancement criteria stated in Section 3.4.1.

• Individuals serving in temporary appointments serve at the discretion of the chair and dean.

• Temporary faculty are not permitted to appeal termination to the University Tenure and Promotion Appeals Committee.

3.4.4 Part-Time Appointments

A part-time appointment is one at less than 1.0 Full-Time Equivalent (FTE) and has a modified title. It is considered temporary (see 3.4.3.D). At the time of any part-time appointment, the faculty member and the academic unit must reach a clear understanding of the terms of the part-time appointment. This understanding will be in writing, and the faculty member shall be given a copy.

3.4.5 Primary, Joint and Secondary Appointments

A. Primary appointment

• A faculty member must have a primary appointment in an academic unit of a college, usually called a department.

• A primary appointment must be in an academic unit only, not in a Center or Institute.

B. Joint appointments

• Appointments in two or more academic units or colleges (joint appointments) are permissible.

• Joint appointments consist of a primary appointment in two academic units or colleges and cannot total more than 1.0 Full-Time Equivalent (FTE).

• Joint appointments must be approved by both academic units and colleges involved, the Vice President for Academic Affairs, the President, and the Board of Regents consistent with the following criteria:

  • Before a faculty member receives a joint appointment, the appropriate academic units must mutually determine, record in writing, and secure administrative approval for the applicable length of the pre-tenure period
and criteria for tenure, promotion, and reappointment or non-reappointment.

- The academic departments must include the assignment of responsibility for each unit’s contribution for the evaluation of performance.

- The academic units must provide the following:
  1. a written description of the faculty member's teaching, research, and service
  2. a written description of administrative responsibilities
  3. a written description of other special conditions pertaining to the joint appointment.

- The faculty member shall receive a copy of this written description.

C. Secondary appointments

- In recognition of teaching, research, or service contributions outside their primary academic unit, faculty members may have one or more secondary appointments in other academic units, subject to approval of the chair of the primary department.
- Secondary appointments are modified by such prefixes as adjunct or clinical.

3.4.6 Changes in Status - Tenure Track and Consecutive Term Appointments

A. Tenure Track to Consecutive Term

- At the request of the faculty member and with the approval of the chair of the academic unit, dean, and Vice President for Academic Affairs, faculty members who are in the tenure track may be changed to a consecutive term appointment at any time during the pre-tenure period, but prior to the initiation of the procedures for tenure decision (see Section 3.10.6.1-7). However, a faculty member may not return to a tenure track appointment after such change to a consecutive term appointment.

B. Consecutive Term to Tenure Track

- At the request of the faculty member and with the approval of the chair of the academic unit, the dean, and the Vice President for Academic Affairs, faculty members receiving renewable consecutive term appointments may be changed to the tenure track, in which case all University policies relating to tenure will apply. Upon written request from the faculty member and with the approval of the chair of the academic unit, dean, and Vice President for Academic Affairs, up to three (3) years served in a consecutive term appointment may be credited toward the
pre-tenure period, and all University policies relating to tenure will apply (see Section 3.10.4.1).

C. Temporary Reduction in Employment

Upon the recommendation of the chair of the academic unit and dean, the Vice President for Academic Affairs may approve a tenure-track faculty member's request for temporary reduction in employment from full-time to part-time, if the reduction is for less than six months. In those cases, when it is recommended that a tenure track faculty member be permitted to reduce his or her employment to less than full-time for a period of six months or more and maintain a tenure-track status, specific approval by The Tennessee Board of Regents is necessary. A written agreement must be reached between the faculty member, the chair of the academic unit and the dean indicating how the reduction to part-time will affect the length of the faculty member's pre-tenure period.

D. Pre-tenure Administrative Duties

Before a tenure track faculty member assumes primarily administrative duties during the pre-tenure period, a written agreement must be reached between the faculty member, the chair of the academic unit, the dean, and Vice President for Academic Affairs as to whether the faculty member will be reviewed for tenure, at what time, and under what conditions.

3.4.7 Changes in Status-Tenured Appointments

- A faculty member granted tenure by the Tennessee State University who accepts an administrative post within the University retains tenured status as a member of the faculty.

- A faculty member granted tenure who changes from a full-time appointment to a part-time appointment automatically forfeits tenure status (except as noted in Section 3.4.8.1) below). A faculty member granted tenure who changes from a full-time appointment to a volunteer appointment automatically forfeits tenure status.

- Upon the recommendation of the chair of the academic unit and dean, the Vice President for Academic Affairs may approve a tenured faculty member's request for temporary reduction in employment from full-time to part-time, if the reduction is for less than six months. In those cases, (e.g., SBIR awards/ STTR Grant) when it is recommended that a tenured faculty member be permitted to reduce his or her employment to less than full-time for a period of six months or more, and maintain a tenured status, specific approval by The Tennessee Board of Regents is necessary.

- A tenured faculty member retains tenure during phased retirement.
3.4.8 Non-Renewal or Termination of Tenure Track or Consecutive Term Appointment

3.4.8.1 General Information

- Action on the non-renewal or termination of individuals having a tenure track or consecutive term appointment is initiated by the chair of the academic unit through the respective dean to the Vice President for Academic Affairs, President, and Tennessee Board of Regents.

- Tenure track or consecutive term appointments can be terminated effective at any time and for any lawful reason, including but not limited to those in Section 3.12 with the required notice as indicated in Section 3.4.8.2 (a), (b), (c), and (d) below. All notifications of non-renewal or termination will be given in writing by the President.

- The faculty member may appeal non-renewal of employment to the Faculty Appeals Board only if notification practices prescribed in the following paragraphs of this section are not followed. The faculty member may appeal termination of employment to the Faculty Appeals Board if notification practices in the foregoing paragraphs of this section are not followed or if the termination is pursuant to 3.12.

3.4.8.2 Non-renewal of Probationary Tenure-Track Timeline (TBR POLICY 5:02:03:60.IV.A.1-6)

When tenure-track appointments of faculty are not to be renewed for further service, the faculty member shall receive notice of his/her non-retention for the ensuing academic year as follows:

A. Not later than April 1 of the first academic year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least two months in advance of its termination

   - Not later than January 1 of the second year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least five months in advance of its termination

   - Not later than the close of the academic year preceding the third or subsequent year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least twelve months in advance of its termination

B. The above stated dates are the latest dates for notice of non-renewal of faculty on tenure-track appointments, and each University may adopt annual dates which provide for longer notice of non-renewal. Notice of non-renewal will be effective upon personal delivery of the notice to the faculty member, or upon the date the notice is mailed, postage prepaid, to the faculty member at his/her current home address of record at the University.
C. Applicable dates for notice of non-renewal are based upon actual years of service at a particular University and in no way affected by any credit for prior service. When a faculty member on a tenure-track appointment completes his/her probationary period, the faculty member shall be recommended for tenure by the President or shall 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 5:02:03:60.II.A.8.

D. Faculty members on tenure-track appointments shall not be terminated during the term of the annual appointment as stated in the employment contract except for reasons which would be sufficient for the termination of tenured faculty.

E. 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.

F. Unless there is a violation of state or federal law under the limitations described in the TBR Policy on Appeals (1:02:11:00), decisions that are not subject to appeal to the Chancellor include (a) non-renewal of a tenure-track faculty appointment during the first five years of the probationary period and (b) denial of tenure unaccompanied by notice of termination in the fifth year of the probationary period.

3.4.9 Resignation

A faculty member who elects to resign is expected to give at least 30 days written notice to the department chair and to the dean.

3.4.10 Administrative Titles

3.4.10.1 Academic Administrative Titles

The following administrative titles are in addition to the academic faculty title and are established by The Tennessee Board of Regents:

- University and Campus Level: President and Vice President for Academic Affairs
- College: Dean
- Department or Division: Chair or Director.

The following prefixes are established by The Tennessee Board of Regents to modify these titles:

- Executive
- Deputy
- Vice
- Associate
- Assistant
The name of the college, department, or division is designated in the title as a suffix.

3.4.10.2 Non-Academic Administrative Titles

The titles Vice Provost, Associate Provost, Assistant Provost, Vice President, Associate Vice President, Assistant Vice President, Associate Dean, and Assistant Dean may also be used as administrative titles for staff appointed to these positions at Tennessee State University, as established by the Vice President for Academic Affairs. Administrative departments and divisions are led by Directors, as appointed by the Board of Regents. The usage of the prefixes vice, deputy, associate, assistant, interim, and acting is the same as with academic administrative titles.

3.4.10.3 Interim and Acting Titles

The term "interim" may be designated by the Board of Regents when no regularly appointed individual is in office. The term "acting" may be designated by the regularly appointed individual holding the administrative title during that person's absence from the campus, subject to approval by the regularly appointed individual's supervisor or Dean.

3.5 ACADEMIC FREEDOM AND RESPONSIBILITY

3.5.1 Institutional Academic Freedom

The accumulation and exchange of knowledge are among the preeminent purposes of the University, and the acknowledgement of individual academic freedom is one of the cornerstones to ensure such purposes are achieved. Equally important, in meeting these goals, is the recognition of the right inherent in the responsibility of The Tennessee Board of Regents to govern the University. "[I]t is the business of a University to provide that atmosphere which is most conductive to speculation, experiment, and creation. It is an atmosphere in which there prevail 'the four essential freedoms' of a University—to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study." Sweezy v. New Hampshire. 354 U.S. 234, 263; 77 S. Ct. 1203; 1 L.Ed.2d 1311 (1957).

3.5.2 Academic Freedom

The 1940 Statement of Principles on Academic Freedom and Tenure with 1970 interpretative Comments of the American Association of University Professors has long been recognized as providing valuable and authoritative guidelines for policy and practice in American colleges and universities. The section on academic freedom below is essentially a restatement of these principles, with some modification and extension consistent with their intent and with later declarations by the Association. In the formulation that follows, these principles have been adopted as University policy by The Tennessee Board of Regents:

- Faculty members are entitled to full freedom in research and publication, subject to any restrictions set by law or by applicable codes of professional ethics, and subject to adequate performance of their other academic duties and to stated University policy on
outside employment; but, except under conditions of national emergency, a faculty member should not undertake to do research on University time or using University facilities or funds under any agreement which would (except for a definitely and reasonably limited time) prohibit open communication of the results.

- Faculty members are entitled to freedom in the classroom in discussing their subject, but it is inappropriate for a teacher persistently to intrude material which has no relation to the subject of instruction.

- As members of the community, University teachers have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. In speaking or acting as private persons, faculty members should avoid creating the impression of speaking or acting for their college or University. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the University teacher has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

- As citizens, University teachers should be free to engage in political activities consistent with their obligations as teachers and scholars. Subject to University policy (See Section 3.23) some activities, such as seeking election to an office for which extensive campaigning is not required, or service in a part-time political office, may be consistent with effective service as a member of the faculty.

- Since freedom of access to recorded knowledge is essential to learning and research in a democracy, the University's right and obligation to provide a full range of materials on any subject, even though some views might be currently unpopular or controversial, or appear incorrect, will not be infringed. The principles of academic freedom will apply to the presence of materials and also to those who provide and those who use them.

- The University endorses the 1967 Joint Statement on Rights and Freedoms of Students with 1990 Revisions which "...asserts the right of college and University students to listen to anyone whom they wish to hear...affirms its own belief that it is educationally desirable that students be confronted with diverse opinions of all kinds, (and) therefore holds that any person who is presented by a recognized student or faculty organization should be allowed to speak on a college or University campus." Duly constituted organizations at the University may invite speakers without fear of sanctions. However, in the exercise of these rights, it is clearly recognized that:

  - Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues.
Speakers on campus must not only be protected from violence but must be given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution." (1970 Declaration of the AAUP Council with 1990 Revisions).

3.5.3 Academic Responsibility

The concept of academic freedom will be accompanied by an equally demanding concept of academic responsibility. Nothing in the following statement is intended to abridge in any way the principles and procedures advanced in the 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments of the American Association of University Professors. This statement is derived in substantial measure from the June 1987 revisions of AAUP 1966 Statement on Professional Ethics.

Faculty members have responsibilities to their students. They shall encourage in students the free pursuit of learning and independence of mind, while holding before them the highest scholarly and professional standards. Faculty members shall show respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. They shall endeavor to define the objectives of their courses and to devote their teaching to the realization of those objectives; this requires judicious use of controversial material and an avoidance of material which has no relationship to the objectives of a course.

Faculty members shall make every reasonable effort to foster honest academic conduct and to assure that their evaluations reflect, as nearly as possible, the true merit of the performance of their students, regardless of their race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age (40 or older), religion, disability, political beliefs, or status as a veteran. Faculty members shall avoid any exploitation of students for private advantage and shall acknowledge significant assistance in scholarly pursuits from them.

Faculty members have responsibilities to their colleagues, deriving from common membership in a community of scholars. They shall respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they should show due respect for the opinions of others. They shall acknowledge their academic debts and strive to be objective in the professional judgment of their colleagues. Although service must be voluntary, faculty members should accept a reasonable share of the responsibility for the governance of their institution. If driven by his or her conscience into dissent, the faculty member shall take care that this dissent does not interfere with the rights of colleagues and students to study, research, and teach.

Faculty members have responsibilities to their discipline and to the advancement of knowledge generally. Their primary obligation in this respect is to seek and to state the truth as they see it. To this end, they shall devote their energies to developing and improving their scholarly competence. They shall exercise critical self-discipline and judgment in using, extending, and transmitting knowledge, and they shall practice intellectual honesty.
Faculty members have responsibilities to the educational institution in which they work. While maintaining their right to criticize and to seek revisions, they shall observe the stated regulations of the institution, provided these do not contravene academic freedom. When considering the amount and character of the work they do outside their institution, faculty members must have due regard to their paramount responsibilities within the University and the applicable University policies governing outside employment. All such work at Tennessee State University is governed by the Professional Practice Plans of the various colleges.

3.5.3.1 Faculty Workload

(Note: The Guidelines for Determining Faculty Workloads document is included in the Appendix of this handbook)

Tennessee Board of Regents (TBR) policy obligates all faculty members for service of no less than 37.5 hours per week on behalf of the University on- and off- campus. During the regular fall and spring semesters a minimum of 30 of these hours, including class hours, must be scheduled each week on campus or official educational sites. Academic year appointments include no obligation for or guarantee of summer session employment.

3.5.3.2 Office Hours

Policies regarding hours during which faculty members are available for conferences with students will be set within individual departments in consultation with the department chair. Faculty members are expected to establish, publicize, and maintain scheduled office hours during which they are available to students for conferences and special instruction. Each faculty member is expected to maintain an adequate number of such hours in addition to the regular teaching load and other working hours and to post the scheduled conference hours. The office hours policies are applicable for faculty when teaching in the summer session as well as the regular academic year.

3.5.3.3 TSU Faculty Office Hours *TSU Division of Academic Affairs Approved Effective July 1, 2015

Although Tennessee State University recognizes that almost all faculty utilize technology to interact and support their students even when they leave the classroom and campus environment, it also recognizes that student must have access to their professors on campus at specifically indicated times; therefore, the following policies will be effective immediately:

University policy allocates ten hours for faculty to be available to their students outside the classroom environment. This availability may reflect a combination of:

1. “in office” hours and/or
2. “technology” hours
A. In Office Hours

1. Faculty shall maintain one (1) mandatory “in office” hour per week for each three credit hour course.
   a. Faculty shall make a reasonable attempt to create "in office" hours convenient to class teaching schedules
   b. Department Heads/Deans may request changes in faculty "in office" hours only in consultation with the faculty member.

2. "In office" mandatory office hours are capped at five (5) hours per week regardless of course load.
   a. Faculty may choose to maintain additional "in office" hours up to a maximum of ten hours/week

3. Faculty shall make a reasonable attempt to meet with students by appointment.

4. "In office" hours are not required for:
   a. Research Faculty not assigned classes. These faculty may use conference hours to address student needs.
   b. Faculty assigned courses with less than three credit hours including but not restricted to the following:
      i. Independent study hours
      ii. Lab hours
      iii. Orientation hours

5. Faculty are expected to post their class schedules and "in office" hours
   a. in a physical environment (for example: office door)
   b. in an electronic environment (for example: e-Learn)
   c. on all course syllabi

6. At the beginning of each semester, faculty shall submit their class schedules and "in office" hours to their department heads. Throughout the semester, faculty shall submit any changes to their "in office" hours to their department heads.

7. An inability to meet classes or to maintain "in office" hours must be reported to the department head.
a. The department head shall ensure a notification is posted on the professor's door to notify students of the faculty member's absence.

b. When possible, the professor shall provide notification to the students via technology.

8. When mandatory University meetings and other events occur during scheduled "in office" hours, faculty are not required to reschedule their "in office" hours.

9. "In office" hours do not replace scheduled class hours.

B. Technological Availability

1. Faculty may utilize current and future technologies to offer additional office hours not provided “in office” as a means of student communication and availability.

3.5.3.4 Determining Faculty Workloads

For the purpose of determining faculty workloads, TBR policy defines a full faculty load as 15 credit hours of undergraduate teaching per semester, or the equivalent, or 12 credit hours of graduate teaching per semester, or the equivalent. University faculty usually carry 12 credit hours of undergraduate or 9 credit hours of graduate teaching with 3 credit hours of equivalency for other activities for which faculty are responsible including advising, administration, research/creative activity, institutional/public service or other professional service associated with the profession. If in some cases a full-time faculty member does not provide services that justify the granting of any approved reassigned time from teaching, then that person is required to carry 15 hours of undergraduate or 12 hours of graduate instruction in keeping with the terms of the governing board’s policy on faculty workloads.

Note: The Guidelines for Determining Faculty Workloads document is included as an attachment to this document

(TBR POLICY 5:01:00:00.III Nature of Appointments)

A. All full-time personnel, including faculty, shall be required to devote a minimum of 37.5 hours per week to the institution or college, and shall maintain appropriate office hours as determined by the President (or his or her designee) or, at Tennessee Colleges of Applied Technology, by the director.

- Presidents and/or Directors are authorized to use flexibility as appropriate in determining the structure of the work week for faculty to recognize variations from traditional instructional formats such as afforded by online instruction, distance education, or other unique methods of instructional delivery.

- Calculation of the 37.5-hour week will follow such guidelines as promulgated by the Chancellor.
B. Within the requirement of a minimum of 37.5 hours per week, faculty at universities and community colleges shall be required to carry a full teaching load, which will be fifteen (15) credit hours or the equivalent per term for undergraduate courses, twelve (12) credit hours or the equivalent per term for graduate courses, two hundred and twenty-five (225) non-credit contact hour or the equivalent per term. All equivalent teaching load activities will be subject to prior review and approval by the President (or his or her designee).

- In addition to the requirements of Section B above, full-time administrative personnel shall be required to devote sufficient time to complete their assigned duties and responsibilities. When administrative personnel are appointed on an academic year basis, such personnel shall be required to devote sufficient time to fully perform the administrative responsibilities for the academic year, including periods preceding or following the academic year.

- Personnel at universities and community colleges who are appointed on an academic year basis shall be on duty for not less than nine months, which will commence from the time designated by the President prior to the institution's registration for the fall term of each year through the time designated by the President at the end of the spring term, and shall be subject to call for duty during that period regardless of whether classes are in session.

3.5.3.5 Syllabus

Faculty shall provide each student with a course syllabus which conforms to the University standard. The course syllabus must be distributed during the first two class meetings and must be made available electronically on an approved University platform (e-Learn, the faculty member’s MYTSU Page, etc.). The course syllabus will include the following information:

- Course ID and Course Title
- Number of Credit hours
- Instructor Name
- Instructor Office location
- Instructor Office telephone
- Instructor Email
- Instructor Office hours
- Course Description
- Accreditation information (i.e., meets Professional Association Standards X.Y.Z)
- Course Objectives
- Prerequisites
- Course Topics
- Specific Course requirements
- Textbook and Supplementary Materials
- Assessment and Grading (procedures and grading scale)
- Assignments and participation (important dates)
• Student with Disabilities statement
• Academic Integrity statement
• Campus Safety policy/statement
• Technology policy/ available services
• Tutorial and Library services available

3.5.3.6 Class Roll

After the official drop-add period, the Registrar’s Office will certify an official roll for each class. If a student is attending class and their name is not on the class roll, it is extremely important that the faculty member send the student to the Registrar’s Office for enrollment status. Student may not attend class unless their names appear on the roll.

• After the official drop-add date, students may not be added to any class roster without the permission of the instructor and the chair.

3.5.3.7 Fourteenth Day Class Roll

Faculty shall record and maintain a record of student attendance for reporting in MYTSU: Banner in accordance with University deadlines.

3.5.3.8 Gradebook

The gradebook is part of the official class record for Faculty. It is the policy of Tennessee State University that the gradebook provides an accurate record of student attendance, grades, and other relevant data.

• Copies of gradebooks (hard copies or electronic) must be submitted to the department chair after final grades are posted each semester.

• Each department office will archive gradebooks for not less than five years.

Faculty members are responsible for ensuring the documentation of students' standing in classes throughout the semester. At a minimum, faculty are encouraged to maintain a duplicate grade record that should be stored in an alternate location that would be made available to the department chair if necessary. This will ensure that grades are protected in the event of the death or serious illness of the instructor or a natural disaster that destroys the original gradebook, test papers, or other documentation.

Faculty should keep the records on which final grades are based for at least twelve months. Term papers and examinations may be returned to students, but a record of scores used to calculate the final grade should be maintained.
3.5.3.9 Confidentiality of Student Records (The Buckley Amendment)

The Tennessee Board of Regents and Tennessee State University comply with the Family Education Rights and Privacy Act (also called FERPA or the Buckley Amendment). The Buckley Amendment was designed to protect the confidentiality of personally identifiable educational records of students and former students. Each faculty and staff member employed by the Tennessee State University is individually responsible for complying with its provisions. Full guidelines are available in the Office of the Registrar and departmental offices or on the U. S. Department of Education web site (http://www.ed.gov/).

Violations of the Buckley Amendment may subject a faculty or staff member to disciplinary action. According to the Buckley Amendment, students have the right to see their records, except where the right has been waived or where the record contains confidential letters or recommendations placed there prior to January 1, 1975. Information should not be released from the student's records to persons other than the student.

- Parents do not have the right to see a student's records unless the student has signed a waiver authorizing access to the information.

Faculty members should refer requests for access to information to the University Registrar. When returning any graded material to students, faculty members should be careful not to allow the grades to be seen by anyone other than the student receiving them. Faculty members should not post grades in a public forum.

3.5.3.10 Midterm and Final Grades

Faculty are responsible for assigning and reporting a grade for each student enrolled in their classes within the specified time listed on the semester calendar. Faculty shall record and maintain a record of student performance for reporting in MYTSU: Banner in accordance with University deadlines. All grades are reported to the Registrar’s Office. Once a grade is reported, it may be changed only by submitting a change of grade form signed by the instructor, department head, and dean.

3.5.3.11 Examinations

The schedule of final examinations is published in the Schedule of Classes each semester. Examinations are to start promptly at the designated times and may not extend beyond the period indicated (two hours for the fall and spring semesters).

- Faculty members may not give final examinations on the last day of classes.
- Faculty members may not give final examinations at a time other than the scheduled time period.
- At the discretion of the instructor, make-up examinations may be given after the scheduled time.
• Make up examinations do not excuse students from attendance at other officially scheduled exams.

• Students who are absent from the final examination without permission of their instructors shall incur a grade of “F” and may, depending on the weight of the examination in determining the final grade, incur a grade of “F” for the course.

3.5.3.12 Faculty Meetings

Meetings of the University faculty are called by the President, provost or a designated representative and the dates are published in the bulletins. Faculty are expected to attend these meetings. College meetings are called by the deans, who shall announce times and locations.

3.5.3.13 Attendance at Official University Functions

Faculty shall attend and participate in the following University activities:

• Faculty/Staff Institute (Fall and Spring)

• Fall Convocation-First Year Students Induction Ceremony (Fall, academic regalia required)

• Founders Day (Fall, academic regalia required)

• Commencement Exercise (December or May, academic regalia required)

3.5.3.14 General Responsibilities of Faculty

The following are expectations for all faculty:

A. Instruction

1. present evidence of current knowledge about his or her academic discipline

2. present evidence of current curricula, content, and organization through course syllabi, bibliography, selection of text, and related instructional materials

3. support University functions through personal attendance

4. refer students to appropriate support services

5. obtain routine student feedback and have evidence of related instructional improvement based on feedback and examples of student evaluation

6. meet all classes or obtain adequate coverage with appropriate approval
7. present evidence of time and organization management

8. follow current departmental, school, and University guidelines and procedures relevant to academic instruction

9. maintain office hours which offer accessibility for students and permit the accomplishment of other duties
10. establish and follow uniform and objective standards for student performance

11. use teaching strategies appropriate to the course content

12. provide student advisement relative to course selection, degree matriculation, and career choice

13. exhibit proficiency in oral and written communication

14. develop or contribute to the development of new courses required for instructional effectiveness and evaluation based upon accreditation and state guidelines

15. provide thesis/ dissertation, clinical, or other supervision relevant to student/ degree program matriculation, where applicable

16. demonstrate a continued interest in inquiry and teaching through professional self-development

17. exhibit interpersonal skills which support instructional effectiveness and promote a collegial climate

B. Research/ Scholarly Activity

Faculty are expected to engage in some or all of the following, consistent with annual college, department, and individual objectives:

1. publish in refereed and non-refereed journals

2. present papers at local, regional, state, and national professional meetings

3. submit contracts and/or grant proposals for funding

4. initiate and complete research activities according to an approved plan

5. publish, other than in refereed and non-refereed journals

6. receive funding for contracts and/or grant proposal

7. participate in, coordinate, or develop creative activities
3.5.3.15 Service

Faculty are expected to engage in some or all of the following, consistent with annual college, department, and individual objectives:

1. serve on professional boards or committees
2. participate in and complete committee assignments
3. participate in and complete responsibilities relevant to the goals and objectives of all levels of the University
4. serve as a professional resource person for agencies, boards, and committees
5. provide professional expertise to other units within the University
6. participate in the development and/or delivery of continuing education courses/programs
7. participate in academic recruitment efforts through outstanding teaching, University service, and/or public and professional activities
8. contribute to the University recruitment plan through direct and approved recruitment strategies

3.5.3.16 Faculty Date of Report

A faculty member shall relinquish or waive his/her right to tenure upon resignation from the University or upon failure to report for service at the designated date of the beginning of any academic term, which will 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. (TBR POLICY 5:02:03:60.IV.D.1)

3.5.3.17 Unanticipated Absence from Duty

In the event instructors are unable to report for duty, they must follow the following steps:

1. Notify chair
2. Make arrangements to:
   a. delay class
   b. cover class
   c. cancel class (with permission)
3. make arrangements to notify students
4. make appropriate adjustments to the syllabus with notification to students and chair

3.5.3.18 Absence from Duty

An employee who is absent from duty for more than three (3) consecutive business days without giving notice to the appointing authority or appropriate manager concerning the reason for such absence and without securing permission to be on leave or who fails to report for duty or to the immediate supervisor or the appointing authority within two (2) business days after the expiration of any authorized leave of absence, absent unusual circumstances causing the employee's absence or preventing the employee's return, is considered as having resigned not in good standing.

3.6 FACULTY ACCOUNTABILITY

A faculty member is held accountable for his or her performance in fulfilling faculty duties (Section 3.7), and in meeting the requirements of academic responsibility (Section 3.5) and University policies. Persons who accept full-time employment at the University owe their first duty to the University. Any other employment or enterprise in which they engage for income must be secondary to their University duties. (See TBR 5:01:05:00 “Outside Employment and Extra Compensation”)

The obligations of a faculty member to the University are not limited to meeting classes. There are obligations which include, but are not limited to, advising students, conducting research or scholarly activity, meeting clinical assignments, providing patient care, supervising students and/or trainees, overseeing the maintenance of specialized academic equipment, reading and remaining professionally competent, attending professional meetings, and cooperating in essential committee work of the department, the college, and the University as a whole.

The most immediate agent of faculty accountability is the faculty member's chair or direct supervisor, who should maintain close and regular communication with the faculty member. Among the various mechanisms for ensuring faculty accountability, the most important include annual evaluations and such periodic evaluations as those for advancement in rank. These processes should serve to identify and reward meritorious performance as well as to identify areas that need improvement.

Meritorious and responsible faculty performance is first and foremost an individual professional obligation. It is also the product of a cooperative effort by faculty members and administrative officers - assisting one another, informing one another, jointly seeking to assure that each faculty member's capabilities are developed fully and creatively. Both the academic unit and the individual faculty member have responsibility to take the necessary steps to overcome performance that is lacking in merit or responsibility. Just as faculty members are held accountable for their performance, administrators of academic units are held accountable for their leadership in the career development of the faculty in their academic units. Career development remains primarily the responsibility of the faculty member.
Regular and frequent collegial interactions among students, staff, and faculty are essential to maintaining the integrity of the University as a scholarly community, developing a healthy institutional culture, and ensuring the success of Tennessee State University. To meet these goals and effectively perform one's duties and obligations to the University, faculty accountability is expected.

The allegation of failure of a faculty member to achieve at least adequate performance may originate from the students, from faculty colleagues, or from administrative personnel. Whenever such an allegation is included in the personnel record of the faculty member or whenever the allegation is the basis for further action or administrative remedies by the department chair, dean, or Vice President for Academic Affairs against a faculty member, the faculty member should be notified promptly.

Administrative remedies, including reprimands, minor sanctions, counseling and career development support, are available to academic units as a means of attempting to rectify poor professional performance or breaches of academic responsibility. If administrative remedies fail to correct a faculty member's inadequate professional performance or breach of academic responsibility, the dean or Vice President for Academic Affairs may consider applying a minor sanction, such as a formal reprimand. For those cases where they are needed, the University has at its disposal the more drastic measures of abrogation of tenure, termination, severe sanctions, or summary suspension. (Section 3.12)

3.7 PROFESSIONAL ACTIVITIES OF THE FACULTY

Above all else, the University exists for learning and scholarship of a breadth and depth that result in excellence in all of the University's major functions: teaching, research and creative/scholarly activity, and professional and University service and public outreach. As such, learning and scholarship may be discipline-centered or interdisciplinary and inter-professional. Each academic unit has an obligation to contribute to each of the functions of the University. Faculty members play a central role in the realization of these functions and fulfill the obligations of the academic unit by contributing their unique expertise and competence. Decisions regarding tenure, promotions, and salary increases are based upon an assessment of the faculty member's performance and contribution to the total mission of the University (Section 3.4, 3.6, 3.7, 3.8, 3.10, and 3.13).

3.7.1 Teaching

Teaching, which is the transmission of knowledge and cultural values, focuses upon helping students learn. As a part of its mission, the University is dedicated to undergraduate, graduate, professional, and continuing education. The term teaching as used here includes, but is not restricted to, giving regularly scheduled instruction, directing graduate work, and counseling and advising students. This includes the direction or supervision of students in reading, research, clinical rotations, internships, residencies, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit also should be considered as teaching. Faculty performing non-administrative professional duties for which they are employed shall be regarded as engaged in teaching when the clear and direct purpose and
function of these activities is academic instruction. Professional librarians in the discharge of their professional duties shall be regarded as engaged in teaching.

Faculty members who excel in teaching exhibit their command over the subject matter in classroom discussions, lectures, or clinical supervision, and they present material to students in an objective, organized way that promotes the learning process. They are recognized by their students and University colleagues as persons who guide and inspire their students. They strive continuously to broaden and deepen their knowledge and understanding of their discipline, seek to improve the methods of teaching their subject, keep informed about new developments in their field, use appropriate instructional technologies, and prepare educational materials that are up-to-date and well-written.

Their influence and reputation as teachers may be demonstrated by student and peer evaluation as well as by authoring textbooks and by lectures and publications on teaching, learning, and/or learner assessment. Additionally, reputation may be demonstrated by the publication of such instructional materials as laboratory or instructional manuals, teaching cases for classroom, simulation or standardized patients, and video or audio instruction such as podcasting, distance education tools, or development of multimedia instructional materials and computer-assisted learning or assessment techniques. Publication is noted to include peer review and dissemination via traditional or digital means. Excellence in academic advising may serve to augment evidence of excellence in teaching.

### 3.7.2 Research and Creative/Scholarly Activity

Research, which is the development and validation of new knowledge, focuses upon faculty participation in the extension of knowledge and maintenance of professional development and vitality. Research means systematic, original investigation directed toward the enlargement of human knowledge or the solution of contemporary problems. Creative/scholarly activity is understood to mean significantly original or imaginative accomplishment in literature, the arts, or the professions. The criteria for judging the original or imaginative nature of research or creative/scholarly activity must be the generally accepted standards prevailing in the applicable discipline or professional area. To qualify as research or creative/scholarly activity, the results of the endeavor must be disseminated and subject to critical peer evaluation in a manner appropriate to the field in question.

Included as a meritorious type of scholarly achievement are receipt of grants, technology transfer successes, and patent awards.

### 3.7.3 Professional and University Service and Public Outreach

Professional and University service and public outreach is work done or duties performed by a faculty member to advance the interests and capabilities of various communities, either inside or outside the University. These activities should stem from the faculty member's professional expertise (which is expertise deriving from the individual's professional activities in the categories of teaching, research and creative/scholarly activity, and professional and University service and public outreach, as described herein), and they should support and enhance the
faculty member's scholarly stature. The evaluation of professional and University service and public outreach should be in terms of quality and effectiveness of performance and should take into account:

- the relation of the service and public outreach to the general welfare and efficacy of the University's missions
- the relation to the welfare and furtherance of the faculty member's discipline
- the effect of the service and public outreach on development of a faculty member's value, professional competence, or professional skills
- the enhancement of the capabilities of University colleagues in their teaching, research and creative/scholarly activity and professional and University service and public outreach.

In encouraging appropriate service and public outreach and in its evaluation, it is convenient to distinguish service and public outreach as taking place within three primary communities: the community of the scholarly discipline of the faculty member, the University community, and the community of the public at-large. The weighting of these three components of service and public outreach may vary according to the specific academic unit and individual assignments within the unit. Each academic unit will establish, publish, and periodically review criteria for evaluating service and public outreach. The criteria, which should be reflective of the unit's objectives, will be approved by the dean after providing the opportunity for review and consultation by appropriate University bodies that may especially rely on or benefit from specific service activities and public outreach in that unit.

In cases in which extensive service and public outreach assignments might limit a faculty member's involvement in any area of faculty responsibility, the relative weighting of categories for evaluation may need to be modified. A written understanding should be approved by the dean and the chair of the academic unit at the time the assignment is made and filed in the Office of the Vice President for Academic Affairs. Such extensive service and public outreach assignments might include, for example, serving as a high-ranking official for a professional society or a professional journal, serving as the chair of a department or vital University committee, or serving as the director of a public outreach center.

### 3.7.3.1 Service to the Discipline

The continued advancement of knowledge or artistic achievement within a scholarly discipline relies integrally on leadership and service provided by its practitioners at state, national, and international levels. The leadership and service activities of a faculty member on behalf of these communities bring prestige to the University and enhance the University's visibility and its scholarly and academic reputations. Service to the discipline might include activities such as official service in relevant professional societies; service on state, national, or international commissions, advisory boards, or agencies related to the faculty member's discipline or profession; service on academic review or accreditation boards; editing professional journals or
other publications; reviewing books in professional journals; reviewing research grant proposals; refereeing research papers submitted for publication; and participating in organizing research conferences or professional meetings.

3.7.3.2 Service to the University

The nature of the academic enterprise is such that the faculty shares in the formulation of University policies and in making and carrying out decisions affecting the educational and scholarly life of the University. Accordingly, faculty members have a responsibility to contribute to the government and leadership of the University through timely participation on committees, councils, or other advisory groups at the department, college, and University level. In addition, faculty members sometimes are called upon to perform extensive administrative tasks that are essential to the operations of the University. These include positions such as department chair/director, associate or assistant dean, or director of a program or special center.

3.7.3.3 Public Outreach

Public outreach is the application of knowledge gained through professional activities; it generally focuses upon resolution of contemporary problems, policy analysis, identification of new areas for inquiry and development, and sharing knowledge with the community. Appropriate public outreach activities might include artistic or humanistic presentations; health care delivery; professional consultation; service on local, state, national, or international commissions, advisory boards, or agencies (public or private); participation in a professional capacity in programs sponsored by student, faculty, or community groups; participation in continuing education instructional activities including those sponsored through the Office of Extended and Continuing Education; service in an organizational or advisory capacity for particular University programs; and public relation activities that serve the University's interests such as appearances as a University representative before government bodies or citizen groups.

3.8 FACULTY EVALUATION

The evaluation of faculty performance is a continuous process. The fundamental purpose of periodic performance reviews is to identify areas of faculty accomplishments and areas of faculty performance deficiencies and provide such faculty opportunities and incentives to correct the deficiencies. An annual review of each faculty member's performance is the responsibility of the chair or director of the specific academic unit with review by the dean. The chair or director must provide direct feedback in writing to the faculty member relative to the faculty performance evaluation each year. A systematic procedure for accomplishing such evaluations will be developed in each academic unit with the participation and approval of the dean and Vice President for Academic Affairs.

The criteria for evaluation will be carefully and clearly stated and must be in accord with Sections 3.6 and 3.7. Specific faculty assignments within an academic unit and the specific mission of a particular academic unit may modify the relative weight given to any specific area of professional activity, but only after approval in writing by the dean and Vice President for Academic Affairs.
Tenure decisions, non-renewal of tenure track and consecutive term appointments, salary adjustments, and promotions in rank will be based on systematic evaluations of faculty performance in the areas specified by the department chair and will include teaching, research and creative/scholarly activity, and professional and University service, and public outreach as well as the needs of the department and college. An assessment of the faculty member's overall contribution to the college and the mission of the University, as well as that person's adherence to the standards of faculty accountability as noted in Section 3.6, must be included in any faculty evaluations.

### 3.9 SALARY ADJUSTMENTS

Tennessee State University must make every effort to keep faculty salaries appropriate to the demands of the profession.

- The most frequent reflection of a continuing faculty evaluation system is in the annual recommendations for salary increases. Deserving faculty should be rewarded, within the limits of the financial resources of the University, for performance as set out in the specific criteria for evaluation of faculty performance (Sections 3.6 and 3.7).

- Under no circumstances will increases in salary be based upon race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age (40 or older), religion, disability, political beliefs, or status as a veteran.

- In certain circumstances, salary increases may cause the salary of a faculty member to equal or exceed the salary of faculty in higher ranks. Such a situation is acceptable, provided the salary level is an equitable reflection of the respective effort and achievement of the faculty member.

#### 3.9.1 Procedures for Recommendations on Salary Adjustments

Procedural guidelines for salary recommendations are as follows:

- The chair of the academic unit shall annually collect (1) achievement data from all academic unit faculty and (2) evaluations of each individual's performance from those who are in supervisory positions and from other sources.

- For each faculty member, the chair shall prepare a recommendation based upon a comparison of faculty performance with University and departmental criteria and forward a documented recommendation to the dean.

- The dean shall review each recommendation and notify the chair of any changes or adjustments made.

- The salary recommendations from the college will be forwarded from the dean to the Vice President for Academic Affairs for additional discussion, further recommendations, and administrative action.
The chair shall discuss with each faculty member the reasons for the salary recommendation that was made. These discussions should take place as soon as feasible following approval of the budget by the Board of Regents.

3.9.2 Adjustments of Salary Inequities

Upon occasion, adjustments in salary may be needed to correct inequities caused by annual variations in available funds, changing conditions in the academic profession or in the economy, or other elements beyond the University's control. The responsibility for making adjustments, where needed, lies primarily with the dean. After consultation with the appropriate academic unit, the dean recommends to the Vice President for Academic Affairs specific salary adjustments to correct evident inequities. Such adjustments should be made as funds are available, without causing disruption to the salary system.

3.10 FACULTY TENURE

Tenure implies a mutual responsibility on the part of the University and the tenured faculty member. In granting tenure to a faculty member, the University makes a commitment to the faculty member's continued employment subject to certain qualifications (Section 3.12). The University expects that tenured faculty members shall maintain the level of performance by which they initially earned tenure. Only the portion of annual base salary paid by the University is committed in the award of tenure unless otherwise agreed to in writing by the chair of the academic unit, the dean of the college, the Vice President for Academic Affairs, the President, and the Board of Regents.

3.10.1 Qualified Privilege of Academic Confidentiality for Tenure and Promotion Review Committees

- Peers and other faculty members serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure review committees have qualified privilege of academic confidentiality against disclosure of individual tenure votes unless there is evidence that casts doubt upon the integrity of the committee. This policy will be interpreted in a manner consistent with the Tennessee Public Records Act, as recorded in Tennessee Codes Annotated Sections 10-7-101 et seq.

- In general, no such privilege is recognized for proceedings outside of the University. The records created during the tenure process are subject to disclosure pursuant to Tennessee Code Annotated Section 10-7-503, and information regarding the process may be sought by subpoena or court order.

3.10.2 Definitions

- The term tenure means continuous reappointment to an achieved academic rank. Tenure must be granted or denied by specific action of the Board of Regents.
• Tenure is designed as a means to protect the academic freedom of faculty members and to assure freedom of scholarship and teaching by professional scholars and teachers. The right to academic freedom does not diminish the faculty member's responsibilities under Section 3.6 Faculty Accountability.

• The term pre-tenure (or Probationary) period refers to the period of employment at the Tennessee State University in a tenure track appointment prior to the time the faculty member is evaluated for the granting of tenure. Full-time tenure track faculty shall generally have a pre-tenure period of six (6) years. Thus, the tenure application will be submitted no later than the fall of the seventh academic year.
  
  o In certain circumstances, and in consultation with the faculty member, the chair of the academic unit and dean may request an extension of the pre-tenure period not to exceed one (1) year.
  
  o If a pre-tenure extension is granted, the tenure application must be submitted no later than the fall of the last extension year.

• The term prior service means academic employment at an institution of higher education (including Tennessee State University).

3.10.3 Fiscal Responsibility

In each case where a tenure-track position is proposed, there must be assurance from the chair of the academic unit to the dean that continuing financial support is identified to fund the salary line and that the individual is qualified to support the mission of the unit. The Vice President for Academic Affairs, in conjunction with the respective deans, shall determine whether funds are sufficiently secure to support the awarding of tenure.

3.10.4 Pre-tenure (Probationary) Periods

Full-time tenure track faculty shall generally have a pre-tenure period of six (6) years; therefore, the tenure application will be submitted no later than the fall of the seventh academic year.

3.10.4.1 Probationary Employment (TBR POLICY 5:02:03:60.II.D)

• Probationary faculty may be employed on annual tenure-track appointments for a probationary period which may not exceed six (6) years, however, six (6) years is considered to be the normal length of time required to develop a substantial record in teaching, research and service.

• 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.
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.

3.10.4.2 Calculating the Probationary Period (TBR POLICY 5:02:03:60.II.E)

Only full-time continuous service at a University will be included in determining completion of the probationary period, except where a break in service was pursuant to an approved leave of absence.

- 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:
  
  o At the discretion of the President, credit toward completion of the probationary period may 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.

- 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 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.

- The first year of the pre-tenure period for a faculty member whose effective date of service is between July 1 and December 31 will be that academic year. Faculty members appointed at the beginning of a spring semester are eligible to apply for tenure as if their appointment had begun the previous fall semester of the same academic year.

- For assistant, associate, and full professors, the pre-tenure period may include up to a total of three years in prior full-time service in a consecutive term or tenure track appointment at Tennessee State University or in professorial ranks at another institution. The faculty member must request in writing at the time of the first regular tenure track appointment that prior service be included. Inclusion of prior service requires approval by the chair of the academic unit, the dean, and the Vice President.
for Academic Affairs and must be specifically noted on the initial tenure track contract.

- Prior full-time service in a temporary appointment with titles such as instructor, lecturer, or associate or in a comparable non-professorial rank at other institutions of higher education may be counted as part of the pre-tenure period if requested by the applicant and approved in writing by the chair of the academic unit, dean, and Vice President for Academic Affairs at the time of the first regular appointment.

- A new faculty member appointed at the rank of professor or associate professor may be given tenure from the date of appointment; however, when prior service in a professorial rank at another institution is less than three years, a probationary period may be set at two, three, four, five, or six years. The probationary period's length will be set by the appointee's academic unit, subject to agreement by the dean and Vice President for Academic Affairs at the time of the formal offer of appointment.

- Whenever a non-tenured part-time faculty member changes from part-time to full-time tenure track status, specific written understanding among the faculty member, chair, and dean must be approved by the Vice President for Academic Affairs at the time of the change as to how, if any, the period of part-time service may be counted toward satisfying the pre-tenure period for tenure.

- A maximum of one year of leave of absence without pay may be counted as part of the pre-tenure period, provided the chair of the academic unit in question records in writing the agreement with the faculty member to count the leave of absence, including how the professional activities carried out during the leave will be appropriately evaluated by the chair, and secures approval by the dean and Vice President for Academic Affairs.

- If a tenure track faculty member takes extended leave, the pre-tenure period prior to a tenure decision may be extended for one year at the written request of the faculty member with the approval of the chair of the academic unit, dean, and Vice President for Academic Affairs.

- A faculty member at any rank who is denied tenure shall be retained until the end of the academic year following that in which tenure was denied (i.e., the terminal year) unless the faculty member is dismissed according to Section 3.12.8. An appeal of denial of tenure will not have the effect of extending the faculty member's terminal year.

- Under certain extraordinary circumstances due to the University's clinical care, service, or teaching obligations, a faculty member who has been denied tenure may be granted a consecutive term or temporary appointment upon recommendation by the chair of the academic unit, dean, and Vice President for Academic Affairs and approved by The Tennessee Board of Regents.
3.10.4.3 Early Tenure Review

Tenure may be awarded to faculty members of high merit prior to the end of the pre-tenure period. An academic unit's recommendation to award early tenure should be based on exceptional performance for at least two years at Tennessee State University. If tenure is not awarded, the faculty member may, subject to contract continuation or renewal, continue to serve in the pre-tenure period and be considered for tenure again without prejudice.

A. Stopping the Tenure Clock: Approved Leave of Absence

- An approved leave of absence, not to exceed one academic year, will be excluded from the requisite period for completion of the probationary period unless the President of the University specifies in writing prior to the leave of absence that it will be included in the probationary period.
  - An approved leave of absence of not more than one year stops the tenure clock.
  - A leave of absence may not be retroactively excluded from the tenure clock.
  - To stop the clock, the leave must be approved in advance.
  - A faculty member may apply for a maximum of two (2) extensions of an approved leave in one-year increments so long as the total probationary period does not exceed six years.
  - An extension of an approved leave does not stop the tenure clock.
  - Requests for a second extension follow the same procedure and are subject to the same considerations as the original extension.

B. Stopping the Tenure Clock: Other Circumstances

The intent of this policy is to serve the best interests of the University while providing neither preference to nor adverse effect on a faculty member’s process of developing a case for tenure.

- Once approved, the “stop the clock” year is not counted in the probationary period accrual.
A faculty member in a tenure track appointment may request to “stop the clock” during his or her probationary period when circumstances exist that interrupt the faculty member’s normal progress toward building a case for tenure.

Discretion for stopping the tenure clock rests on the institution and also requires supervisory approval. In such cases, the faculty member or his or her legal representative may request to “stop the tenure clock” for one-year if he or she demonstrates that circumstances reasonably warrant such interruption.

Reasons for approving a request to “stop the clock” 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.

- Examples may include, but are not limited to, childbirth or adoption, care of dependents, medical conditions or obligations, physical disasters or disruptions, or similar circumstances that require a fundamental alteration of one’s professional life.

C. Procedure

- A faculty member seeking a modification of his or her probationary period must submit his or her request in writing to the department chair for consideration and recommendation.

- The chair’s recommendation is forwarded to the dean of the faculty member’s college for consideration and recommendation; then to the provost for consideration and recommendation; and finally to the President for approval or denial.

- The President shall notify the faculty member, in writing, of the decision to approve or deny such exceptions within one month of submission.

- Requests for modification of the probationary period that are based on a faculty member’s health or care for an immediate family member should also be submitted to the University’s legal counsel or to TBR’s Office of the General Counsel for review.

- A faculty member who is appointed to an administrative position prior to a tenure award remains eligible for tenure under two conditions: (TBR POLICY 5:02:03:60.II.F).

- The faculty member must qualify for tenure under departmental or academic program unit, college and University guidelines.

- The faculty member must maintain a significant involvement in academic pursuits including teaching, scholarship and service. The time (or prorated portion of time) spent in the administrative position may be credited toward completion of the probationary period.
• Where a faculty member is serving a probationary period in a department or academic program unit and is subsequently transferred to another department or academic program unit, the faculty member may – with the approval of the President – elect to begin a new probationary period on the date that the transfer occurs. (TBR POLICY 5:02:03:60.II.G).

  o If he or she does not so elect (and confirm in writing to the President), time spent in the first appointment will count toward establishing the minimum and maximum probationary period (see TBR POLICY 5:02:03:60. II.E.1).

3.10.5 Criteria for the Tenure Decision: General Information

The choices that the University makes in granting tenure are crucial to its endeavors toward academic excellence. A decision to grant tenure must reflect an assessment of high professional competence and academic performance measured against national standards in the discipline or professional area. Tenure should never be regarded as a routine award based upon length of service.

The tenure decision will be based on a thorough evaluation of the candidate's total contribution to the college and the mission of the University and the candidate's adherence to the fundamentals of faculty accountability as noted in Section 3.6. While specific responsibilities of faculty members may vary because of special assignments or the particular mission of the academic unit, all evaluations for tenure will address the manner in which each candidate has performed in:

• Teaching

• Scholarly Activity (Research and/or Creative)

• Professional and University Service

The candidate for tenure must have demonstrated a record of substantial accomplishment in each of the three areas (teaching, scholarly activity (research and/or creative), and professional and University service).

• There must be evidence of excellence in two areas.

The candidate must have fulfilled the terms of his or her contract agreement (e.g., completion of a terminal degree). Above all else, in order for tenure to be recommended, the faculty member must have clearly demonstrated scholarly attainment in teaching, scholarly activity (research and/or creative), and professional and University service.

Each college, with the participation and approval of the dean and the Vice President for Academic Affairs, will establish and publish specific criteria for evaluating faculty performance in that college, including specific expectations for evaluation of faculty performance in teaching, scholarly activity (research and/or creative), and professional and University service. The
document must be distributed to the faculty in that college. These criteria must be in accord with and may not supersede the criteria described in this section. The criteria for tenure will be in full force unless an exception is specified in writing. It should be noted that the criteria which the departments and colleges establish normally reflect more specific standards for both promotion and tenure than those described in general terms in the Faculty Handbook. Consequently, all faculty should become familiar with the departmental, college, and University criteria.

Faculty shall be evaluated on their performances in the three areas of teaching, scholarly activity (research and/or creative), and professional and University service. Exceptions to the evaluation criteria must be documented in writing at the time the appointment is made, agreed to by the faculty member and the department chair, and approved in writing by the dean and Vice President for Academic Affairs.

As part of the overall tenure process, the department chair should provide the opportunity for faculty to receive advice on a regular basis as they develop their careers. Annual written evaluations of faculty by department chairs are essential to the faculty development process and are an annual requirement each department chair must fulfill.

If the criteria for tenure are changed by the Board of Regents during a faculty member's pre-tenure period, the faculty member may elect to be evaluated under the approved criteria in effect at the start of the faculty member's pre-tenure period.

The award of tenure carries with it the expectation that the University will continue to need the services of the faculty member and that the financial resources will be available for continuous employment. It also carries the expectation that the faculty member shall maintain or improve upon the level of attainment required for tenure. The performance of all faculty, both prior to and following the granting of tenure, is to be evaluated annually as part of the University’s faculty evaluation process (Section 3.8).

### 3.10.6 Procedures for Tenure Decision (General)

- The chair of the academic unit shall notify a faculty member who is eligible for tenure consideration at least six months before the date tenure materials are to be submitted to the department chair.
  - All the materials assembled in accord with Section 3.10.6.1-7 constitute the tenure portfolio.
- The candidate must prepare two copies of the portfolio.
- Once the portfolio is presented to the tenured faculty members for their vote in the process, it must not be changed either to increase it or decrease it or otherwise alter it.
- This will ensure that all parties in the review process have seen the same material.
- The chair of the academic unit shall request the candidate for tenure to submit
material which will be helpful to an adequate consideration of the faculty member's performance or professional activities in relation to the tenure criteria. It is the responsibility of the candidate to provide accurate, thorough, and clear evidence of achievements for review at the departmental, college, and University levels. The candidate is advised to consult with the chair and any other senior colleagues concerning the materials to include in the tenure portfolio.

- Responsibility for gathering complete documentation of professional activity rests with the individual faculty member. The chair shall assist the faculty member in determining what to include in the tenure documentation.

- The chair is responsible for providing copies of the candidate's complete tenure portfolio to each of the voting members of the Department Tenure and Promotion Committee at least two weeks prior to the vote.

### 3.10.6.1 Documentation of Academic Accomplishments

In general, documentation of the individual's academic accomplishments should include, but not be limited to the following:

- Complete and up-to-date curriculum vita, including a summary of college and University degrees earned, all professional employment, all professional honors and awards, and an up-to-date list of books and journal publications by author in sequence. Manuscripts in press or submitted for publication and abstracts should be listed separately.

- Letters of evaluation of academic performance in teaching, scholarly activity (research and/or creative), and professional and University service should be solicited by the candidate and sent to the chair for inclusion in the portfolio. There must be at least one letter of evaluation from outside Tennessee State University considered as an established authority in the discipline and in a position to evaluate the candidate's academic performance and suitability for tenure. There must be at least three internal letters of evaluation particularly relevant to teaching and service.

### 3.10.6.2 Documentation of Teaching Accomplishments

Documentation of teaching accomplishments should reflect the candidate's contribution, quality, innovation, and impact of teaching.

**A. Documentation must include:**

- summary documentation of teaching evaluations by students
B. Other documentation might include:

- notation of teaching awards

- description of teaching responsibilities

- materials and techniques which are unique and demonstrate innovative approaches or outstanding quality in undergraduate, graduate, or professional instruction
  - integration of multimedia into courses
  - development of web-based content and course materials
  - computer software development
  - creation of innovative laboratory exercises and simulation techniques

- course syllabi showing:
  - topics covered
  - texts and articles assigned
  - attendance policies
  - grading procedures
  - assignments

- examinations

- additional course materials
  - Cases
  - Problems
  - computer applications
  - experiential learning exercises
  - library assignments (term papers, research)
  - other creative assignments

- curriculum and/or program development
  - a proposal for curricular development or for new academic programs

- development of new teaching materials and approaches

- published works in the area of teaching

- honors and recognition for contributions to teaching

- the individual's performance in the advisement of students

- supervision of senior papers, doctoral dissertations, master's theses, and internships
• demonstration of effective classroom instruction and management
  o Evaluation ratings
  o Classroom observations

• continued intellectual development

• University record keeping and reporting

• availability through office hours

• supervision of directed reading.

### 3.10.6.3 Documentation of Scholarly Accomplishments

Documentation of scholarly accomplishments (research and/or creative) should reflect the level and quality of the candidate's scholarly activities (research and/or creative). Each item listed requires explanatory evidence such as being peer reviewed: being regional, national, or international in nature; and having a reputation as a forum for scholarship in a particular discipline area. Recognition of scholarly accomplishments (research and/or creative) could be demonstrated by:

• chairing or organizing symposia

• editing books or journals in the professional discipline

• publications of books, book chapters, and articles in peer-reviewed journals

• publication of abstracts

• participation as a presenter in national/international symposia, conferences, and professional meetings

• acquiring extramural grant or contract funds, as a principal or co-principal investigator, through peer review mechanisms

### 3.10.6.4 Documentation of Fine and Creative Arts

In the area of fine and creative arts, original and/or creative works, shows, exhibitions, and performances may meet this criterion. The evaluation process should stress the quality of the written material or the performance. The applicant should include copies of his or her papers, articles, books, or other printed work. Photographs or recordings of performances may also be presented. Recognition of scholarly accomplishments (research and/or creative) could be demonstrated by:
• concerts and recitals (e.g. singer, instrumentalist, conductor, composer)
• original compositions and arrangements
• competitive and invitational regional, national, and international exhibitions
• solo or group curated exhibitions
• personal writing (poetry, prose fiction and nonfiction, and plays)
• performances (e.g. actor, actor/singer, director, dancer)
• designs (e.g. lighting, set, costume, sound, make-up)
• theatrical or media productions (e.g. technical director, technical consultant)
• guest artist appearances, residencies, presentations
• external grants and awards
• media design, creation and/or production (e.g. print, broadcast, digital)

3.10.6.5 Documentation: Other Examples

Candidates for tenure might include copies of the following items and/or evidence of the following activities:

• Published articles in a refereed academic journal or a practitioner’s journal
• Published articles in a non-refereed journal
• Published books
• Published monographs
• Published textbooks
• Published chapters in books
• Edited books
• Published studies
• Published proceedings of a national academic meeting
• Reports for an externally funded research project
• Reprints in a book of readings
• Published proceedings of a regional meeting
• Published abstracts, book reviews or working papers
• Papers presented at national and/or regional meetings
• Papers presented at regional meetings
• Participation as a discussant at a professional meeting
• Participation as a section chair at a professional meeting
• Funding received from the University for a research project
• Published software
• Funding received from an external agency for a research project
• Grant applications (not funded)
• Musical recitals
• Solo performances with an ensemble
• Theatrical performances
• Recordings
• Readings
• Art shows/exhibits or gallery showings
• External lectures
• Other research and creative activities

3.10.6.6 Documentation of Professional and University Service

Documentation of professional and University service, which may include clinical service contributions, should reflect the level and quality of the candidate's professional and/or clinical service contributions. Evaluation of the service component should be based on performance in four areas:
1) public service to the community as defined by the role and mission of Tennessee State University
2) 
3) service to the University
4) service to the candidate's academic organizational unit(s)
5) service to the candidate's academic discipline
   • Evaluation should be based on all four areas, although it is understood that differences in emphasis may exist.

3.10.6.7 Evidence of Effective Service

Evidence of effective service might include participation in:
   • community service programs
   • public service consultation
   • committee responsibility
   • active contributions to professional associations

Consideration should be given to:
   • the candidate's performance in relation to assigned and budgeted duties
   • the candidate's performance for clientele as judged by impact on the individuals, groups, or organizations served
   • the candidate's professional involvement locally, regionally, and nationally

Documentation might consist of:
   • leadership positions in local, state, or national associations
   • service on advisory boards for granting agencies
   • evidence of college or University committee work
   • service as a professional consultant
   • leadership as evidenced by serving as head of a division, department, or specific service
• evidence of acquisition, introduction, or development of new techniques, procedures, or clinical approaches

• development of outreach programs (community education, health, technology, and/or the arts)

• improvement in small business management

• demonstrable improvement (quality, utilization, access) in delivery of service

• publication of clinical case studies, monographs, reviews, and book chapters.

3.10.7 Department/Academic Unit Tenure Review Committee

Each department and/or academic program unit will develop written policies that specify the structure, annual election/selection of committee members, and operating procedures of the department/academic unit Tenure Review Committee.

These policies and operating procedures must be:

• consistent and in compliance with all policies and operating procedures at other levels of tenure review within the University

• approved by the University administration as part of its complete and official tenure review process, which is, of itself, subject to the approval by The Tennessee Board of Regents.

A copy of these policies must be available to faculty members in the offices of the department chair and dean and on appropriate University websites. At a minimum, these policies will include the following:

• The department chair/academic unit head is responsible for convening elections for the tenure review committee at the beginning of fall semester.

• Committee members must be tenured.

• All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to nominate and vote on the committee membership.

• Non-tenurable faculty are not entitled to nominate or vote on committee membership.

• Candidates for tenure and the department chair cannot be members.

• A committee chairperson shall be elected by the members of the committee.
• During any given academic year, a faculty member may serve on only one tenure committee at either the department, college and/or University level.

• At times the small number of tenured members of an academic unit (fewer than five) prevents appropriate academic unit tenure review. In such instances, the dean of the college, in consultation with the chair of the academic unit involved, must establish an ad hoc tenure review committee to serve as the candidate's academic unit committee for purposes of voting on tenure. At no time may the departmental committee be less than three members.

• Department/academic units without tenured members may either recruit TSU tenured faculty members from other disciplines who are knowledgeable about the applicant's discipline or invite up to two scholars in the applicant's discipline from outside the University to review the relevant application materials and provide a disciplinary perspective on the application.

• The academic Department Tenure and Promotion Committee must meet for a discussion of the candidate's qualifications for tenure. The candidate must not be present during the discussion of his or her qualifications but must be available to enter the meeting on invitation to answer questions or clarify circumstances relevant to the qualifications.

3.10.8 Department/Academic Unit Tenure Review Process

A. The faculty member applying for tenure shall prepare a faculty portfolio that demonstrates his or her achievements in the areas of instruction, scholarship, and service/outreach. This portfolio should clearly illustrate the extent to which the candidate has met the eligibility requirements and criteria for the awarding of tenure.

B. The department chair/academic unit head shall receive from all candidates for tenure their faculty portfolio containing items to be used in review at each committee level. Once the portfolio is presented to the departmental/academic unit’s Tenure and Promotion Committee for their vote in the process, it should not be changed either to increase it or decrease it. That way, it is clear what has been seen by all parties in the review process.

C. The department chair/academic unit head shall convene the departmental/academic unit’s Tenure and Promotion Committee and explain the review process.

D. The department chair/academic unit head shall provide the departmental criteria for tenure and discuss it with the departmental/academic unit’s Tenure and Promotion Committee.

E. The department chair/academic unit head shall forward (without comment) the faculty portfolio to the departmental/academic unit’s Tenure and Promotion Committee.
F. The departmental/academic unit’s Tenure and Promotion Committee shall receive and review the faculty portfolio of candidates for tenure in its department/academic unit based on the department/academic unit’s tenure criteria. The committee shall not mark, deface, highlight, add or delete materials in the candidate’s portfolio.

G. A log will be established to provide a record of access that documents:

- the time and date that the faculty portfolio was accessed
- the name of the individual who accessed it
- the date and time it was returned to its secure location.

H. When not in use by the Tenure Review Committee members, individual faculty portfolios must be secured.

I. The committee shall complete and submit to the department chair/academic unit head its recommendation for each candidate with written justification, which is signed by all committee members.

J. Minutes of proceedings will be kept and submitted in a sealed signed envelope by the committee chairperson to the department/academic unit head who in turn shall file the unopened envelope in the department/academic unit’s office.

K. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College Tenure Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

3.10.9 Department/Academic Unit Head Independent Review

The department/academic unit head shall review the report of the departmental/academic unit’s Tenure and Promotion Committee and all applicant portfolios and forward the committee’s report along with his/her separate written recommendation with supporting reasons to the dean.

3.10.10 Early Tenure Submission

When a tenure proceeding is initiated prior to the last pre-tenure year (see 3.10.4.1) and the result of the faculty vote is negative and the recommendation of the department chair is negative, that information will not be forwarded, and the early tenure consideration will cease for that academic year.
3.10.11 College Tenure and Promotion Review Committee

Each academic college will develop written policies that cover the structure, election of members, and the operating procedures for the College Tenure and Promotion Review Committee. A copy of these policies will be available to faculty members in the offices of their department chair/academic unit head and dean. At a minimum, these policies will include the following:

- The dean or his or her designee is responsible for convening elections for the College Tenure and Promotion Review Committee at the beginning of the fall semester.

- Committee members must be tenured.

- All full-time tenured and tenure-track faculty members in the college and/or school are entitled to nominate and vote on the committee membership.

- Non-tenurable faculty are not entitled to nominate or vote on committee membership.

- Candidates for tenure and/or department unit heads and/or deans cannot be members.

- A committee chairperson shall be elected by the members of the committee.

- During any given academic year, a faculty member may serve on only one tenure committee at either the department, college and/or University level.

- At no time may the College Tenure and Promotion Review Committee be less than three members.

- Colleges and/or schools without tenured members may either recruit TSU tenured faculty members from other disciplines who are knowledgeable about the applicant's discipline or invite up to two scholars in the applicant's discipline from outside the University to review the relevant application materials and provide a disciplinary perspective on the application.

- The College Tenure and Promotion Review Committee must meet for a discussion of the candidate's qualifications for tenure. The candidate must not be present during the discussion of his or her qualifications but must be available to enter the meeting on invitation to answer questions or clarify circumstances relevant to the qualifications.

3.10.12 College/School Tenure Review Process

A. The dean shall receive from the department chair and/or academic unit head faculty tenure portfolios containing items to be used in the college level review. Once the portfolio is presented to the College Tenure and Promotion Committee for their vote in the process, it should not be changed either to increase it or decrease it. That way, it is
clear that what each candidate has submitted has been seen by all parties in the review process.

B. The dean shall convene the College Tenure and Promotion Committee and explain the review process.

C. The dean shall provide the college criteria for tenure and discuss it with the College Tenure and Promotion Committee.

D. The dean shall forward (without comment) the faculty portfolio to the College Tenure and Promotion Committee.

E. The College Tenure and Promotion Committee shall receive and review the faculty portfolio of candidates for tenure in its college based on the college’s tenure criteria. The committee shall not mark, deface, highlight, add or delete materials in any candidate’s portfolio.

F. A log will be established to provide a record of access that documents:
   - the time and date that the faculty portfolio was accessed
   - the name of the individual who accessed it
   - the date and time it was returned to its secure location

G. When not in use by the tenure review committee members, individual faculty portfolios must be secured.

H. The committee shall complete and submit to the dean its recommendation for each candidate with written justification, which is signed by all committee members. This document will become part of the candidate’s tenure portfolio.

I. Minutes of proceedings will be kept and submitted in a sealed signed envelope by the committee chairperson to the dean who in turn shall file the unopened envelope in the college’s office.

J. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College Tenure Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

J. The dean shall review all applicant portfolios, including recommendations of the departmental/academic unit tenure and promotion committee, department chair/academic unit head, and the college/school tenure and promotion committee. The dean shall
prepare a written recommendation with justification on each candidate and forward all materials submitted to the Vice President for Academic Affairs.

K. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College Tenure Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

3.10.13 University Committee Review

The review process for tenure recommendations at the University level consists of separate considerations by the Vice President for Academic Affairs and a University Personnel Committee.

3.10.13.1 University Personnel Committee

A. The dean or his or her designee is responsible for providing a forum for nomination and election of a committee member from his or her respective college and/or school.

B. The University Personnel Committee shall consist of one tenured faculty member from each college and/or school, elected by the tenured faculty in that college and/or school.

C. During one academic year, a faculty member may serve on only one tenure and promotion committee at the department/academic unit, college, or University level.

D. All full-time tenured and tenure-track faculty members in the college and/or school are entitled to nominate and vote to elect their representative.

E. Non-tenurable faculty are not entitled to nominate or vote on committee membership.

F. Committee members must be tenured and hold the rank of associate or full professor.

G. Department chairs and/or academic unit heads and deans cannot be members.

H. A committee chairperson shall be elected annually by the members of the committee.

3.10.13.2 University Tenure Review Process

A. The University Personnel Committee shall be convened by the Vice President for Academic Affairs.

B. The committee shall review candidates for tenure on the basis of the guidelines set forth by the University and take into consideration each respective college and departmental
tenure and promotion criteria. A copy of the University, college, and departmental tenure criteria will be available to committee members.

C. Upon receipt of recommendations and other materials from the College Tenure and Promotion Review Committee and the dean’s review, the Vice President for Academic Affairs shall make available all candidate portfolios and recommendations (without comment) to the University Personnel Committee.

D. The University Personnel Committee shall separately consider each candidate's qualifications on the basis of careful review of the candidate’s portfolio and recommendations from the candidate’s Department Tenure and Promotion Committee, Department Chair, College Tenure and Promotion Committee, and Dean, in accordance with the tenure criteria from each respective college and department.

E. A log will be established to provide a record of access that documents:

- the time and date that the faculty portfolio was accessed
- the name of the individual who accessed it
- the date and time it was returned to its secure location.

F. When not in use by the tenure review committee members, individual faculty portfolios must be secured.

G. The University Personnel Committee shall submit to the Vice President for Academic Affairs a written recommendation with justification signed by each committee member as to why the candidate should or should not be given tenure. This document will then become part of the candidate’s tenure portfolio.

H. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College Tenure Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

I. Minutes of proceedings will be kept and submitted in a sealed and signed envelope by the committee chairperson to the Vice President for Academic Affairs who in turn shall file the envelope in the Vice President for Academic Affairs’ office.

J. The Vice President for Academic Affairs shall conduct a careful and thorough review of all of the candidates’ portfolios and recommendations on tenure.

K. If the Vice President for Academic Affairs plans to submit a recommendation contrary to that of the University Personnel Committee, the Vice President for Academic Affairs
shall notify the Chair of the University Personnel Committee in time to allow a thorough discussion before this recommendation is made.

L. After due deliberation, the Vice President for Academic Affairs may recommend to grant tenure or to deny tenure.

M. If the decision of the Vice President for Academic Affairs is to recommend denial of tenure, the Vice President for Academic Affairs shall inform each candidate affected and shall afford him or her an opportunity to meet and discuss the review process and the data upon which the decision was made prior to submitting his or her recommendation to the President.

N. The final recommendation of the Vice President for Academic Affairs will be submitted to the President and notification will be provided to the candidate, department chair and/or academic unit head, and dean in writing of his or her recommendation.

O. The Vice President for Academic Affairs shall state whether the issuance of letters of non-renewal is necessary and prepare a list of those to whom such letters are to be sent.

P. It is the candidate’s responsibility to initiate an appeal to the Vice President for Academic Affairs and follow the procedures given in section 3.10.16 (Appeal of Denial of Tenure).

3.10.14 Presidential Review of Tenure

A. The President shall review each candidate’s portfolio and recommendations from each candidate’s Department Tenure and Promotion Committee, Department Chair and/or Academic Unit Head, College Tenure and Promotion Committee, College Dean, University Personnel Committee, and Vice President for Academic Affairs in accordance with the tenure criteria from The Tennessee Board of Regents and the University.

B. If the President plans to submit a recommendation contrary to that of the Vice President for Academic Affairs and/or the University Personnel Committee, the President shall notify the dissenting party in time to allow a meeting between the President and that party prior to his or her submitting a recommendation to The Tennessee Board of Regents.

C. When an application for tenure is not approved by the President, he or she shall inform the department chair and/or academic unit head, the faculty member, and other appropriate administrators in writing of the reasons for the denial of tenure.

D. At this time, the candidate may appeal the President's decision.

E. A list of faculty members who are recommended for tenure status in any one academic year will be forwarded to the Chancellor and to The Tennessee Board of Regents.

F. When an application is approved by the President and subsequently by the Chancellor and The Tennessee Board of Regents, the President shall notify the faculty member by
letter of the award of tenure. Appropriate administrative officers shall be advised by the President of the action taken on all tenure recommendations, whether approved or disapproved.

G. No faculty member shall be entitled to, or acquire any interest in, a tenure appointment in the University without a recommendation for tenure by the President and an affirmative award of tenure by The Tennessee Board of Regents.

H. No other person shall have any authority to make any representation concerning tenure to any faculty member.

I. Failure to give timely notice of non-renewal of a contract will not result in the acquisition of a tenure appointment; rather, it will result in the right of the faculty member to another year of service at the University.

J. When an application is approved by the President and subsequently by the Chancellor and The Tennessee Board of Regents, the President shall notify the faculty member by letter of the award of tenure. Appropriate administrative officers shall be advised by the President of the action taken on all tenure recommendations, whether approved or disapproved.

K. Upon final action taken by The Tennessee Board of Regents, recommendation forms will be filed in the University’s Human Resources Office.

3.10.15 Appeal of Denial of Tenure

A. Opportunities for appeal of negative recommendations on applications for tenure exist at the level of the Vice President for Academic Affairs prior to a review by The Tennessee Board of Regents.

B. The candidate may request a pre-appeal conference with the Vice President for Academic Affairs.

C. Prior to the pre-appeal conference, one of the two submitted candidate complete tenure portfolios (including copies of recommendation letters) will be returned to the candidate for review and discovery purposes by the Vice President for Academic Affairs.

D. In the presence of the candidate, the Vice President for Academic Affairs shall unseal the minutes from each committee’s deliberation and provide a copy of them to the candidate.

E. After the pre-appeals conference, if the candidate has decided to proceed with an appeal, he or she must file an appeal in writing with the Vice President for Academic Affairs and the University’s Promotion and Tenure Appeals Committee (PTAC) within fourteen days (14) or forfeit the right to appeal.
F. Upon receipt of an appeal, the Vice President for Academic Affairs shall submit the candidate's complete application (candidate portfolio, all recommendations, and all sealed committee minutes) to the chair of the University’s Promotion and Tenure Appeals Committee.

G. The University’s Promotion and Tenure Appeals Committee (PTAC) will be comprised of tenured associate or full professors who were not part of any tenure and promotion committee at any level in the current academic year.

H. Immediately after the formation of the department and college Tenure and Promotion Committees and the University Personnel Committee, PTAC will be established as follows:
   - one Faculty Senator elected by the Faculty Senate who shall chair the committee
   - one member from each college or school, as selected by the Faculty Senators from that college or school
   - two alternates, as selected by the Faculty Senators from that college or school who would be available to serve if the primary designee is ineligible or unavailable to serve
   - If the Faculty Senators from any college or school fail to designate a committee member and alternates or if those designated are ineligible or unavailable to serve, then the Faculty Senate Chair and the Promotion and Tenure Appeals Committee (PTAC) Chair shall jointly select a faculty member from that college/school to serve.
   - The Promotion and Tenure Appeals Committee (PTAC) members shall be appointed for a one-year term.
   - All members of the Promotion and Tenure Appeals Committee (PTAC) shall be tenured and shall hold the rank of associate or full professor.
   - Deans, department chairs, and other administrative personnel directly involved in college or school-level tenure and promotion decisions are excluded from membership on the Promotion and Tenure Appeals Committee (PTAC).
   - No member of the Promotion and Tenure Appeals Committee (PTAC) shall have participated in the review of the candidate's application at any previous level.

I. If the candidate is terminated or suspended as a result of the President’s decision, the candidate may appeal the President’s action to the Chancellor of The Tennessee Board of
Regents pursuant to TBR Policy No. 1:02:11:00, “Appeals and Appearances Before the Board.”

- Review of the appeal will 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 appeals committee for further proceedings. No termination will be effective until the completion of the appeals process, if such a process is initiated.

3.10.16 Tenure Appeal Procedure

3.10.17.1 Grounds for Appeal

If there is an appeal of the recommendation for tenure or promotion, additions relevant to the appeal may be made to the appellant's portfolio. The Promotion and Tenure Appeals Committee (PTAC) shall consider only the issues relating to the following grounds for appeal:

- Unlawful discrimination on the basis of sex (gender, gender identity, sexual orientation, sexual preference), age, race/color, religion, national origin, veteran's status, disability, or other grounds protected by state or federal law

- Violations of principles on academic freedom as outlined in the Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors

- Substantive procedural errors (based upon the procedures outlined in the Faculty Handbook, college tenure and promotion guidelines, or departmental guidelines) in the manner in which the application was reviewed

- Mistake in the review of a portfolio such that a reviewing body is unaware of a credential that satisfies a requirement for tenure or promotion

- An arbitrary, capricious, or unsubstantiated recommendation

If any of these conditions is found to have existed, The Promotion and Tenure Appeals Committee (PTAC) shall then consider whether the condition(s) adversely affected the ultimate recommendation. In addition, The Promotion and Tenure Appeals Committee (PTAC) may hear an appeal in any instance where there is a negative decision by the Vice President for Academic Affairs despite positive recommendations at all five levels of review (department committee, department chair, college committee, college dean, University Personnel Committee).

The Appeals Committee shall not substitute its judgment for that exercised at the levels of review and shall restrict its assessment to the areas stipulated in the section entitled "Grounds for Appeal."
3.10.17.2 Appeals Committee Procedures

In the notice of appeal to the Vice President for Academic Affairs and the Chair of the Promotion and Tenure Appeals Committee (PTAC), the candidate seeking the appeal (complainant) must identify the grounds for the appeal sought. The complainant should pursue only those grounds for which there is credible evidence supporting the appeal.

It is the complainant's responsibility to present the evidence to support each ground that serves as the basis for the appeal. Such evidence could be documentary or could include testimony, but there must be proof, rather than just accusations, that the ground is satisfied. If The Promotion and Tenure Appeals Committee (PTAC) determines that a hearing on the appeal should be conducted, the following procedures will apply:

- The complainant (accompanied by an Appeals Advocate and/or other counsel if desired) and participants (individuals named in the complaint) may be present throughout the duration of the hearing.
- Witnesses must wait outside the hearing room until called and must leave upon completion of their testimony.
- Although the hearings are informal, a quasi-legal process will ensure that all participants have an opportunity to be heard.

3.10.17.3 Hearing Process

1. The Vice President for Academic Affairs shall first address the committee to explain the process for reaching his or her decision and to present whatever documentation is deemed appropriate.
   - It is recommended that the Vice President for Academic Affairs limit his or her remarks to ten minutes.
   - The time limit will not be absolute since he or she does not participate in all of the proceedings of the hearing.

2. The complainant shall make his or her opening statement, usually a declaration of how he or she feels he or she was wronged, citing the particular ground(s) upon which the appeal is based and how he or she intends to prove the case.
   - The opening statement should only be an overview of the appeal and will be limited to ten (10) minutes.

3. Each participant who desires to do so can make an opening statement, which again will be only an overview of the participant's position.
   - These opening statements will be limited to ten (10) minutes per participant.
4. The complainant calls himself or herself as a witness and states details of his or her case, specifying each ground upon which he or she has a complaint and substantiating each one in turn with proof.

- If improper procedure related to the department criteria is to be used as a basis for appeal, the appellant is requested to provide a copy of his or her department's criteria to the committee.

- If the complainant intends to use the improper evaluation of his or her research efforts as a basis for appeal, the committee requests that he or she bring members of his or her field of expertise as witnesses to vouch for the quality of the complainant's research efforts.

5. Participants may question the complainant; then, committee members may question the complainant.

6. The complainant calls his or her witnesses in the order he or she deems best.

- The witnesses shall be informed that the procedures are informal and that they may respond to questions as they see fit (e.g., they may refuse to answer, ask for clarification, answer portions of compound questions and omit portions).

- Witness testimony should not be repetitive and should focus on providing information regarding the particular ground for appeal sought by the complainant.

7. The complainant may question each witness; then, participants may question each witness; then, committee members may question each witness.

8. Participants may call themselves as witnesses and present such data and opinion as they see fit.

9. The complainant may question the participants; then, committee members may question the participants.

10. Participants may call and question such witnesses as they deem necessary in the order they wish; then, the complainant may question each witness; then, the committee members may question each witness.

11. The Vice President for Academic Affairs shall return to answer any questions that the complainant, the participants, or the committee members may have.

12. A summary statement by the complainant shall be limited to a summary of the proof presented or the highlighting of the specific support for each ground upon which the hearing was granted.

- Summary statements will last no longer than ten (10) minutes.
13. Summary statements by the participants will be limited to a summary of the proof presented or the highlighting of the specific support for each ground upon which the hearing was granted.

- Summary statements will last no longer than ten (10) minutes.

14. Participants and complainant are dismissed.

15. If the case is completed, the committee may move to immediate discussion or postpone discussion to another time.

16. The committee shall discuss and vote on the ground(s) for appeal presented by the complainant.

- If, and only if, there is a positive vote on an identified ground, the committee will discuss and vote on whether the identified ground may have interfered with an appropriate vote on the candidate's record.

17. After discussion and a vote, the committee chairperson shall phone the complainant as soon as practical and inform him or her of the decision.

18. A memorandum will be sent to the President, Vice President for Academic Affairs, complainant, and participants informing them of the decision and findings of the committee.

3.10.17.4 Appeals Committee Recommendations

By simple majority vote, The Promotion and Tenure Appeals Committee (PTAC) shall advise (with supporting rationale) the President in one of three ways:

1. that one or more of the grounds were found to be valid by the weight of the evidence and that the committee believes that this adversely affected the ultimate recommendation

2. that one or more of the grounds were found to have occurred by the weight of the evidence but that the committee believes that this did not adversely affect the ultimate recommendation

3. that no grounds were found to exist

If the decision of The Promotion and Tenure Appeals Committee (PTAC) is not unanimous, the committee may also submit to the President a minority report with the rationale for dissenting opinions.

If the decision of The Promotion and Tenure Appeals Committee (PTAC) is that ground(s) were found that adversely affected the ultimate recommendation, the President may:
• uphold the original recommendation
• overturn the adverse recommendation
• grant the appellant an additional probationary year without prejudice

The President may sanction any of the participants found culpable and report the infraction(s) to the appropriate authorities if the decision of The Promotion and Tenure Appeals Committee (PTAC) reveals that:

• ground(s) were found
• University policies were violated
• The Tennessee Board of Regents policies were violated
• state and/or federal laws were violated

3.10.18 Failure to Submit Tenure Application

• Failure to submit an application for tenure in the academic year that precedes the end of the probationary period will result in non-renewal of the candidate's contract for the following year.

• Unlike unsuccessful applications for tenure, the candidate shall not be accorded an automatic one-year contract if he or she fails to apply for tenure at the specified time.

3.11 UNIVERSITY TENURE CRITERIA

3.11.1 Teaching

Effective teaching is an essential qualification for tenure, and tenure should not be granted in the absence of clear evidence of a candidate’s teaching ability and potential for continued development. Excellence in teaching is a strong recommendation for both tenure and promotion though it cannot be considered in isolation from scholarship and service. Although it is difficult to establish evidence of teaching excellence, each department and/or academic unit must develop a procedure to ensure that factual information relative to a candidate’s teaching is available at the time he or she is considered for tenure. It is expected that a component of teaching is effective student advisement.
The teaching portfolio should include, but is not limited to, evidence of teaching excellence as follows:

- ability to organize and present subject matter in a logical and meaningful way
- ability to motivate and stimulate creativity, intellectual curiosity, and interest in writing and inquiry in undergraduates and/or graduate students
- evidence of peer evaluation

**Documentation of teaching should routinely include:**

- statement of teaching philosophy
- course materials
- student evaluations for every course evaluated during the probationary period
- evidence of supervision of student projects and other forms of student mentorships

A candidate for tenure may choose to include other types of evidence that support his or her application for tenure that may include:

- additional student input
- student products
- teaching recognition
- teaching scholarship
- peer input
- evidence of professional development in teaching
- evidence of disciplinary or interdisciplinary program or curricular development
- effective record keeping and reporting
- alumni surveys
- student exit interviews
• effectiveness in teaching methods (including efforts to improve pedagogy with new techniques and integration of new instructional technologies)

• community engagement

• other evidence of excellence in teaching and/or mentoring

3.11.2 Scholarly Activity (Research and/or Creative)

A candidate for tenure must present clear evidence of the quality of his or her research, scholarship and/or creative activities when he or she applies for tenure. Such evidence should cite books, journal articles, monographs, creative activities, performances, or exhibitions that have undergone appropriate peer review. Research publications in refereed journals or media of similar quality are considered reliable indicators of research and/or scholarly ability. Written reviews and evaluations by qualified peers, either in person and/or aided by other forms of reports are appropriate for performances, compositions, and other artistic creations. Publications of scholarly books and articles that have undergone peer review and/or have been reviewed by recognized scholars are more significant than those that are not subjected to such rigorous examination. It should be emphasized that quality is more important than quantity.

The faculty portfolio must include evidence of peer review of the candidate’s record of scholarly activity (research and/or creative activities) by qualified peers. 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. Appropriate textbooks or educational articles in one’s own discipline and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching.

Listed below are Tier 1 and Tier 2 categories of scholarly activities that are indicative of scholarly promise. The candidate shall be academically qualified when he or she completes six scholarly activities with at least two (2) from the Tier 1 category over a five-year period and are documented.

• Departments, colleges and/or schools may have additional requirements beyond these minimums

• Candidates are responsible for knowing the specific requirements of their departments / colleges and/or schools

3.11.2.1 Tier 1

Tier 1 material represents the highest level of scholarship (research and/or creative) within each discipline. Each college and/or academic unit will determine and define the specific criteria to be included in this tier that may include:
• Peer reviewed publications (print and/or electronic), for example:
  o the publication of an article(s) in peer reviewed / refereed journals
  o The publication of a scholarly book(s)
  o The publication of a chapter(s) in scholarly books and textbooks
  o The publication of a peer reviewed / refereed monograph(s)
  o The publication of a paper(s) in a peer reviewed/ refereed proceeding of an academic conference

• Juried publications and artifacts, for example:
  o publication of instructional software
  o publication of electronic media
  o creative artifacts

• Grants/contracts that were funded

• Other Tier 1 publications as deemed by departments / colleges and/or schools that warrant this distinction

3.11.2.2 Tier 2

Tier 2 material represents other scholarship (research and/or creative) within each discipline. Each college and/or academic unit will determine and define the specific criteria to be included in this tier that may include:

• The presentation of a paper(s) at academic or professional meetings

• The publication of a substantive book review(s)

• The submission of a proposal(s) for external funding /research grants/contracts that were not funded

• Serving as a reviewer of articles for publication in an academic journal

• Serving as a member of the editorial / advisory board of an academic journal

• Author or co-author of a document of an international, national, or state board and/or professional organization affiliated with the academic endeavors of the department / college and/or school

• Documentation and dissemination of an action research study and/or community-based project that directly improves or informs teacher practice and/or service learning community interactions

• Recitals
• Professional demonstrations (e.g. master classes)

• Other Tier 2 publications as deemed by departments / colleges and/or schools that warrant this distinction

Items that do not appear in this list must be justified to and adopted by the department / college and/or school to be included in its tenure criteria as tier 1 or tier 2.

Other items must have written approval given by the department chair/academic unit head and dean of the college prior to the candidate engaging in the activity.

Exceptional items must have written approval given by the department chair/academic unit head and dean of the college and may be accepted as tier 1 or tier 2 material and may count for more than one item within either category.

Scholarly activities that include research, scholarship, and creative performances or artifacts must be agreed to by the department chair / academic unit head, dean of the college or school, and by a department/academic unit committee within a college and/or school as either a Tier 1 or Tier 2 classification.

3.11.3 Service

Service encompasses a faculty member’s activities in the following areas:

• outreach or public service

• University service

• professional service

3.11.3.1 Outreach or Public Service

The outreach or public service function is the University’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 University. A vital component of the University’s mission, public service must be performed at the same high levels of quality that characterize the teaching and research programs.

3.11.3.2 University Service

University service refers to work other than teaching and scholarship done at the department/academic unit, college, school, or University level. A certain amount of such service is expected of every faculty member; indeed, universities could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. University service includes, but is not limited to serving on departmental/academic unit
committees and participating in college and University committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, service as advisor to a University-wide student organization, and/or membership on a University search committee.

3.11.3.3 Professional Service

Professional service refers to the work done for organizations related to one’s discipline or to the teaching profession generally. Service to the profession includes association leadership, journal editorships, article and grant proposal reviews, guest lecturing (on or off campus), and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be serving as an officer of a professional organization or as a member of the editorial staff of a journal.

3.12 Changes in Tenure/Tenure-Track Status (TBR POLICY 5:02:03:60. IV)

3.12.1 Non-renewal of Probationary Tenure-Track

A. When tenure-track appointments of faculty are not to be renewed for further service, the faculty member shall receive notice of his/her non-retention for the ensuing academic year as follows:

- Not later than April 1 of the first academic year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least two months in advance of its termination

- Not later than January 1 of the second year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least five months in advance of its termination

- Not later than the close of the academic year preceding the third or subsequent year of service, if the appointment expires at the end of that year; or, if the appointment terminates during an academic year, at least twelve months in advance of its termination.

B. The above stated dates are the latest dates for notice of non-renewal of faculty on tenure-track appointments, and each University may adopt annual dates which provide for longer notice of non-renewal. Notice of non-renewal will be effective upon personal delivery of the notice to the faculty member, or upon the date the notice is mailed, postage prepaid, to the faculty member at his/her current home address of record at the University.

C. Applicable dates for notice of non-renewal are based upon actual years of service at a particular University and in no way affected by any credit for prior service. When a faculty member on a tenure-track appointment completes his/her probationary period, the
faculty member shall be recommended for tenure by the President or shall 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 5:02:03:60.II.A.8.

D. Faculty members on tenure-track appointments shall not be terminated during the term of the annual appointment as stated in the employment contract except for reasons which would be sufficient for the termination of tenured faculty.

E. 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.

F. Unless there is a violation of state or federal law under the limitations described in the TBR Policy on Appeals (1:02:11:00), decisions that are not subject to appeal to the Chancellor include (a) non-renewal of a tenure-track faculty appointment during the first five years of the probationary period and (b) denial of tenure unaccompanied by notice of termination in the fifth year of the probationary period.

3.12.3 Transfer of Tenure

- Where a faculty member is tenured in an academic program unit (e.g., a department or division) he or 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 affecting the transfer.

3.12.4 Expiration of Tenure

- Tenure status will expire upon retirement of the faculty member.

- Tenure will also expire upon the event of permanent physical or mental inability of a faculty member, as established by an appropriate medical authority, to continue to perform his/her assigned duties.

3.12.4 Relinquishment of Tenure

- A faculty member shall relinquish or waive his/her right to tenure upon resignation from the University or upon failure to report for service at the designated date of the beginning of any academic term, which will 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.

- Where a tenured faculty member is transferred or reclassified to another department or academic program unit by the University, the transfer or reassignment will be with tenure.

- Tenure is not relinquished during administrative assignments at the University.

3.12.5 Termination of Tenure for Reasons of Financial Exigency

- A tenured faculty member may be terminated as a result of financial exigency at a University subject to Board declaration that such financial conditions exist.

- Personnel decisions (including those pertaining to tenured faculty) that result from a declaration of financial exigency at a Board of Regents University will comply with the Board Policy on Financial Exigency (5:02:06:00).

3.12.6 Termination of Tenure for Curricular Reasons

- The employment of a tenured faculty member may be terminated because:
  
  - an academic program is deleted from the curriculum
  
  - of substantial and continued reduction of student enrollment in a field or discipline

- Before declaring that curricular reasons exist, the President shall ensure meaningful participation by the University’s representative faculty body in identifying the specific curricular reasons, evaluating the long-term effect on the University’s curriculum and its strategic planning goals, and the advisability of initiating further action.

- Prior to initiating the process described below, the President shall present—either verbally or in writing—a description of curricular reasons that may warrant the termination of tenured faculty member(s).

- Each University policy will describe procedures whereby this presentation will be made to a representative faculty body, and that body shall have the opportunity to respond in writing to the President before action described below is initiated.

- 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 3.12.7 F and G below).
3.12.7 Procedures for Termination of Tenure

A. Upon determining that termination 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 to be terminated a written statement of the reasons for the termination.

1. Those reasons will address fully the curricular circumstances that warranted the termination and will indicate the manner and the information upon which the decision of which faculty members were to be terminated was reached.

2. The President’s written statement will also indicate that the faculty member has the opportunity to respond in writing stating any objections to the decision.

B. If the faculty member(s) to be terminated indicate(s) objections to the President’s written statement(s) and request(s) a review, the President shall 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.

1. The committee shall conduct a hearing on the proposed termination(s).

2. The committee shall report its findings and recommendations to the President, who shall in a reasonable time inform the faculty member(s) proposed for termination in writing either that the decision for termination stands or that it has been altered.

C. The President’s decision to terminate a tenured faculty member for curricular reasons is subject to appeal to the Chancellor and the Board as provided in the policy on appeals to the Board (TBR Policy 1:02:11:00).

D. When a tenured faculty member is terminated for curricular reasons, the position will not be filled by a new appointee with the same areas of specialization as the terminated faculty member within a period of three years unless the terminated faculty member has been offered, in writing, reappointment to the position at his/her previous rank 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 or she was not employed).

E. Upon determining that termination of one or more tenured faculty members is warranted for curricular reasons, the President shall base his/her decision about which faculty member(s) should be terminated upon his/her assessment as to what action would least seriously compromise the educational programs in a department or division.

1. Termination for curricular reasons presumes a staffing pattern in a department or academic program unit which cannot be warranted either by comparison with general load practices within the University or by comparison with faculty loads in comparable departments or academic program units at similar universities.
2. 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 University and to comparable departments or academic program units which, in his/her judgment, are in universities similar enough to warrant assessment.

F. Definitions

1. “Program is deleted from the curriculum” means that the Board takes formal action to terminate a degree major, concentration, or other curricular component and that such termination eliminates or reduces need for faculty qualified in that discipline or area of specialization.

2. “Substantive and continued reduction of student enrollment in a field” means that over a period of at least three (3) years student enrollment in a field has decreased at a rate in considerable excess of that of the University 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 University or by comparisons with faculty loads in comparable departments or academic program units at similar universities which the President would deem to be appropriate for comparison.

G. When a tenured faculty member is to be terminated for curricular reasons, the President shall make every possible effort to relocate the tenured faculty member in another existing vacant position for which he or she is qualified.

1. In instances where (in the opinion of the President) relocation within the University is a viable alternative, the University has an obligation to make significant effort to relocate the faculty member, including the bearing of reasonable retraining costs.

2. The final decision on relocation is within the discretion of the President.

3.12.8 Termination for Adequate Cause

A faculty member with tenure or a faculty member on a tenure-track appointment prior to the end of the term of appointment may be terminated for adequate cause, which includes the following:

- Incompetence or dishonesty in teaching or research.

- Willful failure to perform the duties and responsibilities for which the faculty member was employed or refusal or continued failure to comply with the policies of the Board, the University or the department, or to carry out specific assignments, when such policies or assignments are reasonable and non-discriminatory.
• Conviction of a felony or a crime involving moral turpitude.

• Improper use of narcotics or intoxicants, which substantially impairs the faculty member’s fulfillment of his/her departmental and University duties and responsibilities.

• Capricious disregard of accepted standards of professional conduct.

• Falsification of information on an employment application or other information concerning qualifications for a position.

• 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 University.

3.12.9 Procedures for Termination for Adequate Cause

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, will be subject to the following procedures:

• No termination will be effective until steps 4 through 9 below have been completed

• Suspensions pending termination will be governed by the following procedure.

1. A faculty member may not be suspended pending completion of steps 4 through 9 unless it is determined by the University 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 University. Reassignment of responsibilities is not considered suspension; however, the faculty member must be reassigned responsibilities for which he or 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 will proceed pursuant to these procedures.

3. Except for such simple announcements as may be required concerning the time of proceedings and similar matters, public statements and publicity about these proceedings by either the faculty member or administrative
officers will be avoided so far as possible until the proceedings have been completed, including consideration by the Board.

4. Upon a recommendation by the chief academic officer of the University 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 no mutually acceptable resolution is reached through step 4, the following steps will be taken:

   o The faculty member shall be provided with a written statement of the specific charges alleged by the University 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.

   o A committee consisting of tenured faculty or tenured faculty and administrators shall be appointed to hear the case and to determine if adequate cause for termination exists according to the procedure herein 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 University. The committee may not include any member of the faculty committee referred to in 4 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 President who shall notify all parties of the communication.

6. 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.

7. The chairperson of the hearing committee may in his/her discretion require a joint pre-hearing conference with the parties which may be held in
person or by a conference telephone call. The purpose of the pre-hearing conference should include but is not limited to one or more of the following:

- As notification as to procedure for conduct of the hearing.
- To exchange of witness lists, documentary evidence, and affidavits.
- To define and clarify issues.
- To effect stipulations of fact. A written memorandum of the pre-hearing conference should be prepared and provided to each party.

8. A hearing will be conducted by the hearing committee to determine whether adequate cause for termination of the faculty member exists. The hearing will be conducted according to the procedures below.

- During the hearing, the faculty member shall be permitted to have an academic advisor present and may be represented by legal counsel of his/her choice.
- A verbatim record of the hearing will be taken and a typewritten copy will be made available to the faculty member, upon request, at the faculty member’s expense.
- The burden of proof that adequate cause exists rests with the University and will be satisfied only by clear and convincing evidence in the record considered as a whole.
- The faculty member shall be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration shall cooperate with the committee in using its best efforts to secure witnesses and make available documentary and other evidence that is under its control.
- The faculty member and the administration shall 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 shall 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 seven (7) 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.

- In a hearing on charges of incompetence, the testimony will include that of qualified faculty members from the University or other universities of higher education.

- The hearing committee shall 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.

- The findings of fact and the report will be based solely on the hearing record.

- The President and the faculty member shall be provided a copy of the written committee report. The committee’s written report will specify findings of fact and will 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 will also specify any applicable policy the committee considered.

9. After consideration of the committee’s report and the record, the President may at 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 will 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. Review of the appeal will 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.

3.13 FACULTY PROMOTION

A promotion reflects a positive appraisal of high professional competence and accomplishment as judged and evaluated by individuals in the faculty member's profession at the local, regional, and national or international level as appropriate to the rank being sought and by individuals within the University (see Section 3.13.1).

- Promotion decisions are to be made independently from tenure decisions.
3.13.1 Criteria for Promotion

Upon the awarding of tenure and/or promotion a new contract must be signed. The tenure and/or promotion criteria specified in the Faculty Handbook in effect at the time of issuance of the new contract becomes the new promotion criteria from that point forward. Faculty contracted under the terms of one handbook may elect to be evaluated for promotion and/or tenure under a newer handbook but must do so in writing. Faculty who elect to move to newer handbook criteria may not revert to older criteria.

Decisions to promote a faculty member must be made in light of a thorough evaluation of the faculty member's performance in all the areas of faculty activity (Sections 3.7.1, 3.7.2, and 3.7.3) as specified in the department and college promotion and tenure criteria and procedures.

Promotion criteria (Teaching, Research (scholarly and/or creative), Service) for tenure track faculty must mirror those criteria for tenure contained in Section 3.10.5, with advanced levels of attainment in the areas of Research (scholarly and/or creative) as detailed in section 3.13.2.

- Internal candidates applying for an open position of higher rank must meet the promotion and advancement criteria stated in Section 3.13.

Each department and college must have a document that sets forth the standards and procedures governing promotion of faculty within that department and college. The department, college and/or school document may specify standards that are more specific than those of the University provided they do not conflict with the standards of the University, and the procedures must be consistent with the procedures described herein. At each level, the document must be approved by the faculty of the department, college and/or school, the dean, and the Vice President for Academic Affairs. The document must be distributed to the faculty of the academic unit.

The candidate's performance should be measured against the following institutional criteria, in addition to the criteria defined in the department and college promotion documents:

3.13.1.1 Assistant Professor

Promotion to assistant professor is usually based on an advanced degree, and/or certifications(s) that are standard prerequisites for an academic appointment in the discipline, appropriate experience, and promise for academic accomplishment.

- Length of time in a given rank is not in itself a sufficient reason for promotion.

3.13.1.2 Associate Professor

While early consideration is possible, promotion to associate professor is usually based on five (5) or more years as an assistant professor, a sustained record of academic accomplishment in teaching, research (scholarly and/or creative), professional and University service, and strong academic performance and promise.
• This record of accomplishment must document an emerging reputation of regional or national scope in the candidate's academic field.

• Professional publications will be an important element in assessing regional or national recognition.

• Other factors will also be considered.

• Length of time in a given rank is not in itself a sufficient reason for promotion.

3.13.1.3 Full Professor

While early consideration is possible, promotion to full professor is a high honor and is usually based on five (5) or more years as an associate professor with demonstration of superior achievements and continued excellence in their academic endeavors. Faculty at this rank should have fully achieved national or international recognition for work in their respective disciplines as evidenced by major contributions to teaching, research (scholarly and/or creative), and professional and University service.

• This record of accomplishment must document an established reputation of national or international scope in the candidate's academic field.

• Professional publications will be an important element in assessing national or international recognition.

• Other factors will also be considered.

• Length of time in a given rank is not in itself a sufficient reason for promotion.

Promotion should indicate that the faculty member is of comparable stature with others in the same rank and discipline at peer institutions and the academy.

• Promotions should be accompanied by an appropriate increase in salary.

• Promotions should not be delayed because of budgetary constraints.

• Promotions should be based on achievement and not given as a means for salary increases.

3.13.2 Minimum Attainment of Tier 1 and Tier 2 Criteria in Scholarly Activity

A candidate for promotion must present clear evidence of the quality of his or her research, scholarship and/or creative activities when he or she applies for promotion. Such evidence should cite books, journal articles, monographs, creative activities, performances, or exhibitions that have undergone appropriate peer review. Research publications in refereed journals or media of similar quality are considered reliable indicators of research (scholarly and/or creative) ability.
Written reviews and evaluations by qualified peers, either in person and/or aided by other forms of reports are appropriate for performances, compositions, and other artistic creations.

Publications of scholarly books and articles that have undergone peer review and/or have been reviewed by recognized scholars are more significant than those that are not subjected to such rigorous examination. It should be emphasized that quality is more important than quantity. The faculty portfolio must include evidence of peer review of the candidate’s record of scholarly activity (research and/or creative activities) by qualified peers. 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. Appropriate textbooks or educational articles in one’s own discipline and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching.

Listed below are Tier 1 and Tier 2 categories of scholarly activities that are indicative of scholarly promise. The candidate shall be qualified for promotion when he or she completes the requisite number of activities from Tier 1 and Tier 2 within the required time frame.

- Departments, colleges and/or schools may have additional requirements beyond these minimums
- Candidates are responsible for knowing the specific requirements of their departments / colleges and/or schools

3.13.2.1 Tier 1

Tier 1 material represents the highest level of scholarship (research and/or creative) within each discipline. Each college and/or academic unit will determine and define the specific criteria to be included in this tier that may include:

- Peer reviewed publications (print and/or electronic), for example:
  - the publication of an article(s) in peer reviewed / refereed journals
  - The publication of a scholarly book(s)
  - The publication of a chapter(s) in scholarly books and textbooks
  - The publication of a peer reviewed / refereed monograph(s)
  - The publication of a paper(s) in a peer reviewed/ refereed proceeding of an academic conference

- Juried publications and artifacts, for example:
  - publication of instructional software
  - publication of electronic media
  - creative artifacts
• Grants/contracts that were funded
• Other Tier 1 publications as deemed by departments / colleges and/or schools that warrant this distinction

3.13.2.2  Tier 2

Tier 2 material represents other scholarship (research and/or creative) within each discipline. Each college and/or academic unit will determine and define the specific criteria to be included in this tier that may include:

• The presentation of a paper(s) at academic or professional meetings
• The publication of a substantive book review(s)
• The submission of a proposal(s) for external funding /research grants/contracts that were not funded
• Serving as a reviewer of articles for publication in an academic journal
• Serving as a member of the editorial / advisory board of an academic journal
• Author or co-author of a document of an international, national, or state board and/or professional organization affiliated with the academic endeavors of the department / college and/or school
• Documentation and dissemination of an action research study and/or community-based project that directly improves or informs teacher practice and/or service learning community interactions
• Recitals
• Professional demonstrations (e.g. master classes)
• Other Tier 2 publications as deemed by departments / colleges and/or schools that warrant this distinction

Items that do not appear in this list must be justified to and adopted by the department / college and/or school to be included in its promotion criteria as tier 1 or tier 2. Other items must have written approval given by the department chair/academic unit head and dean of the college prior to the candidate engaging in the activity.

Exceptional items must have written approval given by the department chair/academic unit head and dean of the college and may be accepted as tier 1 or tier 2 material and may count for more than one item within either category.
Scholarly activities that include research, scholarship, and creative performances or artifacts must be agreed to by the department chair/academic unit head, dean of the college or school, and by a department/academic unit committee within a college and/or school as either a Tier 1 or Tier 2 classification.

A. Minimum requirements for both Tier 1 and Tier 2 must be met at each level of rank (see table below).

Table 2: Table of Academic Rank Minimum Criteria

<table>
<thead>
<tr>
<th>Academic Rank</th>
<th>Tier 1</th>
<th>Tier 2 and/or additional Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Full Professor</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

- The department, college and/or school with dean approval can increase the quantity within Tier 1 and Tier 2 categories.
- The department, college and/or school can establish more stringent criteria with approval by the Vice President for Academic Affairs.
- Tier 2 activities may be fulfilled by completing additional Tier 1 activities.
- Accomplishments are cumulative across the candidate’s academic career.
- At least half of the required achievements for Tier 1 and Tier 2 must have occurred within the last five-year period.

B. The candidate shall be deemed academically qualified over a five (5) year period within each academic rank and having accomplished the minimum Tier 1 and Tier 2 criteria at the University, college/school, and department/academic unit levels before applying to the next academic rank.
For example, an Assistant Professor applying for promotion to Associate Professor must have five years in rank at the Assistant Professor level attained and at least two (2) Tier 1 and four (4) additional accomplishments from Tier 1 or Tier 2.

For example, an Associate Professor applying for promotion to Full Professor must have five years in rank at the Associate Professor level and have attained at least four (4) accomplishments from Tier 1 and a minimum of eight (8) additional accomplishments from Tier 1 or Tier 2.

C. An Associate Professor promoted to the rank of Full Professor is expected to continue to increase his or her Tier 1 and Tier 2 accomplishments throughout the remainder of his or her service to the University.

### 3.13.3 Procedures for Promotion Decision

A. The chair of the academic unit shall notify a faculty member who is eligible for promotion consideration at least six months before the date promotion materials are to be submitted to the department chair.

All the materials assembled in accord with Section 3.10.6 constitute the promotion portfolio.

- The candidate must prepare two copies of the portfolio.
- Once the portfolio is presented to the tenured faculty members for their vote in the process, it must not be changed either to increase it or decrease it or otherwise alter it.
- This will ensure that all parties in the review process have seen the same material.

B. The chair of the academic unit shall request the candidate for promotion to submit material which will be helpful to an adequate consideration of the faculty member's performance or professional activities in relation to the promotion criteria. It is the responsibility of the candidate to provide accurate, thorough, and clear evidence of achievements for review at the departmental, college, and University levels. The candidate is advised to consult with the chair and any other senior colleagues concerning the materials to include in the promotion portfolio.

C. Responsibility for gathering complete documentation of professional activity rests with the individual faculty member. The chair shall assist the faculty member in determining what to include in the promotion documentation.

D. The chair is responsible for providing copies of the candidate's complete promotion portfolio to each of the voting members of the Department Tenure and Promotion Committee at least two weeks prior to the vote.
3.13.3.1 Documentation of Academic Accomplishments

In general, documentation of the individual's academic accomplishments should include, but not be limited to the following:

- Complete and up-to-date curriculum vita, including a summary of college and University degrees earned, all professional employment, all professional honors and awards, and an up-to-date list of books and journal publications by author in sequence. Manuscripts in press or submitted for publication and abstracts should be listed separately.

- Letters of evaluation of academic performance in teaching, scholarly activity (research and/or creative), and professional and University service should be solicited by the candidate and sent to the chair for inclusion in the portfolio.
  
  o **For promotion to Assistant Professor**, the portfolio must include at least one (1) letter of evaluation from outside Tennessee State University from an individual considered as an established authority in the discipline and in a position to evaluate the candidate's academic performance and suitability for promotion.

  o **For promotion to Associate Professor**, the portfolio must include at least two (2) letters of evaluation from outside Tennessee State University from individuals considered as established authorities in the discipline and in a position to evaluate the candidate's academic performance and suitability for promotion.

  o **For promotion to Full Professor**, the portfolio must include at least three (3) letters of evaluation from outside Tennessee State University from individuals considered as established authorities in the discipline and in a position to evaluate the candidate's academic performance and suitability for promotion.

  o **For all ranks**, there must be at least three internal letters of evaluation particularly relevant to teaching and service.

3.13.3.2 Documentation of Teaching Accomplishments

Documentation of teaching accomplishments should reflect the candidate's contribution, quality, innovation, and impact of teaching.

- Documentation must include:
  
  o summary documentation of teaching evaluations by students
• Other documentation might include:
  o notation of teaching awards
  o description of teaching responsibilities
  o materials and techniques which are unique and demonstrate innovative
    approaches or outstanding quality in undergraduate, graduate, or
    professional instruction
  o integration of multimedia into courses
  o development of web-based content and course materials
  o computer software development
  o creation of innovative laboratory exercises and simulation techniques

• course syllabi showing:
  o topics covered
  o texts and articles assigned
  o attendance policies
  o grading procedures
  o assignments

• examination

• Additional course materials
  o Cases
  o Problems
  o computer applications
  o experiential learning exercises
  o library assignments (term papers, research)
  o other creative assignments
• Curriculum and/or program development
  o a proposal for curricular development or for new academic programs
• Development of new teaching materials and approaches
• Published works in the area of teaching
• Honors and recognition for contributions to teaching
• The individual's performance in the advisement of students
• Supervision of senior papers, doctoral dissertations, master's theses, and internships
• Demonstration of effective classroom instruction and management
  o Evaluation ratings
  o Classroom observations
• Continued intellectual development
• University record keeping and reporting
• Availability through office hours
• Supervision of directed reading.

### 3.13.3.3 Documentation of Scholarly Accomplishments

Documentation of scholarly accomplishments (research and/or creative) should reflect the level and quality of the candidate's scholarly activities (research and/or creative). Each item listed requires explanatory evidence such as being peer reviewed: being regional, national, or international in nature; and having a reputation as a forum for scholarship in a particular discipline area. Recognition of scholarly accomplishments (research and/or creative) could be demonstrated by:

• Chairing or organizing symposia
• editing books or journals in the professional discipline
• publications of books, book chapters, and articles in peer-reviewed journals
• publication of abstracts
• participation as a presenter in national/international symposia, conferences, and professional meetings

• acquiring extramural grant or contract funds, as a principal or co-principal investigator, through peer review mechanisms

3.13.3.4 Documentation of Fine and Creative Arts

In the area of fine and creative arts, original and/or creative works, shows, exhibitions, and performances may meet this criterion. The evaluation process should stress the quality of the written material or the performance. The applicant should include copies of his or her papers, articles, books, or other printed work. Photographs or recordings of performances may also be presented. Recognition of scholarly accomplishments (research and/or creative) could be demonstrated by:

• Concerts and recitals (e.g. singer, instrumentalist, conductor, composer)
• Original compositions and arrangements
• Competitive and invitational regional, national, and international exhibitions
• Solo or group curated exhibitions
• Personal writing (poetry, prose fiction and nonfiction, and plays)
• Performances (e.g. actor, actor/singer, director, dancer)
• Designs (e.g. lighting, set, costume, sound, make-up)
• Theatrical or media productions (e.g. technical director, technical consultant)
• Guest artist appearances, residencies, presentations
• External grants and awards
• Media design, creation and/or production (e.g. print, broadcast, digital)

3.13.3.5 Documentation: Other Examples

Candidates for promotion might include copies of the following items and/or evidence of the following activities:

• Published articles in a refereed academic journal or a practitioner’s journal
• Published articles in a non-refereed journal
• Published books
• Published monographs
• Published textbooks
• Published chapters in books
• Edited books
• Published studies
• Published proceedings of a national academic meeting
• Reports for an externally funded research project
• Reprints in a book of readings
• Published proceedings of a regional meeting
• Published abstracts, book reviews or working papers
• Papers presented at national and/or regional meetings
• Papers presented at regional meetings
• Participation as a discussant at a professional meeting
• Participation as a section chair at a professional meeting
• Funding received from the University for a research project
• Published software
• Funding received from an external agency for a research project
• Grant applications (not funded)
• Musical recitals
• Solo performances with an ensemble
• Theatrical performances
• Recordings
• Readings
• Art shows/exhibits or gallery showings
• External lectures
• Other research and creative activities

3.13.3.6 Documentation of Professional and University Service

Documentation of professional and University service, which may include clinical service contributions, should reflect the level and quality of the candidate's professional and/or clinical service contributions. Evaluation of the service component should be based on performance in four areas:

1) public service to the community as defined by the role and mission of Tennessee State University
2) service to the University
3) service to the candidate's academic organizational unit(s)
4) service to the candidate's academic discipline

Evaluation should be based on all four areas, although it is understood that differences in emphasis may exist.

3.13.3.7 Documentation of Effective Service

Evidence of effective service might include participation in:

• community service programs
• public service consultation
• committee responsibility
• active contributions to professional associations

Consideration should be given to:

• the candidate's performance in relation to assigned and budgeted duties
• the candidate's performance for clientele as judged by impact on the individuals, groups, or organizations served
• the candidate's professional involvement locally, regionally, and nationally

Documentation might consist of:

• leadership positions in local, state, or national associations
• service on advisory boards for granting agencies
• evidence of college or University committee work
• service as a professional consultant
• leadership as evidenced by serving as head of a division, department, or specific service
• evidence of acquisition, introduction, or development of new techniques, procedures, or clinical approaches
• development of outreach programs (community education, health, technology, and/or the arts)
• improvement in small business management
• demonstrable improvement (quality, utilization, access) in delivery of service
• publication of clinical case studies, monographs, reviews, and book chapters.

3.13.4 Department/Academic Unit Promotion Review Committee

Each department and/or academic program unit will develop written policies that specify the structure, annual election/selection of committee members, and operating procedures of the department/academic unit promotion review committee. These policies and operating procedures must be:

• consistent and in compliance with all policies and operating procedures at other levels of promotion review within the University
• approved by the University administration as part of its complete and official promotion review process, which is, of itself, subject to the approval by The Tennessee Board of Regents.
A copy of these policies must be available to faculty members in the offices of the department chair and dean and on appropriate University websites. At a minimum, these policies will include the following:

- The department chair/academic unit head is responsible for convening elections for the promotion review committee at the beginning of fall semester.

- Committee members must be tenured.

- All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to nominate and vote on the committee membership.

- Non-tenurable faculty are not entitled to nominate or vote on committee membership.

- Candidates for promotion and the department chair cannot be members.

- A committee chairperson shall be elected by the members of the committee.

- During any given academic year, a faculty member may serve on only one promotion committee at either the department, college and/or University level.

- At times the small number of tenured members of an academic unit (fewer than five) prevents appropriate academic unit promotion review. In such instances, the dean of the college, in consultation with the chair of the academic unit involved, must establish an ad hoc promotion review committee to serve as the candidate's academic unit committee for purposes of voting on promotion. At no time may the departmental committee be less than three members.

- Department/academic units without tenured members may either recruit TSU tenured faculty members from other disciplines who are knowledgeable about the applicant's discipline or invite up to two scholars in the applicant's discipline from outside the University to review the relevant application materials and provide a disciplinary perspective on the application.

- The academic Department Tenure and Promotion Committee must meet for a discussion of the candidate's qualifications for promotion. The candidate must not be present during the discussion of his or her qualifications but must be available to enter the meeting on invitation to answer questions or clarify circumstances relevant to the qualifications.

- Only Full Professors are eligible to vote on candidates seeking promotion to Full Professorship.
At times the small number of Full Professors in an academic unit (fewer than three) prevents appropriate academic unit promotion review. In such instances, the dean of the college, in consultation with the chair of the academic unit involved, must establish an ad hoc promotion review committee to serve as the candidate's academic unit committee for purposes of voting on promotion. At no time may the departmental committee be less than three members.

Department/academic units without eligible members may either recruit TSU tenured faculty members from other disciplines who are knowledgeable about the applicant's discipline or invite up to two scholars in the applicant's discipline from outside the University to review the relevant application materials and provide a disciplinary perspective on the application.

- Associate Professors and Full Professor are eligible to vote on candidates seeking promotion to Associate Professorship.

At times the small number of Associate or Full Professors in an academic unit (fewer than three) prevents appropriate academic unit promotion review. In such instances, the dean of the college, in consultation with the chair of the academic unit involved, must establish an ad hoc promotion review committee to serve as the candidate's academic unit committee for purposes of voting on promotion. At no time may the departmental committee be less than three members.

Department/academic units without eligible members may either recruit TSU tenured faculty members from other disciplines who are knowledgeable about the applicant's discipline or invite up to two scholars in the applicant's discipline from outside the University to review the relevant application materials and provide a disciplinary perspective on the application.

- Assistant, Associate, and Full Professors are eligible to vote on candidates seeking promotion to Assistant Professor.

At times the small number of Assistant, Associate, or Full Professors in an academic unit (fewer than three) prevents appropriate academic unit promotion review. In such instances, the dean of the college, in consultation with the chair of the academic unit involved, must establish an ad hoc promotion review committee to serve as the candidate's academic unit committee for purposes of voting on promotion. At no time may the departmental committee be less than three members.

Department/academic units without eligible members may either recruit TSU tenured faculty members from other disciplines who are
knowledgeable about the applicant's discipline or invite up to two scholars in the applicant's discipline from outside the University to review the relevant application materials and provide a disciplinary perspective on the application.

3.13.4.1 Department/Academic Unit Promotion Review Process

A. The faculty member applying for promotion shall prepare a faculty portfolio that demonstrates his or her achievements in the areas of instruction, scholarship, and service/outreach. This portfolio should clearly illustrate the extent to which the candidate has met the eligibility requirements and criteria for the awarding of promotion.

The department chair/academic unit head shall receive from all candidates for promotion their faculty portfolio containing items to be used in review at each committee level. Once the portfolio is presented to the departmental/academic unit’s Tenure and Promotion Committee for their vote in the process, it should not be changed either to increase it or decrease it. That way, it is clear what has been seen by all parties in the review process.

B. The department chair/academic unit head shall convene the departmental/academic unit’s Tenure and Promotion Committee and explain the review process.

C. The department chair/academic unit head shall provide the departmental criteria for promotion and discuss it with the departmental/academic unit’s Tenure and Promotion Committee.

D. The department chair/academic unit head shall forward (without comment) the faculty portfolio to the departmental/academic unit’s Tenure and Promotion Committee.

E. The departmental/academic unit’s Tenure and Promotion Committee shall receive and review the faculty portfolio of candidates for promotion in its department/academic unit based on the department/academic unit’s promotion criteria. The committee shall not mark, deface, highlight, add or delete materials in the candidate’s portfolio.

F. A log will be established to provide a record of access that documents:

- the time and date that the faculty portfolio was accessed
- the name of the individual who accessed it
- the date and time it was returned to its secure location

G. When not in use by the promotion review committee members, individual faculty portfolios must be secured.
H. The committee shall complete and submit to the department chair/academic unit head its recommendation for each candidate with written justification, which is signed by all committee members.

I. Minutes of proceedings will be kept and submitted in a sealed signed envelope by the committee chairperson to the department/academic unit head who in turn shall file the unopened envelope in the department/academic unit’s office.

J. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College Tenure Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

3.13.5 Department/Academic Unit Head Independent Review

The department/academic unit head shall review the report of the departmental/academic unit’s Tenure and Promotion Committee and all applicant portfolios and forward the committee’s report along with his or her separate written recommendation with supporting reasons to the dean.

3.13.6 College Tenure and Promotion Review Committee

Each academic college will develop written policies that cover the structure, election of members, and the operating procedures for the College Tenure and Promotion Review Committee. A copy of these policies will be available to faculty members in the offices of their department chair/academic unit head and dean. At a minimum, these policies will include the following:

- The dean or his or her designee is responsible for convening elections for the College Tenure and Promotion Review Committee at the beginning of the fall semester.

- Committee members must be tenured and hold the rank of Associate or Full Professor.
  - At times the small number of Associate or Full Professors in a college or school (fewer than three) prevents appropriate college or school promotion review. In such instances, the dean of the college or school must establish an ad hoc promotion review committee to serve as the candidate's college or school committee for purposes of voting on promotion. At no time may the college or school committee be less than three members.
  - Colleges or schools without eligible members may either recruit eligible
TSU faculty members from other disciplines who are knowledgeable about the applicant's discipline or invite up to two scholars in the applicant's discipline from outside the University to review the relevant application materials and provide a disciplinary perspective on the application.

- All full-time tenured and tenure-track faculty members in the college and/or school are entitled to nominate and vote on the committee membership.

- Non-tenurable faculty are not entitled to nominate or vote on committee membership.

- Candidates for promotion and/or department unit heads and/or deans cannot be members.

- A committee chairperson shall be elected by the members of the committee.

- During any given academic year, a faculty member may serve on only one promotion committee at either the department, college and/or University level.

- At no time may the College Tenure and Promotion Review Committee be less than three members.

- The College Tenure and Promotion Review Committee must meet for a discussion of the candidate's qualifications for promotion. The candidate must not be present during the discussion of his or her qualifications but must be available to enter the meeting on invitation to answer questions or clarify circumstances relevant to the qualifications.

### 3.13.6.1 Department/Academic Unit Promotion Review Process

A. The faculty member applying for promotion shall prepare a faculty portfolio that demonstrates his or her achievements in the areas of instruction, scholarship, and service/outreach. This portfolio should clearly illustrate the extent to which the candidate has met the eligibility requirements and criteria for the awarding of promotion. The department chair/academic unit head shall receive from all candidates for promotion their faculty portfolio containing items to be used in review at each committee level. Once the portfolio is presented to the departmental/academic unit’s Tenure and Promotion Committee for their vote in the process, it should not be changed either to increase it or decrease it. That way, it is clear what has been seen by all parties in the review process.

B. The department chair/academic unit head shall convene the departmental/academic unit’s Tenure and Promotion Committee and explain the review process.

C. The department chair/academic unit head shall provide the departmental criteria for
promotion and discuss it with the departmental/academic unit’s Tenure and Promotion Committee.

D. The department chair/academic unit head shall forward (without comment) the faculty portfolio to the departmental/academic unit’s Tenure and Promotion Committee.

E. The departmental/academic unit’s Tenure and Promotion Committee shall receive and review the faculty portfolio of candidates for promotion in its department/academic unit based on the department/academic unit’s promotion criteria. The committee shall not mark, deface, highlight, add or delete materials in the candidate’s portfolio.

F. A log will be established to provide a record of access that documents:
   - the time and date that the faculty portfolio was accessed
   - the name of the individual who accessed it
   - the date and time it was returned to its secure location

G. When not in use by the promotion review committee members, individual faculty portfolios must be secured.

H. The committee shall complete and submit to the department chair/academic unit head its recommendation for each candidate with written justification, which is signed by all committee members.

I. Minutes of proceedings will be kept and submitted in a sealed signed envelope by the committee chairperson to the department/academic unit head who in turn shall file the unopened envelope in the department/academic unit’s office.

J. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College Promotion Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

K. The dean or his/her designee is responsible for providing a forum for nomination and election of committee members.

L. During one academic year, a faculty member may serve on only one tenure and promotion committee at the department/academic unit, college, or University level.

M. All full-time tenured and tenure-track faculty members in the college and/or school are entitled to nominate and vote to elect their representative(s).
N. Non-tenurable faculty are not entitled to nominate or vote on committee membership.

O. Committee members must be tenured and hold the rank of Associate or Full Professor.

P. Department/academic unit heads and deans cannot be members.

Q. A committee chairperson shall be elected annually by the members of the committee.

3.13.6.2 College/School Promotion Review Process

A. The dean shall receive from the department chair and/or academic unit head faculty promotion portfolios containing items to be used in the college level review. Once the portfolio is presented to the College Tenure and Promotion Committee for their vote in the process, it should not be changed either to increase it or decrease it. That way, it is clear that what each candidate has submitted has been seen by all parties in the review process.

B. The dean shall convene the College Tenure and Promotion Committee and explain the review process.

C. The dean shall provide the college criteria for promotion and discuss it with the College Tenure and Promotion Committee.

D. The dean shall forward (without comment) the faculty portfolio to the College Tenure and Promotion Committee.

E. The College Tenure and Promotion Committee shall receive and review the faculty portfolio of candidates for promotion in its college based on the college’s promotion criteria. The committee shall not mark, deface, highlight, add or delete materials in any candidate’s portfolio.

F. A log will be established to provide a record of access that documents:
   - the time and date that the faculty portfolio was accessed
   - the name of the individual who accessed it
   - the date and time it was returned to its secure location

G. When not in use by the promotion review committee members, individual faculty portfolios must be secured.

H. The committee shall complete and submit to the dean its recommendation for each candidate with written justification, which is signed by all committee members. This document will become part of the candidate’s promotion portfolio.

I. Minutes of proceedings will be kept and submitted in a sealed signed envelope by the
committee chairperson to the dean who in turn shall file the unopened envelope in the college’s office.

J. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College Promotion Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

K. The dean shall review all applicant portfolios, including recommendations of the departmental/academic unit tenure and promotion committee, department chair/academic unit head, and the college/school tenure and promotion committee. The dean shall prepare a written recommendation with justification on each candidate and forward all materials submitted to the Vice President for Academic Affairs.

L. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College Promotion Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

3.13.7 University Committee Review

The review process for promotion recommendations at the University level consists of separate considerations by the Vice President for Academic Affairs and a University Personnel Committee.

3.13.7.1 University Personnel Committee

A. The dean or his or her designee is responsible for providing a forum for nomination and election of a committee member from his or her respective college and/or school.

B. The University Personnel Committee shall consist of one tenured faculty member from each college and/or school, elected by the tenured faculty in that college and/or school.

C. During one academic year, a faculty member may serve on only one tenure and promotion committee at the department/academic unit, college, or University level.

D. All full-time tenured and tenure-track faculty members in the college and/or school are entitled to nominate and vote to elect their representative.

E. Non-tenurable faculty are not entitled to nominate or vote on committee membership.

F. Committee members must be tenured and hold the rank of associate or full professor.
G. Department chairs and/or academic unit heads and deans cannot be members.

H. A committee chairperson shall be elected annually by the members of the committee.

3.13.7.2 University Tenure Review Process

A. The University Personnel Committee shall be convened by the Vice President for Academic Affairs.

B. The committee shall review candidates for promotion on the basis of the guidelines set forth by the University and take into consideration each respective college and departmental tenure and promotion criteria. A copy of the University, college, and departmental promotion criteria will be available to committee members.

C. Upon receipt of recommendations and other materials from the College Tenure and Promotion Review Committee and the dean’s review, the Vice President for Academic Affairs shall make available all candidate portfolios and recommendations (without comment) to the University Personnel Committee.

D. The University Personnel Committee shall separately consider each candidate's qualifications on the basis of careful review of the candidate’s portfolio and recommendations from the candidate’s Department Tenure and Promotion Committee, Department Chair, College Tenure and Promotion Committee, and Dean, in accordance with the promotion criteria from each respective college and department.

E. A log will be established to provide a record of access that documents:
   - the time and date that the faculty portfolio was accessed
   - the name of the individual who accessed it
   - the date and time it was returned to its secure location

F. When not in use by the promotion review committee members, individual faculty portfolios must be secured.

G. The University Personnel Committee shall submit to the Vice President for Academic Affairs a written recommendation with justification signed by each committee member as to why the candidate should or should not be given promotion. This document will then become part of the candidate’s promotion portfolio.

H. At the time recommendations are made at each stage of the review process (departmental/academic unit’s Tenure and Promotion Committee, chair, College
Promotion Committee, Dean, University Tenure and Promotion Committee, Vice President for Academic Affairs, President), timely written notification of such recommendation must be provided to the chair and to the individual candidate by the person or committee making the recommendation.

I. Minutes of proceedings will be kept and submitted in a sealed and signed envelope by the committee chairperson to the Vice President for Academic Affairs who in turn shall file the envelope in the Vice President for Academic Affairs’ office.

J. The Vice President for Academic Affairs shall conduct a careful and thorough review of all of the candidates’ portfolios and recommendations on promotion.

K. If the Vice President for Academic Affairs plans to submit a recommendation contrary to that of the University Personnel Committee, the Vice President for Academic Affairs shall notify the Chair of the University Personnel Committee in time to allow a thorough discussion before this recommendation is made.

L. After due deliberation, the Vice President for Academic Affairs may recommend to grant promotion or to deny promotion.

M. If the decision of the Vice President for Academic Affairs is to recommend denial of promotion, the Vice President for Academic Affairs shall inform each candidate affected and shall afford him or her an opportunity to meet and discuss the review process and the data upon which the decision was made prior to submitting his or her recommendation to the President.

N. The final recommendation of the Vice President for Academic Affairs will be submitted to the President and notification will be provided to the candidate, department chair and/or academic unit head, and dean in writing of his or her recommendation.

O. It is the candidate’s responsibility to initiate an appeal to the Vice President for Academic Affairs and follow the procedures given in section 3.13.8 (Appeal of Denial of Promotion).

3.13.7 Presidential Review of Promotion

A. The President shall review each candidate’s portfolio and recommendations from each candidate’s Department Tenure and Promotion Committee, Department Chair and/or Academic Unit Head, College Tenure and Promotion Committee, College Dean, University Personnel Committee, and Vice President for Academic Affairs in accordance with the promotion criteria from The Tennessee Board of Regents and the University.

B. If the President plans to submit a recommendation contrary to that of the Vice President for Academic Affairs and/or the University Personnel Committee, the President shall notify the dissenting party in time to allow a meeting between the President and that party.
prior to his or her submitting a recommendation to The Tennessee Board of Regents.

C. When an application for promotion is not approved by the President, he or she shall inform the department chair and/or academic unit head, the faculty member, and other appropriate administrators in writing of the reasons for the denial of promotion.

D. At this time, the candidate may appeal the President's decision.

E. A list of faculty members who are recommended for promotion in any one academic year will be forwarded to the Chancellor and to The Tennessee Board of Regents.

F. When an application is approved by the President and subsequently by the Chancellor and The Tennessee Board of Regents, the President shall notify the faculty member by letter of the award of promotion. Appropriate administrative officers shall be advised by the President of the action taken on all promotion recommendations, whether approved or disapproved.

G. No other person shall have any authority to make any representation concerning promotion to any faculty member.

H. When an application is approved by the President and subsequently by the Chancellor and The Tennessee Board of Regents, the President shall notify the faculty member by letter of the award of promotion. Appropriate administrative officers shall be advised by the President of the action taken on all promotion recommendations, whether approved or disapproved.

I. Upon final action taken by The Tennessee Board of Regents, recommendation forms will be filed in the University’s Human Resources Office.

3.13.8 Appeal of Denial of Promotion

A. Opportunities for appeal of negative recommendations on applications for promotion exist at the level of the Vice President for Academic Affairs prior to a review by The Tennessee Board of Regents.

B. The candidate may request a pre-appeal conference with the Vice President for Academic Affairs.

C. Prior to the pre-appeal conference, one of the two submitted candidate complete promotion portfolios (including copies of recommendation letters) will be returned to the candidate for review and discovery purposes by the Vice President for Academic Affairs.

D. In the presence of the candidate, the Vice President for Academic Affairs shall unseal the minutes from each committee’s deliberation and provide a copy of them to the candidate.
E. After the pre-appeals conference, if the candidate has decided to proceed with an appeal, he or she must file an appeal in writing with the Vice President for Academic Affairs and the University’s Promotion and Tenure Appeals Committee (PTAC) within fourteen days (14) or forfeit the right to appeal.

F. Upon receipt of an appeal, the Vice President for Academic Affairs shall submit the candidate's complete application (candidate portfolio, all recommendations, and all sealed committee minutes) to the chair of the University’s Promotion and Tenure Appeals Committee.

G. The University’s Promotion and Tenure Appeals Committee (PTAC) will be comprised of tenured associate or full professors who were not part of any tenure and promotion committee at any level in the current academic year.

H. Immediately after the formation of the department and college Tenure and Promotion Committees and the University Personnel Committee, PTAC shall be established as follows:

- one Faculty Senator elected by the Faculty Senate who shall chair the committee
- one member from each college or school, as selected by the Faculty Senators from that college or school
- two alternates, as selected by the Faculty Senators from that college or school who would be available to serve if the primary designee is ineligible or unavailable to serve
- If the Faculty Senators from any college or school fail to designate a committee member and alternates or if those designated are ineligible or unavailable to serve, then the Faculty Senate Chair and the Promotion and Tenure Appeals Committee (PTAC) Chair shall jointly select a faculty member from that college/school to serve
- The Promotion and Tenure Appeals Committee (PTAC) members shall be appointed for a one-year term.
- All members of the Promotion and Tenure Appeals Committee (PTAC) shall be tenured and shall hold the rank of associate or full professor
- Deans, department chairs, and other administrative personnel directly involved in college or school-level tenure and promotion decisions are excluded from membership on the Promotion and Tenure Appeals Committee (PTAC)
- No member of the Promotion and Tenure Appeals Committee (PTAC) shall have participated in the review of the candidate's application at any previous level
3.13.10 Promotion Appeal Procedure

3.13.10.1 Grounds for Appeal

If there is an appeal of the recommendation for tenure or promotion, additions relevant to the appeal may be made to the appellant's portfolio. The Promotion and Tenure Appeals Committee (PTAC) shall consider only the issues relating to the following grounds for appeal:

- Unlawful discrimination on the basis of sex (gender, gender identity, sexual orientation, sexual preference), age, race/color, religion, national origin, veteran's status, disability, or other grounds protected by state or federal law

- Violations of principles on academic freedom as outlined in the Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors

- Substantive procedural errors (based upon the procedures outlined in the Faculty Handbook, college tenure and promotion guidelines, or departmental guidelines) in the manner in which the application was reviewed

- Mistake in the review of a portfolio such that a reviewing body is unaware of a credential that satisfies a requirement for tenure or promotion

- An arbitrary, capricious, or unsubstantiated recommendation

If any of these conditions is found to have existed, The Promotion and Tenure Appeals Committee (PTAC) shall then consider whether the condition(s) adversely affected the ultimate recommendation. In addition, The Promotion and Tenure Appeals Committee (PTAC) may hear an appeal in any instance where there is a negative decision by the Vice President for Academic Affairs despite positive recommendations at all five levels of review (department committee, department chair, college committee, college dean, University Personnel Committee).

The Appeals Committee shall not substitute its judgment for that exercised at the levels of review and shall restrict its assessment to the areas stipulated in the section entitled "Grounds for Appeal."

3.13.10.2 Appeals Committee Procedures

In the notice of appeal to the Vice President for Academic Affairs and the Chair of the Promotion and Tenure Appeals Committee (PTAC), the candidate seeking the appeal (complainant) must identify the grounds for the appeal sought. The complainant should pursue only those grounds for which there is credible evidence supporting the appeal.

It is the complainant's responsibility to present the evidence to support each ground that serves as
the basis for the appeal. Such evidence could be documentary or could include testimony, but there must be proof, rather than just accusations, that the ground is satisfied.

If The Promotion and Tenure Appeals Committee (PTAC) determines that a hearing on the appeal should be conducted, the following procedures will apply:

- The complainant (accompanied by an Appeals Advocate and/or other counsel if desired) and participants (individuals named in the complaint) may be present throughout the duration of the hearing.
- Witnesses must wait outside the hearing room until called and must leave upon completion of their testimony.
- Although the hearings are informal, a quasi-legal process will ensure that all participants have an opportunity to be heard.

### 3.13.10.3 Hearing Process

1. The Vice President for Academic Affairs shall first address the committee to explain the process for reaching his or her decision and to present whatever documentation is deemed appropriate.
   - It is recommended that the Vice President for Academic Affairs limit his or her remarks to ten minutes.
   - The time limit will not be absolute since he or she does not participate in all of the proceedings of the hearing.

2. The complainant shall make his or her opening statement, usually a declaration of how he or she feels he or she was wronged, citing the particular ground(s) upon which the appeal is based and how he or she intends to prove the case.
   - The opening statement should only be an overview of the appeal and will be limited to ten (10) minutes.

3. Each participant who desires to do so can make an opening statement, which again will be only an overview of the participant's position.
   - These opening statements will be limited to ten (10) minutes per participant.

4. The complainant calls himself or herself as a witness and states details of his or her case, specifying each ground upon which he or she has a complaint and substantiating each one in turn with proof.
   - If improper procedure related to the department criteria is to be used as a basis for appeal, the appellant is requested to provide a copy of his or her department's criteria to the committee.
• If the complainant intends to use the improper evaluation of his or her research efforts as a basis for appeal, the committee requests that he or she bring members of his or her field of expertise as witnesses to vouch for the quality of the complainant's research efforts.

5. Participants may question the complainant; then, committee members may question the complainant.

6. The complainant calls his or her witnesses in the order he or she deems best.

• The witnesses shall be informed that the procedures are informal and that they may respond to questions as they see fit (e.g., they may refuse to answer, ask for clarification, answer portions of compound questions and omit portions).

• Witness testimony should not be repetitive and should focus on providing information regarding the particular ground for appeal sought by the complainant

7. The complainant may question each witness; then, participants may question each witness; then, committee members may question each witness.

8. Participants may call themselves as witnesses and present such data and opinion as they see fit.

9. The complainant may question the participants; then, committee members may question the participants.

10. Participants may call and question such witnesses as they deem necessary in the order they wish; then, the complainant may question each witness; then, the committee members may question each witness.

11. The Vice President for Academic Affairs shall return to answer any questions that the complainant, the participants, or the committee members may have.

12. A summary statement by the complainant will be limited to a summary of the proof presented or the highlighting of the specific support for each ground upon which the hearing was granted.

• Summary statements will last no longer than ten (10) minutes.

13. Summary statements by the participants will be limited to a summary of the proof presented or the highlighting of the specific support for each ground upon which the hearing was granted.

• Summary statements will last no longer than ten (10) minutes.
14. Participants and complainant are dismissed.

15. If the case is completed, the committee may move to immediate discussion or postpone discussion to another time.

16. The committee shall discuss and vote on the ground(s) for appeal presented by the complainant.

- If, and only if, there is a positive vote on an identified ground, the committee shall discuss and vote on whether the identified ground may have interfered with an appropriate vote on the candidate's record.

14. After discussion and a vote, the committee chairperson shall phone the complainant as soon as practical and inform him or her of the decision.

15. A memorandum will be sent to the President, Vice President for Academic Affairs, complainant, and participants informing them of the decision and findings of the committee.

3.13.10.5 Appeals Committee Recommendations

By simple majority vote, The Promotion and Tenure Appeals Committee (PTAC) shall advise (with supporting rationale) the President in one of three ways:

1. that one or more of the grounds were found to be valid by the weight of the evidence and that the committee believes that this adversely affected the ultimate recommendation

2. that one or more of the grounds were found to have occurred by the weight of the evidence but that the committee believes that this did not adversely affect the ultimate recommendation

3. that no grounds were found to exist

If the decision of The Promotion and Tenure Appeals Committee (PTAC) is not unanimous, the committee may also submit to the President a minority report with the rationale for dissenting opinions.

If the decision of The Promotion and Tenure Appeals Committee (PTAC) is that ground(s) were found that adversely affected the ultimate recommendation, the President may:

- uphold the original recommendation
- overturn the adverse recommendation

The President may sanction any of the participants found culpable and report the infraction(s) to
the appropriate authorities if the decision of The Promotion and Tenure Appeals Committee (PTAC) reveals that:

- ground(s) were found
- University policies were violated
- The Tennessee Board of Regents policies were violated
- state and/or federal laws were violated