



**Middle Tennessee State University  
Board of Trustees  
Academic Affairs, Student Life, and  
Athletics Committee**

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June 2, 2020  
9:00 am





**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

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9:00 am

**AGENDA**

Call to Order and Opening Remarks

Roll Call

Approval of Minutes (Action) .....[Tab 1](#)

Approval of Tenure and Promotion Candidates (Action) .....[Tab 2](#)

Approval of Revisions to Policies (Action).....[Tab 3](#)

    204 Tenure

    205 Promotion of Tenured and Tenurable Faculty

Approval of New Academic Program (Action) .....[Tab 4](#)

    Master of Science in Athletic Training

Closing Remarks

Adjournment





**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: June 2, 2020

SUBJECT: **Minutes of the March 17, 2020  
Academic Affairs, Student Life, and  
Athletics Committee Meeting**

PRESENTER: Pam Wright, Committee Chair

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**BACKGROUND INFORMATION:**

The Academic Affairs, Student Life, and Athletics Committee met on March 17, 2020.

Attached for your review and approval are the minutes from this meeting.



**MIDDLE TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES**

**ACADEMIC AFFAIRS, STUDENT LIFE, AND ATHLETICS COMMITTEE  
MINUTES**

The Academic Affairs, Student Life, and Athletics Committee met on Tuesday, March 17, 2020, by way of electronic teleconference.

**Call to Order**

Chairman Smith called the meeting to order at 9:09 a.m.

**Roll Call and Statement of Necessity**

President McPhee requested that Board Secretary Heidi Zimmerman call the roll. Ms. Zimmerman stated that because members of the Committee were participating in the meeting electronically, in accordance with Tennessee Code Annotated Section 8-44-108(c)(3), there were two questions that needed to be answered by the Committee members for the record. First, could the trustee clearly hear others participating on the call in order to participate in the meeting. Second, were other individuals present in the room; if so, they would need to be identified.

The following Committee members were in attendance by way of teleconference: J.B. Baker, Tom Boyd, Pete DeLay, Joey Jacobs, Mary Martin, Steve Smith, Pam Wright, Samantha Eisenberg, and Chris Massaro. Committee member Keith Huber was unable to attend. Each indicated they were able to clearly hear all others on the call. Trustees Smith, DeLay, Baker and Boyd responded that they were in the same room together. Trustees Jacobs, Martin, Wright, and Eisenberg indicated that there was no one else present in the room at their location.

Also present on the conference call was Trustee Darrell Freeman. President Sidney A. McPhee; Joe Bales, Vice President for University Advancement; Mark Byrnes, University Provost; Alan Thomas, Vice President for Business and Finance; Andrew Oppmann, Vice President for

Marketing and Communications; Bruce Petryshak, Vice President for Information Technology and Chief Information Officer; Deb Sells, Vice President for Student Affairs and Vice Provost for Enrollment and Academic Services; Brenda Burkhart, Chief Audit Executive; Heidi Zimmerman, University Counsel and Board Secretary; and, Kim Edgar, Assistant to the President and Chief of Staff were also on the call.

Ms. Zimmerman stated that a quorum was not physically present, but that one would exist with inclusion of the Committee members participating electronically. In accordance with T.C.A. § 8-44-108(b)(2), in order to proceed without a physical quorum, the Committee was required to make a determination that necessity for the meeting existed. Ms. Zimmerman provided the following circumstances for the Committee's consideration to establish the necessity for holding the meeting:

1. The agenda items included matters the Committee must consider and vote on in order to make recommendations to the Board of Trustees. These recommendations included matters regarding policy revisions, admissions requirements, undergraduate degree requirements, new academic degree programs, and informational matters that must be shared with Committee members.
2. The Board of Trustees will meet on Tuesday, March 31.
3. It was necessary for the Committee to meet in order to consider these matters prior to the Board's next meeting.
4. Due to concerns related to exposure to the coronavirus, it was determined that the Committee meeting should be held electronically and, thus, there was not a physical quorum without electronic participation of Committee members.



Trustee Wright requested a motion and second be made concerning the necessity for the meeting. Trustee Delay made the motion, which was seconded by Trustee Boyd. A roll call vote was taken. The vote was 7 Ayes and no Nays; the motion establishing the necessity for the meeting carried.

### **Opening Remarks**

Trustee Wright thanked everyone for attending and expressed gratitude to the administration for their work during the crisis.

President McPhee gave an update on how the university is handling the unprecedented COVID-19 crisis. MTSU is in constant contact with THEC, other LGIs, the University of Tennessee, state public health officials, and the Governor's Office, as well as our own Crisis Management Team. We have taken several contingency options communicated via website and by email to students, faculty, staff, and Trustees. President McPhee also acknowledged the work done by Student Health Services and Information Technology staff.

Vice President Sells discussed interactions with parents via the MTSU Parents Facebook page.

Chris Massaro added that Spring sports have been cancelled; eligibility is being discussed at the NCAA; and the Department of Athletics' focus is on student athletes' mental health as they adjust.

### **Approval of Minutes - Action**

The first agenda item was approval of the minutes from the November 12, 2019 Academic Affairs, Student Life, and Athletics Committee meeting. Trustee DeLay moved to approve the minutes from the November 12, 2019 meeting and Trustee Martin seconded the motion. A roll call vote was taken and the motion to approve the minutes from the November 12, 2019 meeting of the Academic Affairs, Student Life, and Athletics Committee passed unanimously.

## **Approval of Policy Revision – Action**

### **301 Admissions**

The next action item was approval of a revision to Policy 301 Admissions. The most substantive changes were the addition of a definition of “audit” and the requirement for students who register to audit courses to provide evidence of a high school diploma. Other revisions were made for clarity and reflect the requirements of TCA § 49-7-113.

A motion was made by Trustee DeLay to approve the revision to Policy 301 Admissions. Trustee Martin seconded the motion. A roll call vote was taken and the motion to approve the revision to Policy 301 Admissions carried unanimously.

## **Approval of Revision to Admissions Requirements - Action**

Provost Byrnes told the Committee that this revision opens dual enrollment to qualified high school students by allowing applicants who have not taken any of the accepted tests for admission but who have met the GPA requirement to be considered on the basis of a Pre-ACT, Pre-SAT, or university placement test. It also allows high school students to be reviewed holistically for admission by the Undergraduate Admissions office in the event they do not meet guaranteed admissions standards. These revisions put us in accord with the way we admit our regular students.

A motion was made by Trustee Baker to approve revisions to Admissions Requirements. Trustee DeLay seconded the motion. A roll call vote was taken and the motion to approve revisions to Admissions Requirements carried unanimously.

## **Approval of Revision to Undergraduate Degree Requirements - Action**

Provost Byrnes told the Committee that these revisions are to account for changes in our student population. Students are coming to MTSU with more credit hours than in the past. We are scaling back the number of upper-division hours required at MTSU, so as not to disadvantage transfer students.

A motion was made by Trustee Smith to approve the revisions to undergraduate degree requirements. The motion was seconded by Trustee DeLay. A roll call vote was taken and the motion to approve the revisions to undergraduate degree requirements carried.

**Approval of New Academic Program - Action**

**Bachelor of Arts in Music**

Adding a new degree designation of Bachelor of Arts in Music to the existing Bachelor of Music allows additional opportunities for our music students at no extra cost to the University. The Bachelor of Arts degree requires students to take a foreign language rather than other more prescriptive electives in the Bachelor of Music.

A motion was made by Trustee Martin to approve the new academic program. Trustee DeLay seconded the motion. A roll call vote was taken and the motion to approve the Bachelor of Arts in Music program carried unanimously.

**Approval of New Academic Program - Action**

**Bachelor of Science in Horse Science**

Horse Science is one of our signature programs. Establishing a stand-alone B.S. in Horse Science degree from the existing B.S. in Animal Science (concentration in Horse Science) allows the degree conferred to be more specifically named, which is what the students prefer.

A motion was made by Trustee Smith to approve the Bachelor of Science in Horse Science. Trustee DeLay seconded the motion. A roll call vote was taken and the motion to approve the Bachelor of Science in Horse Science carried unanimously.

## **Notification of Academic Action – Information**

### **Winter Session**

Beginning in December 2020, a winter session will be offered between fall and spring semester. This session will allow students another opportunity to progress. Initially, only online and study abroad courses will be offered during this session. Provost Byrnes explained that this is a bit of an experiment but many schools in the state do this.

### **Annual Report of Academic Program Actions - Information**

A summary of the curricular changes was presented and included additions, consolidations, terminations, name changes and credit hour changes.

### **Performance Metrics Dashboard - Information**

A list of metrics that will be included on the revised Performance Metrics Dashboard on the Board of Trustees website was shared with the Committee. Minor modifications were suggested and will be taken under consideration.

### **Adjournment**

The meeting adjourned at 10:20 a.m.

Respectfully submitted,

Academic Affairs, Student Life, and Athletics Committee



**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: June 2, 2020

SUBJECT: **Approval of Tenure and  
Promotion**

PRESENTER: Mark Byrnes, University Provost

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**BACKGROUND INFORMATION:**

The following faculty members applied for tenure and/or promotion in September 2019 and have been reviewed by their department chair/school director, department/school committee, college committee, college dean, provost, and president, as stipulated by MTSU Policies 204 Tenure, 205 Promotion of Tenured and Tenurable Faculty, and their respective college and department policies. The president and university provost recommend they be granted tenure and/or promotion effective August 1, 2020.



## Faculty Tenure Recommendations for 2020-21

	Name	Department
1	Blackmon, Charles O.	Recording Industry
2	Blankenship, Kathryn	Health and Human Performance
3	Brooker, Margaret	Theatre and Dance
4	Brooks, Stoney	Information Systems and Analytics
5	Dearing, Karen	Library User Services
6	Dix, Andrew	Communication Studies
7	Green, Gloria	Recording Industry
8	Harmon, Shannon	Elementary and Special Education
9	Kelton, Andrea	Accounting
10	Krahenbuhl, Kevin	Womack Educational Leadership
11	Miao, Lei	Engineering Technology
12	Morgan, Joseph	School of Music
13	Oslund, Eric	Elementary and Special Education
14	Phillips, Joshua	Computer Science
15	Polk, Andrew	History
16	Scarlata, Audrey	Accounting
17	Shealy, Ashley	Library User Services
18	Story, Chandra	Health and Human Performance
19	Strong, Kelly*	Concrete and Construction Management
20	Sultan, Alison	Media Arts
21	Summers, Robert*	World Languages, Literatures, and Cultures
22	Waymire, Tammy	Accounting
23	Williams, Kelly	Accounting
24	Wrye, Bethany	Health and Human Performance

\* Expedited Tenure Review, pursuant to Policy 204 Tenure, Section V:

The University will sometimes find it necessary to expedite tenure review in order to recruit high-quality faculty, especially when hiring for administrative positions. In these cases, the University's review will be based on the candidate's curriculum vitae rather than a traditional tenure application file. The request will originate with the Department Chair/Director and be reviewed by the department tenure and promotion review committee, the Dean, the college tenure and promotion review committee, the Provost, and the President. Because recruitment is often time-sensitive, the President will request approval from the Board through a special called meeting, if necessary.





## Faculty Promotion Recommendations for 2020-21

	Name	Department	Proposed Rank	Current Rank
1	Aaron, Joshua	Management	Professor	Associate Professor
2	Ananth, Priya	World Languages, Literatures, and Cultures	Professor	Associate Professor
3	Blackmon, Charles O.	Recording Industry	Associate Professor	Assistant Professor
4	Blake, Kenneth	Journalism and Strategic Media	Professor	Associate Professor
5	Blankenship, Kathryn	Health and Human Performance	Associate Professor	Assistant Professor
6	Brooker, Margaret	Theatre and Dance	Associate Professor	Assistant Professor
7	Brooks, Stoney	Information Systems and Analytics	Associate Professor	Assistant Professor
8	Buckner, Laura	Marketing	Master Instructor Coordinator	Senior Instructor Coordinator
9	Clanton, Beverly	Health and Human Performance	Master Instructor Coordinator	Senior Instructor Coordinator
10	Clark, Adam	School of Music	Professor	Associate Professor
11	Clark, Leigh Anne	Management	Professor	Associate Professor
12	Crooks, Catherine	Psychology	Master Instructor	Senior Instructor
13	Dearing, Karen	User Services	Associate Professor	Assistant Professor
14	Dix, Andrew	Communication Studies	Associate Professor	Assistant Professor
15	Evins, Mary	History/Honors	Research Professor	Research Associate Professor
16	Foote, Rebecca	Accounting	Master Instructor Coordinator	Senior Instructor Coordinator
17	Gamble, Keith	Economics and Finance	Professor	Associate Professor
18	Green, Gloria	Recording Industry	Associate Professor	Assistant Professor
19	Harmon, Shannon	Elementary and Special Education	Associate Professor	Assistant Professor
20	Hart, James	Mathematical Sciences	Professor	Associate Professor
21	Huddleston, Jonathan	Concrete / Construction Management	Clinical Associate Professor	Clinical Assistant Professor
22	Johnson, Gina	University Studies	Senior Instructor	Instructor
23	Jurkanin, Thomas	Criminal Justice Administration	Professor	Associate Professor
24	Krahenbuhl, Kevin	Educational Leadership	Associate Professor	Assistant Professor
25	Lyons, Leah	World Lang, Literatures, and Cultures	Professor	Associate Professor
26	Merchant, John	Recording Industry	Professor	Associate Professor
27	Miao, Lei	Engineering Technology	Associate Professor	Assistant Professor
28	Morgan, Joseph	School of Music	Associate Professor	Assistant Professor

	Name	Department	Proposed Rank	Current Rank
29	Myatt, Julie	English	Professor	Associate Professor
30	Oslund, Eric	Elementary and Special Education	Associate Professor	Assistant Professor
31	Phillips, Joshua	Computer Science	Associate Professor	Assistant Professor
32	Phillips, Nathan	Agriculture	Professor	Associate Professor
33	Polk, Andrew	History	Associate Professor	Assistant Professor
34	Scarlata, Audrey	Accounting	Associate Professor	Assistant Professor
35	Shealy, Ashley	User Services	Associate Professor	Assistant Professor
36	Srivastava, Rajesh	Marketing	Professor	Associate Professor
37	Stevens, Michelle	Educational Leadership	Professor	Associate Professor
38	Sultan, Alison	Media Arts	Associate Professor	Assistant Professor
39	Vu, Jasmin	Human Sciences	Professor	Associate Professor
40	Wagnon, Deborah	Recording Industry	Professor	Associate Professor
41	Wald, Melissa	Recording Industry	Professor	Associate Professor
42	Ward, Cheryl	Marketing	Professor	Associate Professor
43	Waymire, Tammy	Accounting	Professor	Associate Professor
44	White, Laura	English	Professor	Associate Professor
45	Williams, Kelly	Accounting	Associate Professor	Assistant Professor
46	Wilson, Jean	Management	Master Instructor Coordinator	Senior Instructor Coordinator
47	Wrye, Bethany	Health and Human Performance	Associate Professor	Assistant Professor
48	Wu, Qiang	Mathematical Sciences	Professor	Associate Professor
49	Youngkins, Valery P.	Physics and Astronomy	Senior Instructor	Instructor



**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: June 2, 2020

SUBJECT: **Approval of Policy Revision  
204 Tenure**

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

**204 Tenure**

Proposed revisions eliminate redundancies, clarify procedures, and streamline processes for faculty assessments by providing for electronic submission of materials and recommendations at each level.

Faculty representatives, administrators, and the Faculty Senate collaborated to update this important policy.





## 204 Tenure

Approved by Board of Trustees

Effective Date: ~~June 5, 2017~~ \_\_\_\_\_, 2020

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: University Provost

### I. Purpose

This policy establishes criteria and procedures relating to academic tenure at Middle Tennessee State University (MTSU or University).

~~It is important to note that the listed~~The criteria listed represent minimum ~~standards set by the~~ University ~~to attain~~standards for tenure. College and/or department policies relating to the tenure process must meet the criteria as specified herein, but may exceed and be more specific than ~~the minimum~~University standards ~~required by the University~~. All college and department policies will be reviewed for consistency with this policy by the Provost and approved by the President. Approved college and department policies will be made available online. Materials are submitted using the institution's digital faculty activity software of record, unless the Provost has approved an exception.

### II. Definitions

The following ~~are~~ general definitions of words and terms used in this policy ~~which are not hereinafter specifically defined; however, the words and terms~~ are subject to further qualification and definition in the subsequent sections of this policy or those of colleges and departments.

- A. Academic Tenure. A personnel ~~status in an academic department or academic program unit pursuant to which the academic or fiscal year appointments~~designation that guarantees holders of full-time faculty who have been awarded tenure are ~~continued~~continuing employment at the University until ~~the expiration or relinquishment of that status, subject to termination~~such status is abandoned- or removed for adequate cause, for financial exigency, or for curricular reasons. Tenure may ~~only~~ be awarded only by positive action of the Board of Trustees (Board).
- B. Adequate Cause. A basis upon which a faculty member, either with academic tenure or as required in this policy, a tenure-track appointment ~~prior to the end of the specified~~

~~term of the appointment~~, may be terminated. The specific grounds ~~which that~~ constitute adequate cause are set forth in Section ~~IV~~VIII.

- C. Financial Exigency. The Board's formal declaration ~~by the Board~~ that the University faces an imminent financial crisis, ~~that there is a current or projected absence of sufficient funds (appropriated or non-appropriated) for the campus as a whole to maintain current programs and activities at a level sufficient to fulfill its educational goals and priorities, and that requiring the budget University can only to be balanced by resort to~~ extraordinary means, ~~which include~~including the termination of existing and continuing academic and non-academic appointments, to balance the budget.
- D. Tenurable Faculty Member. A full-time employee who holds academic rank as assistant professor, associate professor, or professor and is potentially eligible for tenure. Although full-time non-tenurable faculty appointments are recognized by the University ~~(, e.g., temporary, instructor-/coordinator-/clinical track, -/professional practice-/research-track, instructional coordinator, and visiting distinguished professor), use of the term~~ "faculty member" in this policy applies only to tenurable faculty positions (assistant professor, associate professor, professor) ~~unless otherwise noted~~. See Policy 202 Faculty Definition, Roles, Responsibilities, and Appointments Types.
- E. Probationary Employment. Period of full-time professional service by tenure-track faculty members before they have been granted tenure. During this time, they are evaluated by the University ~~for the purpose of determining their satisfaction of to~~ determine whether they are making progress toward ~~the criteria for~~ a recommendation for tenure. Probationary ~~tenure track~~ employment provides an opportunity for faculty members to assess/demonstrate their commitment to the University and for the University to determine whether they meet its stated criteria of quality ~~and/or the University's projected need~~. ~~The tenure clock starts on the date specified in the letter of appointment.~~
- F. Tenure Clock. Metaphor used to describe the passage of time during the probationary period, between the date specified in the letter of appointment and the date of the tenure decision.
- G. Department. Academic unit (Department or School)
- H. Chair. Departmental officer, which includes School Director.  
Faculty Appointments. Defined in Policy 202 Faculty Definition, Roles, Responsibilities, and Appointments Types.
- I.~~G~~. Academic Year. The period of time consisting of the Fall and Spring semesters.
- H.—J. Teaching. ~~Teaching includes strategies~~Any activity which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques

that fosters and facilitates student learning, including, but not limited to, instruction, student advising and/or mentoring, assessment, and the development of course materials, and courseware, ~~and innovative approaches to instruction.~~

~~I.~~ K. Research/Scholarship/Creative Activity. Research/scholarship/creative activity encompasses the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge and is disseminated to an appropriate audience. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (~~i.e., film making, g., media production~~), performances, or other artistic creations), ~~research in the scholarship of~~ teaching and learning, born-digital scholarship (e.g., digital tools, software for teaching and research, websites, public humanities projects), and seeking grants grant-writing to support such activities.

~~J.~~ L. Service. Service encompasses ~~a faculty member's activities in three (3) areas:~~ University service, professional service, and public service.

1. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or University level. Participation in ~~university service is expected of every faculty member. University service includes, but is not limited to, participation on department, 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, advisor to a university wide student organization, and/or membership on a university search committee. University service is expected of every faculty member.~~
2. Professional service refers to ~~The~~ work done for disciplinary professional organizations ~~germane to one's discipline or to~~for the teaching profession generally. ~~Service to the profession includes, but is not limited to, association leadership, journal editorships, articles and grant proposal review, guest lecturing on other campuses, 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 that done by an officer of a professional organization or a member of the editorial staff of a journal.~~
- ~~4.3.~~ Public service refers to ~~This 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. Public service primarily,~~ involves sharing professional expertise and should directly support the goals and mission of the University.

M. Rebuttal. A candidate may add a letter of rebuttal, addressing and providing evidence of errors of fact, within ten (10) business days of the posting date of the letters from the Chair, college tenure and promotion committee, and/or the Dean, as recorded by the faculty activity software.

### III. Consideration for Tenure A. Tenure Appointments

- A. 1. The awarding of tenure is recognition of the merit of a faculty member and of the assumption that he/she would meet the long-term staffing needs of the department or academic program unit and the university. Tenure is awarded only to those members of the faculty who have exhibited professional excellence and outstanding abilities sufficient to demonstrate that their future services and performances justify the degree of permanence afforded by academic tenure. Non-faculty positions are not eligible for tenure. Tenure appointments reside in the departments and academic program units and are assurances are guarantees of continued employment during the academic year subject to expiration, relinquishment, abandonment or termination of tenure as set out outlined in Section VI. Recommendations VIII.
- B. Tenure is awarded only to faculty members with tenure-track contracts following the rigorous vetting described below in Section IV. and to faculty and/or administrators who are recommended for tenure when the contract is issued.
- C. Tenure resides in the academic departments and recommendations for or against tenure originate from with the faculty member's department.
- D. In general, candidates for tenure must have earned the doctorate or other specified terminal degree in the faculty member's discipline. The Provost, in consultation with the Dean, Chair, and department or academic program unit in which the faculty member is assigned and should include appropriate participation in the recommendation by tenured faculty in the department or academic program unit, may grant exceptions based upon a candidate's extraordinary professional qualifications.
2. Tenure is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy. No faculty member will acquire or be entitled to any interest in a tenure appointment at MTSU without a recommendation for tenure by the President and a positive award of tenure by the Board. No other person will have any authority to make any representation concerning tenure to any faculty member, and failure
- E. Failure to give timely notice of non-renewal of a tenure-track contract will not result in the acquisition of a tenure appointment, but will result in the right of the faculty member to another a terminal year of service at the University, provided that no tenure appeals remain outstanding due to lack of cooperation and/or appropriate action on the part of the candidate in completing the appeal process-, not in the awarding of tenure. (See Section VIII. A. 1.)



#### IV. Tenure Process

A. Tenure is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy.

1. Guidance through the Tenure Process

a. Faculty will be given pertinent tenure criteria with their initial appointment and may be provided with a department or academic unit mentor. Workshops on portfolio development, information sessions on criteria, and other support mechanisms may also be presented for making the process and expectations clear to the tenure track faculty member.

B. Tenure-track faculty members in years one, two, four, and five will be evaluated in writing annually and separately by their Department Chair/Director and their department tenure and promotion review committee. Separate copies of these evaluations will be provided to tenure-track faculty, placed in their department personnel files, and sent uploaded to the faculty member's activity software for review by the appropriate Dean and to the Provost.

C. Tenure-track faculty entering with zero or one year of credit for prior service will receive a pre-tenure review in the third year of their probationary appointment. faculty member will receive two (2) formal reviews during the tenure process: a pre-tenure review of progress toward tenure and a final review during the sixth (6<sup>th</sup>) year of the probationary period. The pre-tenure review will follow the process of the final tenure review through the department and college level levels as outlined in Section III.V. Tenure-track faculty entering with zero (0) or one (1) year of credit for prior service will be subject to pre-tenure review in the third (3<sup>rd</sup>) year of their probationary appointment; probationary Tenure-track faculty entering with two (2) or three (3) years of credit for prior service will be subject to receive a pre-tenure review in the fourth (4<sup>th</sup>) year of their probationary appointment. Exceptions must be approved by the Provost.

D. Tenure-track faculty members in year six will receive a full tenure review, to include recommendations by the Provost and President to the Board.

E.d. Types of evidence relevant to evaluating effectiveness and contributions in teaching, research/scholarship/creative activity, and service are identified in Section IV. of this policy.

E. Candidates choosing to apply for early tenure may forward their candidacy before their sixth year; however, if their application is denied, they may remain at the University for a subsequent academic year, which will be a terminal year.

F. Applicants may withdraw from the tenure review process at any timepoint. In doing so, they forfeit claim to future tenure at MTSU.

## V. Procedures for Tenure Recommendations

### A. General Guidelines

~~(1) Consideration for tenure originates in the department or academic program unit to which the faculty member has been assigned. Faculty members are responsible for initiating the tenure process by the written notification to the Department Chair/Director by the deadlines specified in the tenure calendar. Candidates for tenure are also responsible for submitting to the Department Chair/Director the Outline of Faculty Data form and such pertinent submit the Outline of Faculty Data (OFD) and other supporting materials as are called for in Section IV detailed below using the University's faculty activity software, unless the Provost has approved an exception.~~

~~(2) Administrators~~

2. After submission of the OFD, the only materials that may be added to the file are letters from the department committee, Chair, college committee, Dean, and Provost and any rebuttals, due within ten (10) business days of the posting date of the letters of recommendation at each level.

~~and committees involved in the review process (Department Committee, Department Chair/Director, College Committee, Dean, and Provost) shall only submit those materials, forms, letters, and other documentation required by the review process outlined below. This includes letters of recommendation which should specify the performance criteria used and explain how the candidate has or has not met those criteria.~~

~~(3) Except for the documents noted in the section above, no material can be added to the Outline of Faculty Data or supporting materials once the department and/or academic program unit review process has formally begun. It is important that all participants in the review process have access to the same set of materials.~~

3. Members of department and college tenure and promotion review committees ~~shall~~ may not make individual recommendations concerning candidates to administrators or other review committees in the review process outside committee procedures.

5.4. Each spring semester, the Office of the Provost will issue the dates for faculty review and evaluation for the upcoming academic year; and department and college committees will be provisionally elected pending the Board's awarding of tenure and promotion.

6.5. Policy 816 Nepotism will apply to all levels of the tenure process.

b. Department and/or Academic Program Unit Review

~~(1) The review process for tenure recommendations at the department and/or academic program unit level consists of separate and independent considerations by the Department Chair/Director and a department tenure~~

~~and promotion review committee. Departments and/or academic program units may establish a single committee for both tenure and promotion review, or if deemed desirable and necessary, departments and/or academic program units may create two (2) peer review committees (a promotion review committee and a tenure and promotion review committee) as outlined in department policies, subject to approval by the Provost and President.~~

- ~~(2) Department Tenure and promotion review committee. Each department and/or academic program unit will develop written policies that cover the structure, annual election of committee members, and operating procedures of the department tenure and promotion review committee. A copy of these policies will be available to faculty members in the offices of their Department Chair/Director and Dean. **At a minimum, these policies will include the following:**~~
- ~~(a) Committee members must be tenured;~~
  - ~~(b) All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to a vote on the committee membership;~~
  - ~~(c) Non-tenure-track faculty are not entitled to vote on committee membership;~~
  - ~~(d) Candidates for tenure and the Department Chair/Director cannot be members;~~
  - ~~(e) A committee chair/director will be elected by the members of the committee;~~
  - ~~(f) Whether there will be academic rank requirements for committee membership.~~

~~In situations where the staffing procedures described in the department policy cannot be implemented (for example, in the case of an inadequate number of tenured faculty or of specified academic rank), an alternate committee composition may be proposed subject to approval of the Provost, appropriate Dean, and faculty senate president prior to review of the candidate application(s).~~

- ~~(3) Review Process. The Department Chair/Director, after examining all materials submitted by each candidate for tenure, then forwards the materials to the department tenure and promotion review committee. The department tenure and promotion review committee will separately consider each candidate's qualifications for tenure on such department, college, and University criteria as have been approved. After consideration, the committee will consult with the Department Chair. If the recommendations of the Department Chair/Director and committee are in concert, separate reports will be filed by the Department Chair/Director and by the committee to the appropriate Dean. If the recommendations of the Department Chair/Director and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting written~~

recommendations to the appropriate Dean. If the conflicts cannot be resolved, reports submitted to the Dean by the committee and by the Department Chair/Director will each describe the points of conflict.

- ~~(4) When deliberations are concluded, the Department Chair/Director and the committee will separately notify each tenure candidate of the recommendation that has been forwarded to the appropriate Dean. Each candidate will be afforded the opportunity to meet with the Department Chair/Director and/or the department tenure and promotion review committee to discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate requests for a meeting with the Department Chair/Director and/or department committee.~~
- ~~(5) In the case of departments or academic program units not affiliated with an academic college, the department tenure and promotion review committee will forward recommendations directly to the Vice Provost for Faculty Affairs, who will serve as Dean for the purposes of the review process. When conflicting recommendations result between the Vice Provost for Faculty Affairs and the department tenure and promotion review committee, they will meet in an attempt to resolve conflicts before forwarding recommendations to the Provost.~~

#### ~~c. College Review~~

- ~~(1) The review process for tenure recommendations at the college level consists of separate and independent considerations by the Dean and a college tenure and promotion review committee.~~
- ~~(2) College Tenure and promotion review committee. Each academic college will develop written policies that cover the structure, election of members to terms of three (3) years 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/Director and Dean. At a minimum, these policies will include the following:~~
- ~~(a) Colleges with six (6) or more departments will elect one (1) faculty member from each department to the committee; colleges with five (5) or fewer will elect two (2) faculty members from each department to the committee. (To provide for committee rotation, those tenured faculty elected to serve on the first college tenure and promotion review committee will draw numbers to determine whether they serve for periods of one [1], two [2], or three [3] years; one third (1/3) of the members will rotate off the committee each year.)~~
- ~~(b) Committee members must be tenured;~~
- ~~(c) All full time tenured and tenure track faculty members in the department and/or academic program unit are entitled to a vote to elect their representative(s);~~
- ~~(d) Non-tenure track faculty are not entitled to vote on committee membership;~~

- ~~(e) Department chair/directors cannot be members;~~
- ~~(f) A committee chair/director will be elected annually by the members of the committee;~~
- ~~(g) Colleges need to determine whether there will be rank requirements for those faculty members serving on the committee.~~

~~In situations where the staffing procedures described in the college policy cannot be implemented (for example, in the case of an inadequate number of tenured faculty or of a specified academic rank in a department), an alternate committee composition may be proposed subject to approval of the Provost, appropriate Dean, and faculty senate president prior to review of the candidate application(s).~~

~~Each college Dean will provide the faculty senate president with the names of those elected to the college tenure and promotion review committee according to the timetable specified in the tenure calendar. The Faculty Senate president, in consultation with the Faculty Senate Steering Committee, may in turn appoint up to two (2) additional faculty members to each college tenure and promotion review committee to ensure diversity, which will provide for representation that reflects the make-up of the University.~~

- ~~(3) Review Process. Upon receipt of recommendations and other materials from the Department Chair/Director and department tenure and promotion review committee, the college Dean then forwards the materials to the college tenure and promotion review committee. The college tenure and promotion review committee is responsible for: a) consideration of each candidate's qualifications using approved department, college, and university criteria; and b) reviewing the tenure recommendations of the department's committee and chair/director for each candidate. Deans are responsible for: a) consideration of each candidate's qualifications using approved department, college, and university criteria; and b) reviewing the recommendations of Department Chair/Director and department tenure and promotion review committees for each candidate. After consideration, the committee will consult with the college Dean. If the recommendations of the Dean and committee are in concert, the committee will forward all materials submitted, along with their own recommendations, to the appropriate Dean. If the recommendations of the college Dean and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting formal recommendations. If the conflicts cannot be resolved, reports submitted by the committee to the Dean will describe the points of conflict. Deans will forward all materials submitted, along with their own recommendations, to the Provost.~~
- ~~(4) When deliberations are concluded, the academic Dean and the college tenure and promotion review committee will notify each candidate considered for tenure of their recommendations. Each candidate will be afforded the opportunity to meet with the Dean and/or the college tenure~~

and promotion review committee to discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate requests for a meeting with the Dean and/or college committee.

~~d.b. — Provost's Review~~

~~(1) The Provost will review all recommendations on tenure and forward his/her recommendations to the President of the University, 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. The Provost is responsible for: a) consideration of each candidate's qualifications using approved department, college, and university criteria; and b) reviewing the recommendations of Department Chair/Director, department tenure and promotion review committees, college tenure and promotion review committees, and Deans for each candidate. The Provost will forward all materials submitted, along with his/her own recommendations, to the President.~~

~~(2) On the same date a decision is forwarded to the President, the Provost will notify each person considered, along with the appropriate Dean and Department Chair/Director, of his/her decision. The Provost will afford each person considered an opportunity to meet and discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate any request to review the process and data upon which the decision is made.~~

~~e. — President's Review~~

~~The President is responsible for: a) consideration of each candidate's qualifications using approved department, college, and University criteria; and b) reviewing the recommendations of Department Chair/Director, department tenure and promotion review committees, college tenure and promotion review committees, Deans, and Provost for each candidate. The President will prepare a list of faculty recommended for tenure and submit it to the Board. The President will notify candidates, Department Chair/Directors, Deans, and Provost of his/her recommendations. When notified of official action by the Board, the President will provide written confirmation of the Board's decisions to the candidates, Department Chair/Directors, Deans, and Provost.~~

~~f. — Appeals~~

~~The appeals process for official review by members of the Faculty Appeals Committee is outlined in Policy 206 Tenure and Promotion Appeals. The appeal process should commence after the Provost has rendered his/her decision and notified the candidate of the decision. The President's letter with the tenure recommendation to the candidate shall be sent after the appeal process is completed.~~

~~3. — Calendar of the Review Process~~

~~Each Spring semester, the Office of the Provost will issue a calendar for the tenure review process for the upcoming academic year, which will include key dates at each major step in the process.~~

~~7.6. Qualified Privilege of Academic Confidentiality for Tenure and Promotion Review Committees~~  
Review Committees

- a. ~~Peers and other faculty members~~All those serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure and promotion 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 T.C.A. § 10-7-101 et seq.
- b. In general, no ~~such~~qualified privilege of academic confidentiality is recognized for proceedings outside of the University. The records created during the tenure process are subject to disclosure pursuant to T.C.A. § 10-7-503, et seq., and information regarding the process may be sought by subpoena or court order.

~~C. Minimum Eligibility Requirements for Consideration for Academic Tenure~~

1. ~~Academic tenure may be awarded only to full-time faculty members who: (a) hold academic rank as assistant professor, associate professor, or professor and meet the minimum rank criteria for that rank under University policies; (b) have been employed pursuant to tenure-track appointments and have completed the probationary period of service as stated in the University's policy, and/or as agreed upon in writing and signed by the appropriate academic officer; and (c) have been determined by the University to meet the criteria for recommendation for tenure and have been so recommended pursuant to this policy.~~
  - a. ~~Faculty members holding temporary, instructional coordinator, clinical, or research appointments are not eligible for tenure.~~
  - b. ~~Faculty members supported in whole or in part by funds available to the University on a short-term basis, such as grants, contracts, or foundation sponsored projects, will not be eligible for tenure unless continuing support for such members can be clearly identified in the regular budget of the University upon the recommendation of tenure to the Board.~~
  - c. ~~No faculty member will be eligible for tenure unless the employee's contract specifies his/her tenure-track status; provided that where a faculty member with tenure is appointed to an administrative position, he/she will retain tenure in a former faculty position only; and provided further that a faculty member otherwise eligible for tenure who also holds a non-faculty position may be~~



awarded tenure in the faculty position only, subject to the requirements of this policy.

- ~~d. In general, candidates for tenure must have earned the doctorate or other specified terminal degree in the faculty member's discipline. The University may grant exceptions to this standard based upon its mission or based upon an extraordinary candidate. In the latter instance, the exception will be granted by the Provost in consultation with the Dean, Department Chair/Director and faculty in the appropriate department when the faculty member is employed.~~

#### B. Probationary Employment

- ~~1. Faculty members apply for tenure in the Fall semester of their sixth (6<sup>th</sup>) year, following a probationary period of not less than five (5) years. If tenure is denied, the seventh (7<sup>th</sup>) year is the terminal year.~~

~~2.1. Exceptions to the minimum probationary period may be made under special circumstances upon recommendation by the Dean and Provost.~~

#### C. Calculating the Probationary Period

~~Only full-time continuous service at the 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.~~

1. The probationary period starts on the date specified in the letter of appointment.  
Credit for Prior Service.
2. The probationary period of six (6) years may include credit for prior service. ~~when agreed to by the Provost and subject to the maximum permissible credit for prior service, as noted below.~~ Credit toward completion of the probationary period may, at the discretion of the Provost, be given for a maximum of three (3) years of previous full-time service at colleges, universities, or institutes provided that the prior service is relevant to the University's own needs and criteria. Any credit for prior service must be recognized and confirmed in writing in the appointment letter to a tenure-track position.  
Approved Leave of Absence.
3. A period of approved leave of absence will be excluded from the requisite period for completion of the probationary period unless the President specified in writing prior to the leave of absence that it will be included in the probationary period. Leaves of absence may not be granted retroactively. During the probationary period, a faculty member may apply for a maximum of two (2) extensions in one (1) year increments so long as the total probationary period does not exceed six (6) years. Requests for an extension to a leave of absence follow the same procedure.  
Stopping the
4. ~~Tenure Clock.~~ Faculty members in a tenure-track appointment may request to stop the tenure clock during their probationary period when circumstances exist that interrupt normal progress toward building a case for tenure. Discretion for stopping the tenure clock rests Only the President, with the President recommendation of the Chair, Dean, and also requires supervisory approval. In such cases, the faculty member Provost, may grant a request to stop the tenure clock. Faculty members



may request to stop the tenure clock for one (1) year if ~~he/she demonstrates that they demonstrate~~ circumstances ~~reasonably warrant~~ warranting such interruption. ~~Reasons for approving a request to stop the clock will typically be related to a~~ Examples may include personal or family ~~situations~~ situations requiring attention and commitment that consumes the time and, energy, or attention normally ~~addressed~~ directed to faculty duties and professional development. ~~Examples may include, but are not limited to, such as~~ 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. ~~The intent of this provision 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~~ tenure clock year is not counted in the probationary period-~~accrual~~.

~~Procedure to Modify the Probationary Period. A faculty member seeking a modification of his/her probationary period must submit his/her request, in writing, addressing the considerations described above. The request is to be submitted 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 will notify the faculty member, in writing, of the decision to approve or deny such exceptions within one (1) month of submission. Requests for modification of the probationary period should also be submitted to the Office of the University Counsel for review.~~

~~6.5.~~ 6.5. A faculty member who is appointed to an administrative position prior to a tenure award remains eligible for tenure ~~under two (2) conditions: the faculty member. They~~ must qualify for tenure under department ~~or academic program unit,~~ college, and ~~university~~ University guidelines; ~~and the faculty member must maintain a significant involvement in academic pursuits including teaching, research/scholarship/creative activity, and service.~~ The time (or prorated portion of time) spent in the administrative position may be credited toward completion of the probationary period.

~~7.6.~~ 7.6. ~~Where~~ if 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~~ Provost, elect to begin a new probationary period on the date ~~that~~ of the transfer ~~occurs.~~ If he/she does they do not so elect (and confirm in writing to the ~~President~~ Provost), time spent in the first appointment will count toward establishing the ~~minimum and maximum~~ probationary period.

~~7.7. Employment during Summersummer terms or in part-time positions will not be credited toward satisfying the probationary period.~~

7. When a Faculty members whose tenure-track appointments begin in January may negotiate at the time of hire whether the spring semester is included in their probationary period, subject to approval by the Dean and Provost.  
~~For faculty member's whose tenure track appointments begins in January, whether the spring semester counts toward the probationary period service for that semester shall be negotiated at time of hire, subject to approval by the dean and provost. will be counted for tenure as one (1) whole academic or fiscal year.~~
8. Exceptions to the minimum probationary period may be made under special circumstances upon recommendation by the Dean and Provost. 1098. Tenure-track faculty in their sixth year must submit the completed tenure application in accordance with the established calendar unless otherwise stipulated in the employment contract or the tenure clock has been stopped. A faculty member who fails to apply for tenure by the prescribed date will automatically be denied tenure.

### C. Department Review

1. All departments will use approved policies that cover the structure, annual election of committee members, and operating procedures of the department tenure and promotion review committee. A copy of these policies will be available online. At a minimum, these policies will include the following:
  - a. Committee members must be tenured;
  - b. All full-time tenured and tenure-track faculty members in the department may vote on committee membership;
  - c. Non-tenure-track faculty may not vote on committee membership;
  - d. Candidates for tenure and the Chair may not be members;
  - e. A committee chair will be elected by the members of the committee;
  - f. Academic rank requirements for committee membership must be stated in department tenure and promotion policy.

If the staffing requirements described in the department policy cannot be met (as in the case of an inadequate number of tenured faculty or of specified academic rank), an alternate committee composition may be proposed by the department subject to approval by the Dean and Provost prior to review of the candidate application(s).
2. The review process for tenure recommendations at the department level consists of separate and independent considerations by the department tenure and promotion review committee and the Chair.

- a. The department tenure and promotion review committee considers each candidate's qualifications for tenure using the approved department, college, and University criteria and shares their recommendation with the Chair.
- b. The Chair considers each candidate's qualifications for tenure using the approved department, college, and University criteria and shares their recommendation with the department tenure and promotion committee.

If the two recommendations differ, the Chair and committee will meet to discuss, later submitting independent recommendations to award or deny tenure, copying the candidate.

#### A-D. College Review

1. All colleges will use approved policies that cover the structure, election of members to terms of three (3) years, and the operating procedures for the college tenure and promotion review committee. A copy of these policies will be available online. At a minimum, these policies will include the following:
  - a. Colleges with six (6) or more departments will elect one (1) faculty member from each department to the committee; colleges with five (5) or fewer will elect two (2) faculty members from each department to the committee. (To provide for committee rotation, those tenured faculty elected to serve on the first college tenure and promotion review committee will draw numbers to determine whether they serve for periods of one (1), two (2), or three (3) years; one-third of the members will rotate off the committee each year.)
  - b. Committee members must be tenured;
  - c. All full-time tenured and tenure-track faculty members in the department may vote on committee membership;
  - d. Non-tenure-track faculty may not vote on committee membership;
  - e. Chairs may not be members;
  - f. A committee chair will be elected annually by the members of the committee;
  - g. Each college's policy must state rank requirements for faculty members serving on the college committee.

If staffing requirements described in the college policy cannot be met (as in the case of an inadequate number of tenured faculty or of a specified academic rank

in a department), an alternate committee composition may be proposed subject to approval by the Provost and Faculty Senate president prior to review of the candidate applications.

Each Dean will provide the Faculty Senate president with the names of those elected to the college tenure and promotion review committee according to the timetable specified in the tenure and promotion calendar. The Faculty Senate president, in consultation with the Faculty Senate Steering Committee, may appoint up to two (2) additional faculty members to each college tenure and promotion review committee to ensure diversity and appropriate representation.

2. The review process for tenure recommendations at the college level consists of separate and independent considerations by the college tenure and promotion review committee and the Dean.
  - a. Upon receipt of the recommendations and other materials from the department tenure and promotion review committee and Chair, the college tenure and promotion review committee will consider each candidate's qualifications for tenure using the approved department, college, and University criteria. Following its review, the college committee shares their recommendation with the Dean.
  - b. The Dean considers each candidate's qualifications for tenure using the approved department, college, and University criteria and shares their recommendation with the college tenure and promotion committee.

If the two (2) recommendations differ, the Dean and committee will meet to discuss, later submitting independent recommendations to award or deny tenure, copying the candidate.

#### E. Provost's Review

1. The Provost considers each candidate's qualifications using approved department, college, and University criteria; reviews the recommendations of the department tenure and promotion review committees, the Chair, college tenure and promotion review committees, and Dean; and forwards all materials, along with their recommendation to the President, copying the Dean, Chair, and faculty member.
2. The appeals process, outlined in Policy 206 Tenure and Promotion Appeals, may begin after the Provost has notified the candidate of their recommendation. The President's letter with the tenure recommendation will be sent after the appeals process is completed.

## F. President's Review

The President considers each candidate's qualifications using approved department, college, and University criteria; reviews the recommendations of Chair, department tenure and promotion review committee, college tenure and promotion review committee, Dean, and Provost for each candidate; and makes recommendations to the Board. The President will notify candidates, Chairs, Deans, and Provost of their recommendations. When notified of official action by the Board, the President will provide written confirmation of the Board's award of tenure to the candidates, Chairs, Deans, and Provost.

## VI. Criteria to ~~be~~ Considered in Tenure Recommendations

- A. General Tenure Criteria<sup>1</sup>. — ~~Staffing needs of each department/program and the total University are the first priority when faculty members are considered for tenure. Staffing needs are determined primarily by the current student enrollment, by the enrollment trends over the past five (5) to ten (10) year period, and by the overall mission of the department and University. An over-staffed department or even one whose enrollment trends indicate that it will soon become over-staffed, should not give serious consideration to tenuring additional faculty unless retirements and/or resignations of tenured staff appear imminent. The criteria relevant to assessing the long term staffing needs of a department and the University are considered significant and are stated in a generic sense as follows: (a) mandates of the Tennessee Higher Education Commission; (b) University mission and long term goals; (c) college mission and long term goals; and (d) department academic program emphasis, specialized orientation, and long term goals.~~ 2. — ~~While the nature and relative importance of the criteria for recommendation for tenure depend upon the nature, missions, and goals of the college and the department or academic program unit, all faculty members considered for tenure~~

1. Faculty members being considered for tenure must demonstrate commitment to the goals of MTSU. As institutional citizens, they will adhere to high ethical standards. ~~FD will~~<sup>10</sup> Ethics and Code of Conduct<sup>26</sup> Discrimination and Harassment Based on Protected Categories Other than Sex;<sup>27</sup> Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression<sup>211</sup> Misconduct in Scholarly Activities and Research and this policy in ~~SII.G~~
2. Candidates will be evaluated with respect to their performance in (a) teaching, (b) research/scholarship/creative activity, and (c) service. They ~~are expected to~~ must demonstrate high-quality performance in teaching, high-quality performance in ~~one (1) of the other two (2) areas~~ either research/scholarship/creative activity or service, and quality performance in the remaining area. College and department criteria, however, may require high-quality performance expectations for tenure will be dependent on the faculty member's rank. See Policy 205 Promotion of Tenured and

~~Tenable Faculty in both teaching and research/scholarship/creative activity, in which case those requirements will supersede the University's requirements.~~

3. In all categories of evaluation, documentation of quality as evaluated by peers will be stressed over quantity. Within the context of teaching, research/scholarship/creative activity, and service, the faculty member must demonstrate willingness ~~and ability to work effectively with colleagues~~ to support the mission and goals of the department, the college, and University ~~and the common goals both of the University and of the academic organizational unit. Where departments demonstrate a clear need for additional tenured faculty, the following are general guidelines for assessing the work and potential of probationary faculty who are candidates for tenure:~~
- a. ~~Evidence of professional experience and performance in teaching;~~
  - b. ~~Evidence of direct participation in scholarship through research and/or creative activity;~~
  - c. ~~Evidence of continuing direct participation in University service, professional service, and public service germane to their discipline.~~
  - d. ~~Evidence of professional integrity that will ensure cooperation with colleagues and commitment to the programs and students of the department, the college, and the University.~~

## B.\_ Outline of Faculty Data and Supporting Materials

~~Candidates for tenure will submit a completed Outline of Faculty Data form. Candidates will also submit an orderly file of supporting materials (reprints, letters of support, creative works, etc.). A list of these supporting materials will be attached to the Outline of Faculty Data form. However, the supporting materials themselves will be stored in the department. Administrators and committees involved in the review process may ask to review any or all of these supporting materials at their discretion. Departments and/or colleges may require additional specific supplemental documentation as outlined in department and/or college policies, subject to approval by the Provost and President.~~

Candidates for tenure will submit their OFD (including Workload Part A) and all appropriate materials to support activities in teaching, research/scholarship/creative activity, and service.

## C.\_ Teaching

1. ~~Overview. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring,~~

~~development of course materials and courseware, and development of innovative approaches to instruction. Effective~~  
~~Because 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. ~~2. — Performance Criteria. All faculty members are expected to~~

1. Candidates for tenure must demonstrate high-quality performance in teaching. ~~Although academic units of the University~~ Departments may assign varying degrees of significance to ~~individual criteria, all faculty members will be evaluated with respect to each of the following~~ criteria for teaching activities:

- a. Performance in teaching ~~of students~~ as evaluated by students and peers;
- b. Performance in advising and mentoring;
- c. Performance in ~~the advisement and mentoring of students, if applicable~~ assessment activities;
- d. Improvement of their own courses and ~~also the curricular offerings of the department, college, and University~~ the larger curriculum;
- e. Effectiveness in teaching methods, ~~including efforts to improve pedagogy with new techniques and integration of new instructional technologies);~~
- f. Supervision of specialized instructional activities (student research/scholarship/creative activity, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.);
- g. Honors received and recognition for teaching;
- ~~A. Currency and continued intellectual development in the field of specialization;~~
- i.h. Seeking i Internal and external funding for instructional activities. ~~Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding; and;~~
- j.i. Contributions to teaching ~~(for example, e.g., textbooks, articles, workshops, presentations, instructional technology resources, etc.) could be appropriate here or under research/scholarship/creative activity depending on the nature of the work.~~

2. Documentation

- a. Supporting materials ~~as described in Section IV.B. will, at a minimum, will~~ include the candidate's summary of activities and accomplishments in a teaching statement of teaching philosophy; course materials; evidence of student projects and other forms of student mentorship; and, all syllabi for each unique course, evidence of evaluation by faculty peers, and the one-page quantitative summaries of student evaluations for each course section evaluated during the probationary period ~~will be added to the candidate's supporting materials by the Department Chair/Director.~~
- b. Other supporting ~~material~~materials may include, ~~but will not be limited to~~ selected course documents, assessment materials and reports, grant proposals, additional student input, results of alumni surveys and/or student exit interviews, and textbooks or educational articles, and innovative published contributions to teaching, if published or presented in a peer-reviewed forumpedagogy.

#### D. Research/Scholarship/Creative Activity

- ~~1. Overview. All faculty members are expected to demonstrate quality research, scholarship, and/or creative activity. Candidates for tenure must present evidence of their research, scholarship, and/or creative activity when they apply for tenure. Research/scholarship/creative activity applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field based scholarship, and creative activities (i.e., film making, performances, or other artistic creations).~~
- ~~2. Performance Criteria. Although academic units of the University may assign varying degrees of weight to each criterion, all faculty members will be evaluated with respect to each of the following criteria:~~
  - Direct participation
    1. To be awarded tenure, candidates must present evidence of, at minimum, quality research/scholarship/creative activity. Departments and/or colleges may assign varying degrees of significance to the following activities, based upon their policies:
      - a. Participation in research, ~~/scholarship, and/or /creative activity. Faculty, which may include~~ collaboration with undergraduate and/or graduate students ~~may be included here.~~
      - b. Seeking Submission of internal and external funding proposals for research, ~~/scholarship, and/or /creative activity. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding.~~

#### 2. Documentation



a. Summary of activities and accomplishments in Research/Scholarship/Creative Activity

~~a. The Outline of Faculty Data and supporting materials as described in Section IV.B. above must include evidence of peer review of some elements of the candidate's research, scholarship, and/or creative activity.~~

~~eb. Other s~~ Supporting materials may include, but will not be limited to, the following:

- ~~(1) Publications ( Reputable, high-quality peer-reviewed publications, including articles, monographs, books, electronic media, and other published works, as well as juried and/or peer-reviewed born-digital scholarly objects). Publications that are subject to a formal review process by recognized scholars in the field are considered more significant than those subject to less rigorous examination.; # Non-peer-reviewed publications may be submitted and will be evaluated accordingly.~~
- ~~(2) Funded external or internal grants, with weight given to grants from external agencies and organizations;~~
- ~~(3) Written reviews and evaluations by qualified peers of performances, compositions, and other creative activities by qualified peers, either in person or aided by other forms of reports, are considered appropriate documentation;~~
- ~~(3) 4) Published programs or reviews of public performance or public display will constitute documentation of original creative work;~~
- ~~(4) 5) Presentations before to one's professional peers at regional, national, or international meetings/conferences;~~
- ~~(5) Appropriate (6) The scholarship of teaching and learning (SOTL), including textbooks, educational articles, instructional technology resources in one's own discipline, and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching;~~
- ~~(6) Funded internal grants from the University or external grants from public or private sources;~~
- (7) Unfunded proposals for ~~internal and~~ external grants, where the documentation supports the quality of the proposal.

c. Documentation must be included to support a designation of accepted and/or in press.

E. Service

1. ~~Overview. As a vital component of the University's mission, service. To be tenured, candidates must be performed demonstrate, at the same level of minimum, quality that characterizes the teaching service tenur. Departments and research/scholarship/creative activity programs. Service encompasses a faculty member's/or colleges may assign varying degrees of significance to the following activities in three (3) areas: based upon their policies:~~
  - a. ~~University service, professional service, and public service.a. University service refers to work other than teaching and research/scholarship/creative activity done performed at the department, college, and/or university level. A certain amount of such service is expected of every faculty member. University level. University service includes, but is not limited to, meaningful participation on department, college, and University committees. Some faculty members may accept more extensive citizenship functions University service also includes taking a role in shared governance, such as service as a leadership role in the Faculty Senate, membership Senator, on a specially appointed task force, advisor to a University wide student organization, and/or membership and/or on a University search committee. ServiceIt also includes, but is not limited to, activities that contribute to the professional development of faculty, as well as to the recruitment, retention, progression, graduation, and post-graduation career placement of students.~~

University service refers to work other than teaching and research/scholarship/creative activity ~~done performed~~ at the department, college, and/or university level. A certain amount of such service is expected of every faculty member. University level. University service includes, but is not limited to, meaningful participation on department, college, and University committees. ~~Some faculty members may accept more extensive citizenship functions~~ University service also includes taking a role in shared governance, such as service as a leadership role in the Faculty Senate, membership Senator, on a specially appointed task force, advisor to a University wide student organization, and/or membership and/or on a University search committee. ServiceIt also includes, but is not limited to, activities that contribute to the professional development of faculty, as well as to the recruitment, retention, progression, graduation, and post-graduation career placement of students.
  - b. Professional service refers to the work done for disciplinary professional organizations or for the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, accreditation review, journal editorship, article/manuscript/grant proposal review, guest lecturing on other campuses, and other appropriate activities. Examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
  - c. Public service ~~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. Public service primarily,~~ involves sharing professional expertise and should directly support the goals and mission of the University.
2. ~~Performance Criteria. Participation in University service is expected of every faculty member. Although it is recognized that differences in emphases may exist, evaluation of service will be based on an appraisal of the faculty member's performance in the three (3) areas defined above: University service, professional service, and public service. Evaluation will be based on the following criteria, with the academic unit of the University to which the faculty member is assigned determining the degree of weight for each criterion. These criteria should include:~~

~~community service programs; public service consultation; University committee and administrative responsibilities; and active contributions to professional associations. In each case, documentation of the evaluation process and criteria used will be as complete as possible.~~

## 2. Documentation

~~a. The Outline of Faculty Data and supporting materials as described in Section IV-B above must include evidence of the candidate's service activities.~~

a. Summary of activities and accomplishments in service.

b. Other s Supporting materials may include, but will not be limited to, the following:

- ~~(1) A description of the candidate's service position that permits evaluation of performance. This should include a statement of the mission or purpose of the position and of the objective(s) of the candidate's service unit, as well as the specific assigned tasks and responsibilities of the candidate.~~
- ~~(2) An evaluation of the effectiveness of the candidate's service, as judged by its impact on individuals, groups, or organizations served. This should include indices of the success of the service activities, in terms of improvement of communities, programs, operating agencies, production processes, or management practices. The evaluations should also include indications of satisfaction with the service provided by the candidate, and of the magnitude and complexity of the work (as opposed to perfunctory activity that does not lead to useful results).~~
- ~~(3) An appraisal of the candidate's local, regional, and national stature. Although the achievement of national stature is sometimes difficult for faculty whose service activities are primarily directed to groups within the State, the public service professional should take advantage of every opportunity to project his/her accomplishments among peers on a local, regional, and national basis. Service work is sometimes not publishable. The results may be in the form of direct consultations, planning reports, or instructional time directed largely to the recipients of university service programs. But certain aspects of service work are suitable for publication in professional journals. For example, unique techniques developed to motivate clients or new approaches to the transfer and application of knowledge would be of interest to peers in other public service programs across the nation.~~
- (4) (2) An external appraisal of the candidate's local, regional, national, and/or international stature.
- (3) Evidence of submission of applications seeking internal and external funding for service activities; funded internal and external grants from the, and

~~University, public agencies, or private foundations; submitted proposals for external funding by public agencies or private foundations. The quality of the grant proposals, whether funded or unfunded, will be stressed in the evaluation.~~

#### **VII. Expedited Tenure Review**

The University ~~will sometimes~~may find it necessary to expedite tenure review in order to recruit high-quality faculty, ~~especially when hiring~~ for administrative positions. ~~In these cases, the University's Departmental input regarding tenure for an administrator is necessary since tenure is awarded in a specific department.~~

~~The request for expedited tenure review will be based on the candidate's curriculum vitae rather than a traditional tenure application file. The request for candidates who have been selected as finalists will originate with the Department Chair/Director and be reviewed by the department tenure and promotion review search committee. The Chair and the Dean, the college department tenure and promotion review committees for the finalists, the Provost, and the President. Because recruitment is often time sensitive will review application materials and make a recommendation to the college committee and dean within 10 business days of the search committee's request. The dean will forward these recommendations along with their own recommendation and the recommendation of the college committee to the Provost before a contract offer discussing tenure may be extended to a candidate. Following the completion of these steps, the President will request approval for tenure from the Board through a special called meeting, if necessary, as soon as possible. The candidate will be notified of the results after the Board vote.~~

#### **VIII. Changes in Tenure/Tenure-Track Status**

~~A. Non-renewal. Negative evaluations of Probationary Tenure-Track Faculty When tenure-track appointments of faculty are not to be renewed~~

- ~~1. A negative annual evaluation for further tenure-track faculty in years 1 and 2 of their service, applicable dates for notice of non-renewal will be based upon actual years of service at the University and are in no way affected requires the President to notify them by any credit for prior service April 15 that may be awarded pursuant to Section III. of this policy. Faculty members will receive notice of their non-renewal they will not receive a contract for the ensuing next academic year. as follows: a. Faculty members in their first (1<sup>st</sup>) If the year of service will be given notice at least two (2) months in advance of their termination; 3 pre-tenure review, the annual evaluation in years 4 and 5, or tenure review is negative, these faculty receive notification by May 30 from the President that they will not be later than March 1 receive a terminal year contract for those whose appointments expire at the end of the next academic year. b. Faculty members in their second (2<sup>nd</sup>) year of service will be given notice at least five (5) months in advance of their termination; notification will not be later than January 1 for those whose~~

- ~~appointments expire at the end of the~~ Their employment will end on the Monday following Spring Commencement of the following academic year.~~e.~~ Faculty members in their third (3<sup>rd</sup>) or subsequent years of service will be notified no later than the close of the academic year. Faculty members who have served three (3) or more years of their probationary appointment will be provided notice twelve (12) months prior to termination. 2. ~~Notice of non-renewal will be effective upon personal delivery by the faculty member's Department Chair/Director of the Notice to Faculty Members form, or upon the date the notice is mailed, by certified mail, return receipt requested, postage prepaid, to the~~ A faculty member's current home address on record at the University. Said written notice will carry the signature of the President or designee. 3. ~~When faculty members on tenure track appointments complete the sixth (6<sup>th</sup>) year of their probationary period, they will either be recommended for tenure by the President or will be given notice of non-renewal. Notice of non-renewal will be given by the President no later than the final day of the sixth (6<sup>th</sup>) academic year. The appointment to the University will end at the close of the seventh (7<sup>th</sup>) academic year. A faculty member's rights in such~~ instance~~instances~~ where timely notice is not given are described in Section III.E.
- ~~4. Faculty members on tenure track appointments will~~
2. ~~Notice of non-renewal, a negative pre-tenure review, or a negative tenure review will be provided via email~~ to the faculty member's MTSU email address and a hard copy will be provided by one of the following: (1) personal delivery by the faculty member's Chair, (2) certified mail, return receipt requested, postage prepaid, or (3) overnight courier. Any notification or document sent as specified above will be effective on the date that it is sent via any of the means set forth above.
3. Tenure-track faculty members will ~~not be terminated during the annual specified term of the appointment, contract year~~ except for reasons that would be sufficient for the termination of tenured faculty~~adequate cause. See~~ Section VIII.G. below.
- ~~5. The non-renewal or non-reappointment of faculty members on a tenure track appointment does not necessarily carry an implication that their work or conduct has been unsatisfactory. No proprietary or other interest in a position is created by acceptance of a probationary appointment.~~
- ~~6. Decisions~~
4. ~~of n~~Non-renewal of a tenure-track faculty appointment during the probationary period are not subject to appeal to the Board ~~unless there is an alleged violation of state or federal law under the limitations described in~~ Policy 206 Tenure and Promotion Appeals.~~except as provided in~~ Policy 206 Tenure and Promotion Appeals.

## B. Transfer of Tenure

Faculty members tenured in ~~an academic program unit (i.e., a department or division)~~ may be ~~who are~~ transferred to another ~~academic program unit.~~ In such cases, the transfer~~department~~ will be made with ~~retain~~ tenure; moreover, the tenure appointment will be transferred to the new academic program unit. ~~In no instance may~~ must the

faculty member ~~be compelled to relinquish~~abandon tenure as a condition ~~for effecting~~of the transfer.

### C. ~~Expiration~~ Abandonment or Expiration of Tenure

~~Tenure status will expire upon retirement of a 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 or other relevant factors, to continue to perform his/her assigned duties.~~

#### D. ~~Relinquishment~~ of Tenure

1. A faculty member will relinquish~~abandons~~ or ~~waive his/her~~waives their right to tenure ~~upon resignation~~if one of the following occurs. Notwithstanding the above, tenure is not abandoned during periods of approved leaves of absence or during administrative assignments at the University.

~~b. from the University or upon failure~~

a. They resign from the University.

b. They fail to report for service at on the designated date~~first day~~ of the ~~beginning~~classes of any academic term ~~without notice, which~~. Such failure to report will be deemed to be a resignation, unless, in the opinion of the President, Provost believes that the faculty member has shown good cause for such failure to report.

~~3. Tenure~~

~~4.~~

c. They are absent from work without approved leave for five consecutive days. Such absences will be deemed a resignation unless the Provost believes that the faculty member has shown good cause for such absence.

2. Expiration of Tenure. Tenure will expire in the event of the permanent physical or mental inability of a faculty member as established by an appropriate medical authority, to continue to perform their assigned duties.

~~is not relinquished during periods of approved leaves of absence or during administrative assignments at the University.~~

#### D. Termination of Tenure for Reasons of Financial Exigency

A tenured faculty member may be terminated as a result of financial exigency subject to declaration by the Board that such financial conditions exist. Personnel ~~decisions~~recommendations (including those pertaining to tenured faculty) ~~that result~~resulting from a declaration of financial exigency will comply with Policy 40

~~Financial Exigency Policy 40 Financial Exigency; also see definition of financial eExigency in Section II.)~~

#### E. Termination of Tenure for Curricular Reasons

~~The employment of aA tenured faculty member-member's employment may be terminated becausewhen an academic program is deleted from the curriculum or because of substantial and continued reduction of by the Board as a result of decreased student enrollment in atthe field or discipline.~~

~~"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, thus reducing the requirement to employ qualified in that discipline or area of specialization. "faculty in the field. Substantive and continuedcontinuing reduction of student enrollment in a field" means thatis measured 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 facultyand results in a faculty-student ratiosratio that, cannot be warranted 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.~~

~~Before declaring that curricular reasons exist, the President will ensure meaningful participation by the faculty senate 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 belowterminating a program for curricular reasons, the President will present a written descriptionreport of the curricular reasons that may warrantwarranting the termination of tenured faculty to member(s). Subsequent to provision of the written description, the President will meet with the faculty senateFaculty Senate to review these curricular reasons. The faculty senateFaculty Senate will have the opportunity to respond in writing to the President forbefore any action described below is initiated. Each of these reasons for termination of tenure for curricular reasons must denoteSuch drastic proposed reductions in faculty must be substantially greater than any shifts in staffing needs that warrant greater reductions than those that are accommodated annually in light ofto address shifting positions from one department to another or among colleges to handle changing enrollment patterns.~~

#### F. Procedures for Termination of Tenure for Curricular Reasons

~~The Before terminating tenured faculty, the President should shall deny renewal to not rehire part-time faculty, temporary faculty, clinical, promotable track, research track, and tenure-track faculty in the probationary period, before termination of tenured faculty.~~



1. ~~Upon~~After determining that curricular reasons warrant termination of tenured faculty ~~members is warranted for curricular reasons~~, the President will consult with the ~~Department Chair/Directors~~Chairs and Deans of affected departments ~~concerning to understand~~ which terminations would least jeopardize their ~~educational programs of their departments~~. The President will base decisions about which faculty member(s) should be terminated upon This assessment as to what action would least seriously compromise the educational programs in a department or division. Termination for curricular reasons presumes a staffing pattern in a department or academic program unit that cannot be warranted either by comparison with general load practices within the University or by comparison with faculty loads in comparable departments or academic program units at similar universities. In that light, ~~the~~ will drive the President's decisions regarding faculty termination. The President will also, ~~at his/her discretion~~, base decisions on a careful assessment of the impact of the curricular reason on staffing requirements in the department or academic program unit as compared to consider overall staffing 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 at the University and at peer institutions.

~~Unless the President demonstrates (preferably by means of past performance evaluations) that an exception should be made to protect the quality of an educational program~~While it is within the President's purview to make exceptions, the following considerations should guide the President in determining the order of faculty reductions ~~in a department where termination of tenured faculty is proposed for curricular reasons:~~

- a. ~~among~~Among tenured faculty, those with higher rank should have priority in retaining their ~~tenured~~ positions over those with lower rank;
- b. ~~among~~Among tenured faculty ~~with of~~ comparable rank, those with appropriate higher terminal academic ~~degree(s)~~degrees should have priority in retaining their ~~tenured~~ positions over those ~~with lower degree(s); and~~without appropriate terminal degrees;
- c. ~~among~~Among tenured faculty ~~with of~~ comparable rank and ~~comparable~~ degrees, those with greater more seniority at the University in rank should have priority in retaining their ~~tenured~~ positions over those with less seniority.

The President will furnish each faculty member to be terminated with a written statement of ~~the~~ reasons for the termination. ~~Those reasons will indicate the manner and the information upon which~~how the decision ~~of which faculty members were to be terminated~~terminate was reached. The ~~President's written~~ statement will also indicate that the faculty member ~~has the opportunity to~~ may respond in writing ~~stating any to state~~ objections to the decision.



- When a tenured faculty member is to be terminated for curricular reasons, the President will make every possible effort to ~~relocate~~reassign the tenured faculty member ~~in another to an~~ existing vacant position for which ~~he/she is they are~~ qualified. ~~In instances where (in the opinion of~~ the President) ~~believes that~~ relocation within the University is ~~a viable alternative possible~~, the University ~~has an obligation is obliged~~ to make a significant effort to relocate the faculty member, including the bearing of reasonable retraining costs. The final decision ~~on relocation to relocate~~ is within the President's discretion ~~of the President~~.
2. If a faculty member to be terminated ~~indicates objections objects~~ to the President's ~~written~~ statement and requests a review, the President will appoint a faculty committee ~~consisting~~ of a minimum of five (5) tenured faculty members from a slate of ten (10) tenured faculty members proposed by the ~~faculty senate~~. Faculty Senate. The committee will conduct a review hearing ~~on the proposed termination(s)~~. ~~The committee will and~~ report its findings and recommendations to the President, who ~~makes a decision and will in a reasonable time~~, informs the faculty member(s) ~~proposed for termination in writing that of the decision for termination stands or that it has been altered~~.
  3. The President's decision to terminate a tenured faculty member for curricular reasons is subject to appeal to the Board only as provided in [Policy 60 Appeals and Appearances before the Board](#).
  4. When a tenured faculty member is terminated for curricular reasons, the position will not be filled by a new appointee hire with the same areas fields of specialization ~~as the terminated faculty member within for~~ a period of at least three ~~(3)~~ years, unless the ~~terminated~~ faculty member has been offered, in writing, reappointment to the position at his/her the previous rank and with tenure, and at the previous or higher salary ~~(with the addition of an appropriate increase which, in the opinion of the President, would constitute the raise(s) that would if raises~~ have been awarded during the period ~~that he/she was not employed)~~. of unemployment.

#### G. Termination for Adequate Cause

Pursuant to T.C.A. ennessee Code Annotated § 49-8-302, A tenured faculty member, or ~~a~~ tenure-track faculty member ~~during the annual specified term of the appointment~~, may be terminated for adequate cause. Adequate cause includes the following:

1. Incompetence or dishonesty in teaching or research;
2. Willful failure to perform the duties and responsibilities for which the faculty member was employed or refusal or continued failure to comply with the policies of the University, or to carry out specific assignments, when such policies or assignments are reasonable and non-discriminatory;

3. Conviction of a felony or a crime involving moral turpitude;
4. Improper use of narcotics or intoxicants that substantially impairs the faculty member's fulfillment of departmental and institutional duties and responsibilities;
5. Capricious disregard of accepted standards of professional conduct;
6. Falsification of information on an employment application or other information concerning qualifications for a position; and/or
7. Failure to maintain the level of professional excellence and ability demonstrated by other members of the faculty in the department of the University.

#### H. Procedures for Termination for Adequate Cause

##### Termination

1. Except for announcements such as those concerning scheduling of proceedings, public discussions about such proceedings by either the faculty member with a tenure appointment or administrators will be subject to the following procedures:
  1. ~~No termination will be effective until steps four (4) through nine (9) below have been completed. Suspensions pending termination will be governed by the following procedures: a. — A faculty member may not be suspended/avoided pending completion of steps four (4) through nine (9) unless it is determined by this process.~~
  2. Termination for adequate cause may be initiated upon a recommendation by the Provost to the President or a decision by the President.
  3. If the University determines that the faculty member's presence on campus during the termination process 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~~ may be reassigned or suspended.
    - a. If the University determines that it is in the institution's best interest to reassign a faculty member pending resolution of the termination for adequate cause process, the University may reassign a faculty member to responsibilities for which ~~he/she is~~ they are qualified.
    - b. ~~In any case of suspension, If the faculty member shall be given an opportunity at the time of the decision or immediately thereafter to be suspended, they may contest the suspension; and, if there are disputed issues of fact or cause and effect, the faculty member will and be provided the opportunity for a hearing on within five (5) days of being notified of the suspension as soon as possible, at which time the faculty member may cross-examine his witnesses testifying against him/her accuser, present witnesses on their 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 Provost to the President or upon a decision by the President that these procedures should be undertaken in consideration of the termination~~
- ~~4. In advance of a faculty member, one or more forming a Termination Hearing Committee (Committee), appropriate administrators will meet privately with the faculty member for purposes of attempting to attempt to reach a mutually acceptable resolution of the problems giving rise to the proposed termination proceedings.~~
- ~~5. If no mutually acceptable a solution is reached, the proceedings end. If a resolution is not reached through step four (4), the following steps will be taken: a. The faculty member will be provided with a writtengiven a statement of the specific charges alleged by the University whichthat 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 will respond to the charges in writing at least five (5) days prior to the hearing. The faculty member may waiveaccept the charges and agree not to contest the termination by waiving the hearing by execution of a written waiverin writing.~~
- ~~5. A Hearing Committee consisting of tenured faculty or tenured faculty and the Provost will be appointed to hear the case and to determine if adequate cause for termination exists according to the procedure hereinafter described. The committee will be appointed by the. Nominations for service on this Committee are provided to the President, with recommendations coming from the faculty senate by the Faculty Senate, with one tenured fullfaculty member at the rank of professor representing each of the following colleges: Basic and Applied Sciences, Behavioral and Health Sciences, Business, Education, Liberal Arts, Behavioral and Health Sciences, Library, Media and Entertainment, and University College. Members deeming themselves disqualified for bias or interest will remove themselves from the case, either at the request of a party or on their own initiative. Members of the committeeCommittee will not discuss the case outside committeeCommittee deliberations and will report any ex-parte communication pertaining to the hearing to the President, who will notify all parties of the communication.~~
6. The Hearing Committee will elect a chair who willto 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 Office of University Counsel will represent the University in the hearing.
8. The chair of the ~~hearing committee~~Committee may in their discretion require a joint pre-hearing conference with the parties, ~~which may be held either~~ in person or by a conference telephone call ~~or videoconference~~. The ~~purpose of the~~ pre-hearing conference ~~should~~may include, ~~but is not limited to, one or more of the following:~~;
- a. Notification as to procedure for conduct of the hearing;
  - b. Exchange of witness lists, documentary evidence, and affidavits;
  - c. ~~Define~~ Definition and ~~clarify clarification of~~ issues;
  - d. ~~Effect stipulations~~ Stipulations of fact; and
  - e. Any other appropriate preliminary matters.

A written memorandum of the pre-hearing conference ~~should~~will be prepared and provided to each party.

9. A hearing will be conducted by the ~~hearing committee~~Committee to determine whether adequate cause for termination ~~of the faculty member exists, as defined above~~. The hearing will be conducted according to the procedures below ~~and will not be open to the public~~.
- a. During the hearing, the faculty member ~~will be permitted to have an academic advisor present~~may be accompanied by a University employee and may be represented by legal counsel of his/her choice.
  - b. A verbatim record of the hearing will be taken, and a written copy will be made available to the faculty member ~~for a reasonable fee~~, upon request.
  - c. The burden of proof ~~that~~of adequate cause ~~exists~~ rests with the University and will be satisfied only by clear and convincing evidence in the record considered as a whole.
  - d. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the ~~committee~~Committee in ~~using its best efforts~~making every effort to secure witnesses and make available documentary and other evidence ~~that is under its control~~.
  - e. The faculty member and the ~~administration~~University will have the right to confront and cross-examine all witnesses. Where the ~~witnesses cannot or will not appear, but the committee~~Committee determines that the interests of justice require admission of ~~their statements, the committee of witnesses who cannot or will not appear, the Committee~~ will identify the witnesses, disclose

their statements, and, if possible, provide for interrogatories. An affidavit may be submitted in lieu of the personal appearance of a witness, if the party offering the affidavit has provided a copy to the opposing party at least ten (10) days prior to the hearing and the opposing party has not objected to the admission of the affidavit in writing within seven (7) days after delivery of the affidavit, or if the ~~committee~~Committee chair determines that the admission of the affidavit is necessary to ensure a just and fair ~~decision~~recommendation.

- f. In a hearing on charges of incompetence, the testimony will include that of qualified faculty members from the University and/or other universities ~~of higher education~~.
  - g. The ~~hearing committee~~Committee will not be bound by strict rules of legal evidence and may admit any evidence ~~which is~~ of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
  - h. The ~~findings of fact and the~~Committee will issue a written report ~~issued by the committee will be based solely on the hearing record.i. The~~to the President (Committee report) and the faculty member ~~will be provided a copy of the written committee report. The committee's written.~~ The Committee report will specify findings of fact based solely on the hearing record, including applicable policy, and will state whether the ~~committee~~Committee has determined that adequate cause for termination exists and, if so, the specific grounds for termination ~~found~~. In addition, the ~~e~~Committee may recommend action ~~lessother~~ than dismissal. ~~The report will also specify any applicable policy the committee considered.~~
10. After ~~consideration of~~considering the ~~committee's~~Committee's report, ~~and~~ the record, and any documentary evidence introduced at the hearing, the President may, ~~in his/her discretion~~, consult with the faculty member prior to ~~reaching~~ issuing a final decision ~~regarding termination. Following his/her review. If the President's and the Committee's decisions differ~~, the President will ~~notify the faculty member of his/her decision, which, if contrary to the committee's recommendation, will be accompanied by~~ issue a written statement ~~of~~explaining the ~~reasons~~decision.
11. If the faculty member is terminated or suspended as a result of the President's decision, the faculty member may have grounds to appeal ~~the President's action to the Board pursuant to~~ Policy 60 Appeals and Appearances before the Board ~~Policy 60 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 Board 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.~~

~~NOTE 1: This revised policy is applicable to all tenure actions taken on or subsequent to July 1, 2008 for all MTSU faculty regardless of whether his/her employment began prior or subsequent to July 1, 2004.~~

Note: The definition of tenure (II: A) became effective January 1, 1984. That definition applied only to faculty tenured subsequent to the effective date. For faculty members tenured ~~previous to~~before January 1, 1984, the applicable definition of tenure will be: “a status pursuant to which the academic year appointments of full-time faculty who have been awarded tenure are continued at a ~~university~~University until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons (see policy adopted June 25, 1976).”

#### Forms:

##### Outline of Faculty Data

Revisions: ~~none~~June 5, 2017 (original); \_\_\_\_\_, 2020.

Last Reviewed: ~~June 2017~~\_\_\_\_\_ 2020.

References: T.C.A. § 10-7-101; 10-7-503; 49-8-302; ~~Ethics Guidelines for Faculty~~; Policies 10 Ethics and Code of Conduct; ~~26 Discrimination and Harassment Based on Protected Categories Other than Sex~~; 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression; 40 Financial Exigency; 60 Appearances before the Board; 202 Faculty Definition, Roles and Responsibilities and Appointment Types; 205 Promotion of Tenured and Tenurable Faculty; 206 Tenure and Promotion Appeals; 211 Misconduct in Scholarly Activities and Research; 816 Nepotism.



## 204 Tenure

**Approved by Board of Trustees**

**Effective Date: \_\_\_\_\_, 2020**

**Responsible Division: Academic Affairs**

**Responsible Office: University Provost**

**Responsible Officer: University Provost**

### I. Purpose

This policy establishes criteria and procedures relating to academic tenure at Middle Tennessee State University (MTSU or University).

The criteria listed represent minimum University standards for tenure. College and/or department policies relating to the tenure process must meet the criteria as specified herein, but may exceed and be more specific than University standards. All college and department policies will be reviewed for consistency with this policy by the Provost and approved by the President. Approved college and department policies will be made available online. Materials are submitted using the institution's digital faculty activity software of record, unless the Provost has approved an exception.

### II. Definitions

The following general definitions of words and terms used in this policy are subject to further qualification and definition in the subsequent sections of this policy or those of colleges and departments.

- A. **Academic Tenure.** A personnel designation that guarantees holders of continuing employment at the University until such status is abandoned or removed for adequate cause, for financial exigency, or for curricular reasons. Tenure may be awarded only by positive action of the Board of Trustees (Board).
- B. **Adequate Cause.** A basis upon which a faculty member, either with academic tenure or, as required in this policy, a tenure-track appointment, may be terminated. The specific grounds that constitute adequate cause are set forth in Section VIII.
- C. **Financial Exigency.** The Board's formal declaration that the University faces an imminent financial crisis requiring the University to resort to extraordinary means, including the termination of existing and continuing academic and non-academic appointments, to balance the budget.



- D. **Tenable Faculty Member.** A full-time employee who holds academic rank as assistant professor, associate professor, or professor and is potentially eligible for tenure. Although full-time non-tenurable faculty appointments are recognized by the University, e.g., temporary, instructor-/coordinator-/clinical-/professional practice-/research-track, “faculty member” in this policy applies only to tenurable faculty positions (assistant professor, associate professor, professor). See [Policy 202 Faculty Definition, Roles, Responsibilities, and Appointments Types](#).
- E. **Probationary Employment.** Period of full-time professional service by tenure-track faculty members before they have been granted tenure. During this time, they are evaluated by the University to determine whether they are making progress toward a recommendation for tenure. Probationary employment provides an opportunity for faculty members to demonstrate their commitment to the University and for the University to determine whether they meet its stated criteria of quality.
- F. **Tenure Clock.** Metaphor used to describe the passage of time during the probationary period, between the date specified in the letter of appointment and the date of the tenure decision.
- G. **Department.** Academic unit (Department or School)
- H. **Chair.** Departmental officer, which includes School Director.
- I. **Academic Year.** The period of time consisting of the Fall and Spring semesters.
- J. **Teaching.** Any activity that fosters and facilitates student learning, including, but not limited to, instruction, student advising and/or mentoring, assessment, and the development of course materials and courseware.
- K. **Research/Scholarship/Creative Activity.** Research/scholarship/creative activity encompasses the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge and is disseminated to an appropriate audience. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (e.g., media production, performances, or other artistic creations), the scholarship of teaching and learning, born-digital scholarship (e.g., digital tools, software for teaching and research, websites, public humanities projects, and grant-writing to support such activities).
- L. **Service.** Service encompasses University service, professional service, and public service.
1. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or



University level. Participation in University service is expected of every faculty member.

2. Professional service refers to work done for disciplinary professional organizations or for the teaching profession generally.
3. Public service refers to the University's outreach to the community and society, involves sharing professional expertise and should directly support the goals and mission of the University.

M. Rebuttal. A candidate may add a letter of rebuttal, addressing and providing evidence of errors of fact, within ten (10) business days of the posting date of the letters from the Chair, college tenure and promotion committee, and/or the Dean, as recorded by the faculty activity software.

### **III. Tenure Appointments**

- A. Tenure appointments are guarantees of continued employment during the academic year subject to abandonment or termination as outlined in Section VIII.
- B. Tenure is awarded only to faculty members with tenure-track contracts following the rigorous vetting described below in Section IV. and to faculty and/or administrators who are recommended for tenure when the contract is issued.
- C. Tenure resides in the academic departments and recommendations for or against tenure originate with the faculty member's department.
- D. In general, candidates for tenure must have earned the doctorate or other specified terminal degree in the faculty member's discipline. The Provost, in consultation with the Dean, Chair, and department faculty, may grant exceptions based upon a candidate's extraordinary professional qualifications.
- E. Failure to give timely notice of non-renewal of a tenure-track contract will result in the right of the faculty member to a terminal year of service, not in the awarding of tenure. (See Section VIII. A. 1.)

### **IV. Tenure Process**

- A. Tenure is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy.
- B. Tenure-track faculty members in years one, two, four, and five will be evaluated annually by their Chair and department tenure and promotion committee. Copies of

these letters will be uploaded to the faculty activity software for review by the appropriate Dean and the Provost.

- C. Tenure-track faculty entering with zero or one year of credit for prior service will receive a pre-tenure review in the third year of their probationary appointment. Pre-tenure review follows the process of tenure review through the department and college levels as outlined in Section V. Tenure-track faculty entering with two or three years of credit for prior service will receive a pre-tenure review in the fourth year of their probationary appointment. Exceptions must be approved by the Provost.
- D. Tenure-track faculty members in year six will receive a full tenure review, to include recommendations by the Provost and President to the Board.
- E. Candidates choosing to apply for early tenure may forward their candidacy before their sixth year; however, if their application is denied, they may remain at the University for a subsequent academic year, which will be a terminal year.
- F. Applicants may withdraw from the tenure review process at any point. In doing so, they forfeit claim to future tenure at MTSU.

## V. Procedures for Tenure Recommendations

### A. General Guidelines

1. Consideration for tenure originates in the department to which the faculty member has been assigned. Candidates for tenure submit the Outline of Faculty Data (OFD) and other supporting materials detailed below using the University's faculty activity software, unless the Provost has approved an exception.
2. After submission of the OFD, the only materials that may be added to the file are letters from the department committee, Chair, college committee, Dean, and Provost and any rebuttals, due within ten (10) business days of the posting date of the letters of recommendation at each level.
3. Members of department and college tenure and promotion review committees may not make individual recommendations concerning candidates to administrators or other review committees.
4. Each spring semester, the Office of the Provost will issue the dates for faculty review and evaluation for the upcoming academic year; and department and college committees will be provisionally elected pending the Board's awarding of tenure and promotion.
5. [Policy 816 Nepotism](#) will apply to all levels of the tenure process.

## 6. Qualified Privilege of Academic Confidentiality for Tenure Review Committees

- a. All those serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure and promotion review committees have qualified privilege of academic confidentiality against disclosure of individual tenure votes unless evidence 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 T.C.A. § 10-7-101 et seq.
- b. In general, no qualified privilege of academic confidentiality is recognized for proceedings outside of the University. The records created during the tenure process are subject to disclosure pursuant to T.C.A. § 10-7-503 et seq., and information regarding the process may be sought by subpoena or court order.

## B. Probationary Employment

1. The probationary period starts on the date specified in the letter of appointment.
2. The probationary period of six (6) years may include credit for prior service. Credit toward completion of the probationary period may, at the discretion of the Provost, be given for a maximum of three (3) years of previous full-time service at colleges, universities, or institutes provided that the prior service is relevant to the University's needs and criteria. Any credit for prior service must be confirmed in writing in the appointment letter.
3. A period of approved leave of absence will be excluded from the requisite period for completion of the probationary period unless the President specified in writing prior to the leave of absence that it will be included in the probationary period. Leaves of absence may not be granted retroactively. During the probationary period, a faculty member may apply for a maximum of two (2) extensions in one (1) year increments.
4. Faculty members in a tenure-track appointment may request to stop the tenure clock during their probationary period when circumstances interrupt normal progress toward building a case for tenure. Only the President, with the recommendation of the Chair, Dean, and Provost, may grant a request to stop the tenure clock. Faculty members may request to stop the tenure clock for one (1) year if they demonstrate circumstances warranting such interruption. Examples may include personal or family situations requiring time, energy, or attention normally directed to faculty duties and professional development, such as 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. Once approved, the stop-the-tenure clock year is not counted in the probationary period.
5. A faculty member who is appointed to an administrative position prior to a tenure award remains eligible for tenure. They must qualify for tenure under department, college, and University guidelines. The time (or prorated portion of time) spent in the administrative position may be credited toward completion of the probationary period.
  6. If a faculty member is serving a probationary period in a department and is subsequently transferred to another department, the faculty member may, with the approval of the Provost, elect to begin a new probationary period on the date of the transfer. If they do not so elect (and confirm in writing to the Provost), time spent in the first appointment will count toward establishing the probationary period.
  7. Faculty members whose tenure-track appointments begin in January may negotiate at the time of hire whether the spring semester is included in their probationary period, subject to approval by the Dean and Provost.
  8. Tenure-track faculty in their sixth year must submit the completed tenure application in accordance with the established calendar unless otherwise stipulated in the employment contract or the tenure clock has been stopped. A faculty member who fails to apply for tenure by the prescribed date will automatically be denied tenure.

#### C. Department Review

1. All departments will use approved policies that cover the structure, annual election of committee members, and operating procedures of the department tenure and promotion review committee. A copy of these policies will be available online. At a minimum, these policies will include the following:
  - a. Committee members must be tenured;
  - b. All full-time tenured and tenure-track faculty members in the department may vote on committee membership;
  - c. Non-tenure-track faculty may not vote on committee membership;
  - d. Candidates for tenure and the Chair may not be members;
  - e. A committee chair will be elected by the members of the committee;

- f. Academic rank requirements for committee membership must be stated in department tenure and promotion policy.

If the staffing requirements described in the department policy cannot be met (as in the case of an inadequate number of tenured faculty or of specified academic rank), an alternate committee composition may be proposed by the department subject to approval by the Dean and Provost prior to review of the candidate application(s).

2. The review process for tenure recommendations at the department level consists of separate and independent considerations by the department tenure and promotion review committee and the Chair.
  - a. The department tenure and promotion review committee considers each candidate's qualifications for tenure using the approved department, college, and University criteria and shares their recommendation with the Chair.
  - b. The Chair considers each candidate's qualifications for tenure using the approved department, college, and University criteria and shares their recommendation with the department tenure and promotion committee.

If the two recommendations differ, the Chair and committee will meet to discuss, later submitting independent recommendations to award or deny tenure, copying the candidate.

#### D. College Review

1. All colleges will use approved policies that cover the structure, election of members to terms of three (3) years, and the operating procedures for the college tenure and promotion review committee. A copy of these policies will be available online. At a minimum, these policies will include the following:
  - a. Colleges with six (6) or more departments will elect one (1) faculty member from each department to the committee; colleges with five (5) or fewer will elect two (2) faculty members from each department to the committee. (To provide for committee rotation, those tenured faculty elected to serve on the first college tenure and promotion review committee will draw numbers to determine whether they serve for periods of one (1), two (2), or three (3) years; one-third of the members will rotate off the committee each year.)
  - b. Committee members must be tenured;
  - c. All full-time tenured and tenure-track faculty members in the department may vote on committee membership;

- d. Non-tenure-track faculty may not vote on committee membership;
- e. Chairs may not be members;
- f. A committee chair will be elected annually by the members of the committee;
- g. Each college's policy must state rank requirements for faculty members serving on the college committee.

If staffing requirements described in the college policy cannot be met (as in the case of an inadequate number of tenured faculty or of a specified academic rank in a department), an alternate committee composition may be proposed subject to approval by the Provost and Faculty Senate president prior to review of the candidate applications.

Each Dean will provide the Faculty Senate president with the names of those elected to the college tenure and promotion review committee according to the timetable specified in the tenure and promotion calendar. The Faculty Senate president, in consultation with the Faculty Senate Steering Committee, may appoint up to two (2) additional faculty members to each college tenure and promotion review committee to ensure diversity and appropriate representation.

- 2. The review process for tenure recommendations at the college level consists of separate and independent considerations by the college tenure and promotion review committee and the Dean.
  - a. Upon receipt of the recommendations and other materials from the department tenure and promotion review committee and Chair, the college tenure and promotion review committee will consider each candidate's qualifications for tenure using the approved department, college, and University criteria. Following its review, the college committee shares their recommendation with the Dean.
  - b. The Dean considers each candidate's qualifications for tenure using the approved department, college, and University criteria and shares their recommendation with the college tenure and promotion committee.

If the two (2) recommendations differ, the Dean and committee will meet to discuss, later submitting independent recommendations to award or deny tenure, copying the candidate.

#### E. Provost's Review

1. The Provost considers each candidate's qualifications using approved department, college, and University criteria; reviews the recommendations of the department tenure and promotion review committees, the Chair, college tenure and promotion review committees, and Dean; and forwards all materials, along with their recommendation to the President, copying the Dean, Chair, and faculty member.
2. The appeals process, outlined in [Policy 206 Tenure and Promotion Appeals](#), may begin after the Provost has notified the candidate of their recommendation. The President's letter with the tenure recommendation will be sent after the appeals process is completed.

#### F. President's Review

The President considers each candidate's qualifications using approved department, college, and University criteria; reviews the recommendations of Chair, department tenure and promotion review committee, college tenure and promotion review committee, Dean, and Provost for each candidate; and makes recommendations to the Board. The President will notify candidates, Chairs, Deans, and Provost of their recommendations. When notified of official action by the Board, the President will provide written confirmation of the Board's award of tenure to the candidates, Chairs, Deans, and Provost.

## VI. Criteria to Be Considered in Tenure Recommendations

### A. General Tenure Criteria

1. Faculty members being considered for tenure must demonstrate commitment to the goals of MTSU. As institutional citizens, they will adhere to high ethical standards.
2. Candidates will be evaluated with respect to their performance in (a) teaching, (b) research/scholarship/creative activity, and (c) service. They must demonstrate high-quality performance in teaching, high-quality performance in either research/scholarship/creative activity or service, and quality performance in the remaining area. College and department criteria, however, may require high-quality performance in both teaching and research/scholarship/creative activity, in which case those requirements will supersede the University's requirements.
3. In all categories of evaluation, documentation of quality as evaluated by peers will be stressed over quantity. Within the context of teaching, research/scholarship/creative activity, and service, the faculty member must demonstrate willingness to support the mission and goals of the department, the college, and University.

## B. Outline of Faculty Data and Supporting Materials

Candidates for tenure will submit their OFD (including Workload Part A) and all appropriate materials to support activities in teaching, research/scholarship/creative activity, and service.

## C. Teaching

Because effective teaching is an essential qualification for tenure, tenure should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.

1. Candidates for tenure must demonstrate high-quality performance in teaching. Departments may assign varying degrees of significance to the following activities:
  - a. Performance in teaching as evaluated by students and peers;
  - b. Performance in advising and mentoring;
  - c. Performance in assessment activities;
  - d. Improvement of their own courses and the larger curriculum;
  - e. Effectiveness in teaching methods, including efforts to improve pedagogy;
  - f. Supervision of specialized instructional activities (student research/scholarship/creative activity, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.);
  - g. Honors received and recognition for teaching;
  - h. Internal and external funding for instructional activities;
  - i. Contributions to teaching, e.g., textbooks, articles, workshops, presentations, instructional technology resources.
  
2. Documentation
  - a. Supporting materials will include the candidate's summary of activities and accomplishments in teaching, syllabi for each unique course, evidence of evaluation by faculty peers, and the one-page quantitative summaries of student evaluations for each course section evaluated during the probationary period.



- b. Other supporting materials may include selected course documents, assessment materials and reports, grant proposals, additional student input, results of alumni surveys and/or student exit interviews, and textbooks or published contributions to pedagogy.
- D. Research/Scholarship/Creative Activity
1. To be awarded tenure, candidates must present evidence of, at minimum, quality research/scholarship/creative activity. Departments and/or colleges may assign varying degrees of significance to the following activities, based upon their policies:
    - a. Participation in research/scholarship/creative activity, which may include collaboration with undergraduate and/or graduate students.
    - b. Submission of internal and external funding proposals for research/scholarship/creative activity.
  2. Documentation
    - a. Summary of activities and accomplishments in Research/Scholarship/Creative Activity
    - b. Supporting materials may include, but will not be limited to, the following:
      - (1) Reputable, high-quality peer-reviewed publications, including articles, monographs, books, electronic media, and other published works, as well as juried and/or peer-reviewed born-digital scholarly objects. Non-peer-reviewed publications may be submitted and will be evaluated accordingly.
      - (2) Funded external or internal grants, with weight given to grants from external agencies and organizations;
      - (3) Written reviews and evaluations by qualified peers of performances, compositions, and other creative activities;
      - (4) Published programs or reviews of public performance or public display;
      - (5) Presentations to one's professional peers at regional, national, or international meetings/conferences;
      - (6) The scholarship of teaching and learning (SOTL), including textbooks, educational articles, instructional technology resources, and innovative contributions to teaching;
      - (7) Unfunded proposals for external grants, where the documentation supports the quality of the proposal.

- c. Documentation must be included to support a designation of accepted and/or in press.

#### E. Service

1. To be tenured, candidates must demonstrate, at minimum, quality service. Departments and/or colleges may assign varying degrees of significance to the following activities based upon their policies:
  - a. University service refers to work other than teaching and research/scholarship/creative activity performed at the department, college, and/or University level. University service includes, but is not limited to, meaningful participation on department, college, and University committees. University service also includes taking a role in shared governance, such as service as a Faculty Senator, on a specially appointed task force, and/or on a University search committee. It also includes activities that contribute to the professional development of faculty, as well as to the recruitment, retention, progression, graduation, and post-graduation career placement of students.
  - b. Professional service refers to the work done for disciplinary professional organizations or for the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, accreditation review, journal editorship, article/manuscript/grant proposal review, guest lecturing on other campuses, and other appropriate activities. Examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
  - c. Public service, the University's outreach to the community and society, involves sharing professional expertise and should directly support the goals and mission of the University.
2. Documentation
  - a. Summary of activities and accomplishments in service.
  - b. Supporting materials may include, but will not be limited to, the following:
    - (1) An evaluation of the effectiveness of the candidate's service, as judged by its impact. This should include indices of the success of the service activities, in terms of improvement of communities, programs, operating agencies, production processes, or management practices; of satisfaction with the service provided by the candidate; and of the magnitude and complexity of the work.

- (2) An external appraisal of the candidate's local, regional, national, and/or international stature.
- (3) Evidence of submission of applications seeking internal and external funding for service activities, funded internal and external grants, and University submitted proposals.

## **VII. Expedited Tenure Review**

The University may find it necessary to expedite tenure review in order to recruit high-quality faculty for administrative positions. Departmental input regarding tenure for an administrator is necessary since tenure is awarded in a specific department.

The request for expedited tenure review for candidates who have been selected as finalists will originate with the search committee. The Chair and the department tenure and promotion review committees for the finalists will review application materials and make a recommendation to the college committee and dean within 10 business days of the search committee's request. The dean will forward these recommendations along with their own recommendation and the recommendation of the college committee to the Provost before a contract offer discussing tenure may be extended to a candidate. Following the completion of these steps, the President will request approval for tenure from the Board as soon as possible. The candidate will be notified of the results after the Board vote.

## **VIII. Changes in Tenure/Tenure-Track Status**

### **A. Negative evaluations of tenure-track faculty**

1. A negative annual evaluation for tenure-track faculty in years 1 and 2 of their service requires the President to notify them by April 15 that they will not receive a contract for the next academic year. If the year 3 pre-tenure review, the annual evaluation in years 4 or 5, or tenure review is negative, these faculty receive notification by May 30 from the President that the subsequent academic year will be their terminal year. Their employment will end on the Monday following Spring Commencement of the following academic year. A faculty member's rights in such instances where timely notice is not given are described in Section III.E.
2. Notice of non-renewal, a negative pre-tenure review, or a negative tenure review will be provided via email to the faculty member's MTSU email address and a hard copy will be provided by one of the following: (1) personal delivery by the faculty member's Chair, (2) certified mail, return receipt requested, postage prepaid, or (3) overnight courier. Any notification or document sent as specified above will be effective on the date that it is sent via any of the means set forth above.
3. Tenure-track faculty members will not be terminated during the contract year except for adequate cause. See Section VIII.G. below.

4. Non-renewal of a tenure-track faculty appointment is not subject to appeal to the Board except as provided in [Policy 206 Tenure and Promotion Appeals](#).

#### B. Transfer of Tenure

Faculty members tenured in a department who are transferred to another department will retain tenure. In no instance must the faculty member abandon tenure as a condition of the transfer.

#### C. Abandonment or Expiration of Tenure

1. A faculty member abandons or waives their right to tenure if one of the following occurs. Notwithstanding the above, tenure is not abandoned during periods of approved leaves of absence or during administrative assignments at the University.
  - a. They resign from the University.
  - b. They fail to report for service on the first day of classes of any academic term without notice. Such failure to report will be deemed to be a resignation unless the Provost believes that the faculty member has shown good cause for such failure to report.
  - c. They are absent from work without approved leave for five consecutive days. Such absences will be deemed a resignation unless the Provost believes that the faculty member has shown good cause for such absence.
2. Expiration of Tenure. Tenure will expire in the event of the permanent physical or mental inability of a faculty member as established by an appropriate medical authority, to continue to perform their assigned duties.

#### D. Termination of Tenure for Reasons of Financial Exigency

A tenured faculty member may be terminated as a result of financial exigency subject to declaration by the Board that such financial conditions exist. Personnel recommendations (including those pertaining to tenured faculty) resulting from a declaration of financial exigency will comply with [Policy 40 Financial Exigency](#); also see definition of financial exigency in Section II.

#### E. Termination of Tenure for Curricular Reasons

A tenured faculty member's employment may be terminated when an academic program is deleted from the curriculum by the Board as a result of decreased student enrollment in the field or discipline, thus reducing the requirement to employ qualified faculty in the field. Substantive and continuing reduction of student enrollment is

measured over a period of at least three (3) years and results in a faculty-student ratio that cannot be warranted in the opinion of the President.

Before terminating a program for curricular reasons, the President will present a written report of the curricular reasons warranting the termination of tenured faculty to the Faculty Senate. The Faculty Senate will have the opportunity to respond in writing before any action is initiated. Such drastic proposed reductions in faculty must be substantially greater than any shifts in staffing that are accommodated annually to address shifting enrollment patterns.

#### F. Procedures for Termination of Tenure for Curricular Reasons

Before terminating tenured faculty, the President shall not rehire part-time, temporary, promotable track, and tenure-track faculty.

1. After determining that curricular reasons warrant termination of tenured faculty, the President will consult with the Chairs and Deans of affected departments to understand which terminations would least jeopardize their programs. This assessment will drive the President's decisions regarding faculty termination. The President will also consider overall staffing patterns at the University and at peer institutions.

While it is within the President's purview to make exceptions, the following considerations should guide the President in determining the order of faculty reductions:

- a. Among tenured faculty, those with higher rank should have priority in retaining their positions over those with lower rank;
- b. Among tenured faculty of comparable rank, those with appropriate terminal academic degrees should have priority in retaining their positions over those without appropriate terminal degrees;
- c. Among tenured faculty of comparable rank and degrees, those with more seniority at the University should have priority in retaining their positions over those with less seniority.

The President will furnish each faculty member to be terminated with a written statement of reasons for the termination and how the decision to terminate was reached. The statement will also indicate that the faculty member may respond in writing to state objections to the decision.

When a tenured faculty member is to be terminated for curricular reasons, the President will make every possible effort to reassign the tenured faculty member to an existing vacant position for which they are qualified. If the President believes that relocation within the University is possible, the University is obliged to make a

- significant effort to relocate the faculty member, including the bearing of reasonable retraining costs. The final decision to relocate is within the President's discretion.
2. If a faculty member to be terminated objects to the President's statement and requests a review, the President will appoint a faculty committee of a minimum of five (5) tenured faculty members from a slate of ten (10) tenured faculty members proposed by the Faculty Senate. The committee will conduct a review hearing and report its findings and recommendations to the President, who makes a decision and informs the faculty member(s) in writing of the decision.
  3. The President's decision to terminate a tenured faculty member for curricular reasons is subject to appeal to the Board only as provided in [Policy 60 Appeals and Appearances before the Board](#).
  4. When a tenured faculty member is terminated for curricular reasons, the position will not be filled by a new hire with the same fields of specialization for a period of at least three years unless the faculty member has been offered in writing reappointment to the position at the previous rank and with tenure, and at the previous or higher salary if raises have been awarded during the period of unemployment.

#### G. Termination for Adequate Cause

Pursuant to T.C.A. § 49-8-302, a tenured or tenure-track faculty member may be terminated for adequate cause. Adequate cause includes the following:

1. Incompetence or dishonesty in teaching or research;
2. Willful failure to perform the duties and responsibilities for which the faculty member was employed or refusal or continued failure to comply with the policies of the University, or to carry out specific assignments, when such policies or assignments are reasonable and non-discriminatory;
3. Conviction of a felony or a crime involving moral turpitude;
4. Improper use of narcotics or intoxicants that substantially impairs the faculty member's fulfillment of departmental and institutional duties and responsibilities;
5. Capricious disregard of accepted standards of professional conduct;
6. Falsification of information on an employment application or other information concerning qualifications for a position; and/or
7. Failure to maintain the level of professional excellence and ability demonstrated by other members of the faculty in the department of the University.

#### H. Procedures for Termination for Adequate Cause

1. Except for announcements such as those concerning scheduling of proceedings, public discussions about such proceedings by either the faculty member or administrators will be avoided pending completion of this process.
2. Termination for adequate cause may be initiated upon a recommendation by the Provost to the President or a decision by the President.
3. If the University determines that the faculty member's presence on campus during the termination process poses a danger to persons or property or a threat to the academic or operational processes of the University, the faculty member may be reassigned or suspended.
  - a. If the University determines that it is in the institution's best interest to reassign a faculty member pending resolution of the termination for adequate cause process, the University may reassign a faculty member to responsibilities for which they are qualified.
  - b. If the faculty member is suspended, they may contest the suspension and be provided the opportunity for a hearing within five (5) days of being notified of the suspension, at which time the faculty member may cross-examine witnesses testifying against him/her, present witnesses on their behalf, and be represented by an attorney.
4. In advance of forming a Termination Hearing Committee (Committee), appropriate administrators will meet with the faculty member to attempt to reach a mutually acceptable resolution of the problems giving rise to the proposed termination proceedings. If a solution is reached, the proceedings end. If a resolution is not reached, the faculty member will be given a statement of the specific charges that constitute grounds for termination and a notice of hearing specifying the time, date, and place. The statement and notice must be provided at least twenty (20) days prior to the hearing. The faculty member will respond to the charges in writing at least five (5) days prior to the hearing. The faculty member may accept the charges and agree not to contest the termination by waiving the hearing in writing.
5. A Committee of tenured faculty will be appointed to determine if adequate cause for termination exists. Nominations for service on this Committee are provided to the President by the Faculty Senate, with one tenured faculty member at the rank of professor representing each of the following colleges: Basic and Applied Sciences, Behavioral and Health Sciences, Business, Education, Liberal Arts, Library, Media and Entertainment, and University College. Members deeming themselves disqualified for bias or interest will remove themselves from the case, either at the request of a party or on their own initiative. Members of the Committee will not discuss the case outside Committee deliberations and will report any ex-parte communication

- pertaining to the hearing to the President, who will notify all parties of the communication.
6. The Committee will elect a chair to 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 Office of University Counsel will represent the University in the hearing.
  8. The chair of the Committee may in their discretion require a joint pre-hearing conference with the parties, either in person or by a conference telephone call or videoconference. The pre-hearing conference may include:
    - a. Notification as to procedure for conduct of the hearing;
    - b. Exchange of witness lists, documentary evidence, and affidavits;
    - c. Definition and clarification of issues;
    - d. Stipulations of fact; and
    - e. Any other appropriate preliminary matters.

A written memorandum of the pre-hearing conference will be prepared and provided to each party.

9. A hearing will be conducted by the Committee to determine whether adequate cause for termination exists, as defined above. The hearing will be conducted according to the procedures below and will not be open to the public.
  - a. During the hearing, the faculty member may be accompanied by a University employee and may be represented by legal counsel of his/her choice.
  - b. A verbatim record of the hearing will be taken, and a written copy will be made available to the faculty member upon request.
  - c. The burden of proof of adequate cause rests with the University and will be satisfied only by clear and convincing evidence in the record considered as a whole.
  - d. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Committee in making every effort to secure witnesses and make available documentary and other evidence.
  - e. The faculty member and the University will have the right to confront and cross-examine all witnesses. Where the Committee determines that the interests of



justice require admission of statements of witnesses who cannot or will not appear, the Committee will identify the witnesses, disclose their statements, and, if possible, provide for interrogatories. An affidavit may be submitted in lieu of the personal appearance of a witness, if the party offering the affidavit has provided a copy to the opposing party at least ten (10) days prior to the hearing and the opposing party has not objected to the admission of the affidavit in writing within seven (7) days after delivery of the affidavit, or if the Committee chair determines that the admission of the affidavit is necessary to ensure a just and fair recommendation.

- f. In a hearing on charges of incompetence, the testimony will include that of qualified faculty members from the University and/or other universities.
  - g. The Committee will not be bound by strict rules of legal evidence and may admit any evidence of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
  - h. The Committee will issue a written report to the President (Committee report) and the faculty member. The Committee report will specify findings of fact based solely on the hearing record, including applicable policy, and will state whether the Committee has determined that adequate cause for termination exists and, if so, the specific grounds for termination. In addition, the Committee may recommend action other than dismissal.
10. After considering the Committee's report, the record, and any documentary evidence introduced at the hearing, the President may consult with the faculty member prior to issuing a final decision. If the President's and the Committee's decisions differ, the President will issue a written statement explaining the decision.
11. If the faculty member is terminated or suspended as a result of the President's decision, the faculty member may have grounds to appeal to the Board pursuant to [Policy 60 Appeals and Appearances before the Board](#).

Note: The definition of tenure (II: A) became effective January 1, 1984. That definition applied only to faculty tenured subsequent to the effective date. For faculty members tenured before January 1, 1984, the applicable definition of tenure will be: "a status pursuant to which the academic year appointments of full-time faculty who have been awarded tenure are continued at a University until the expiration or relinquishment of that status, subject to termination for adequate cause, for financial exigency, or for curricular reasons (see policy adopted June 25, 1976)."

Revisions: June 5, 2017 (original); \_\_\_\_\_, 2020.

Last Reviewed: \_\_\_\_\_ 2020.

References: T.C.A. § 10-7-101; 10-7-503; 49-8-302; Policies 40 Financial Exigency; 60 Appearances before the Board; 202 Faculty Definition, Roles and Responsibilities and Appointment Types; 206 Tenure and Promotion Appeals; 816 Nepotism.



**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: June 2, 2020

SUBJECT: **Approval of Policy Revision  
205 Promotion of Tenured and Tenurable  
Faculty**

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

**205 Promotion of Tenured and Tenurable Faculty**

Proposed revisions streamline the process and procedures for tenured and tenure-track faculty promotion by reducing redundancies and deleting sections addressed in other policies.

As with Policy 204, faculty representatives, administrators, and the Faculty Senate collaborated to update this important policy.





## 205 Promotion of Tenured and Tenurable Faculty

Approved by Board of Trustees

Effective Date: ~~December 5, 2017~~ \_\_\_\_\_, 2020

Responsible Division: Academic Affairs

Responsible Office: University Provost

Responsible Officer: University Provost

### I. Purpose

This policy establishes criteria and procedures for recognizing merit through academic promotion at Middle Tennessee State University (MTSU or University). ~~It is intended to help ensure) so~~ that promotions are made objectively, equitably, and impartially.

The listed criteria represent minimum University standards for promotion. College and/or department policies relating to the promotion process must meet the criteria specified herein, but may exceed and be more specific than the minimum University standards. All college and department policies will be reviewed for consistency with this policy by the Provost and approved by the President. Approved college and department policies will be made available online, and as recognition Materials are submitted using the University's digital faculty activity software ~~of merit record~~, unless the Provost has approved an exception.

### II. Applicability

This policy relates only to promotion of MTSU faculty who are tenured or tenurable ~~or tenured~~. ~~Promotion of faculty who hold one of the ranks within the instructor position is found in. It does not apply to temporary, instructor, coordinator, clinical, or research appointments. Policy 202 Faculty Definition, Roles, Responsibilities, and Appointment Types defines non-tenurable faculty appointments.~~

### III. Definitions

The following ~~are~~ general definitions of words and terms used in this policy ~~that are not hereinafter specifically defined; however, the words and terms~~ are subject to further qualification and definition in the subsequent sections of this policy or those of colleges and departments.

- A. Department. Academic unit (Department or School).
- B. Chair. Departmental officer, which includes School Director.
- C. Teaching. ~~Teaching includes strategies~~ Any activity by which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques fosters and facilitates student learning, including, but not limited to, instruction, student advising and/or mentoring, assessment, and the development of course materials, and courseware, and innovative approaches to instruction.
- D. Research/Scholarship/Creative Activity. Research/scholarship/creative activity encompasses the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge and is disseminated to an appropriate audience. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (~~i.e., film making~~, g., media production, performances, or other artistic creations), ~~research in the scholarship of teaching and learning, born-digital scholarship (e.g., digital tools, software for teaching and research, websites, public humanities projects), and seeking grants~~ grant-writing to support such activities.
- E. Service. Service encompasses ~~a faculty member's activities in three (3) areas:~~ University service, professional service, and public service.
1. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or University level. Participation in University service is expected of every faculty member. ~~University service includes, but is not limited to, participation on department, 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, advisor to a University-wide student organization, and/or membership on a University search committee.~~
  2. Professional service refers to the work done for disciplinary professional organizations ~~germane to one's discipline or to~~ for the teaching profession generally. ~~Service to the profession includes, but is not limited to, association leadership, journal editorships, articles and grant proposal review, guest lecturing on other campuses, 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 that done by an officer of a professional organization or a member of the editorial staff of a journal.~~

3. Public service, the University's outreach to the community and society, involves sharing professional expertise and should directly support the goals and mission of the University.

~~Approved college and department policies will be made available online.~~ F. Rebuttal. A candidate may add a letter of rebuttal, addressing and providing evidence of errors of fact, within ten (10) business days of the posting date of the letters from the Chair, college tenure and promotion committee, and/or the Dean, as recorded by the faculty activity software.

#### **IV. Promotion in Rank**

- A. Promotion in rank ~~is recognition of past~~ recognizes a candidate's achievements ~~of the candidate. In addition, the advancement in rank is recognition of and~~ future potential ~~and a sign of confidence that the individual is capable of even greater accomplishments and of assuming greater responsibilities.~~ Promotions are to be made strictly on consideration of merit ~~tempered by University and fiscal considerations.~~ Promotion in rank at any level is not simply a reward for length of service, but rather recognizes the fulfillment of achievement and higher expectations at each academic rank.
- B. Promotion is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy.
- C. Tenure and promotion are not formally linked, but typically promotion to associate professor comes with tenure, ~~and granting of tenure comes with promotion to associate professor.~~
- D. Candidates who hold tenure at the rank of associate professor and are applying for promotion to the rank of professor may withdraw from the review process at any level without prejudice and apply at a later date.

#### **V. Procedures for Promotion Recommendations**

- A. General Guidelines
  1. Consideration for promotion originates in the department ~~or academic program unit~~ to which the faculty member has been assigned. ~~Faculty members are responsible~~ Candidates for initiating the promotion process by written notification ~~to~~ submit the [Outline of Faculty Data \(OFD\)](#) and other supporting materials detailed below using the [University's faculty activity software](#), unless the Provost has approved an exception.
  2. After submission of the OFD, the only materials that may be added to the file are letters from the department committee, Chair, college committee, Dean, and

Provost and any rebuttals, due within ten (10) business days of the posting date of the letters of recommendation at each level.

3. Members of department and college tenure and promotion review committees may not make individual recommendations concerning candidates to administrators or other review committees.
4. Each spring semester, the Office of the Provost will issue the dates for faculty review and evaluation for the upcoming academic year; and department chair/director by the deadlines specified in and college committees will be provisionally elected pending the Board's awarding of tenure and promotion calendar. Candidates.
5. Faculty members whose tenure-track appointment begins in January may negotiate at the time of hire whether service for that semester will be counted for promotion are also responsible for submitting to the Department Chair/Director the Outline of Faculty Data form and such pertinent supporting materials as are called for in Section IV.B.
6. Policy 816 Nepotism prohibiting nepo will apply to all levels of the promotion process.
7. The candidate Qualified Privilege of Academic Confidentiality for Promotion Review Committees
  - a. All those serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure and promotion may withdraw from the review process at any level without prejudice. Withdrawal from committees have qualified privilege of academic confidentiality against disclosure of individual promotion votes unless evidence casts doubt upon the process does not preclude integrity of the committee. This policy will be interpreted in a manner consistent with the Tennessee Public Records Act, as recorded in T.C.A. § 10-7-101 et seq.
  - b. In general, no qualified privilege of academic confidentiality is recognized for proceedings outside of the University. The records created during the promotion process are subject to disclosure pursuant to T.C.A. § 10-7-503 et seq., and information regarding the process may be sought by subpoena or court order.

candidate from reapplying.

#### B. Department and/or Academic Program Unit Review



~~The review process for promotion recommendations at the department and/or academic program unit level consists of separate considerations by the department chair/director and a department tenure and promotion review committee. Departments and/or academic program units may establish a single committee for both tenure and promotion review, or if deemed desirable and necessary, departments and/or academic program units may create two peer review committees (a tenure and promotion review committee and a tenure review committee) as outlined in department policies, subject to approval by the Provost and President.~~

1. ~~Department Promotion Review Committee. Each department and/or academic program unit will develop written~~All departments will use approved policies that cover the structure, annual election of committee members, and operating procedures of the department tenure and promotion review committee. A copy of these policies will be available ~~to faculty members in the offices of their Department Chair/Director and Dean.~~online. At a minimum, these policies will include the following:
  - a. Committee members must be tenured;
  - b. All full-time tenured and tenure-track faculty members in the department ~~and/or academic program unit are entitled to a~~may vote on ~~the~~ committee membership;
  - c. Temporary non-tenure-track faculty ~~are~~may not ~~entitled to~~ vote on committee membership;
  - d. Candidates for promotion and the ~~Department Chair/Director cannot~~ may not be members;
  - e. A committee chair/~~director~~ will be elected by the members of the committee; ~~and~~
  - f. Whether there will be academic rank requirements for committee membership must be stated in the department tenure and promotion policy.

If the staffing ~~procedures~~requirements described in the department policy cannot be ~~implemented (for example, met (as~~ in the case of an inadequate number of tenured faculty or of specified academic rank), an alternate committee composition may be proposed by the department subject to approval ~~of~~by the ~~Provost, appropriate~~ Dean, and ~~Faculty Senate president~~Provost prior to review of the candidate application(s).

2. The review process for promotion recommendations at the department level consists of separate and independent considerations by the department tenure and promotion review committee and the Chair.
  - a. Review Process. The Department Chair/Director, after examining all materials submitted by each candidate for promotion, then forwards the materials to the department tenure and promotion review committee. The department tenure and promotion review committee will separately consider/consider each candidate's qualifications for promotion on such using the approved department, college, and university/University criteria as have been approved. After consideration, the committee will consult and shares their recommendation with the Department Chair.
  - b. The Chair/Director, considers each candidate's qualifications for promotion using the approved department, college, and University criteria and shares their recommendation with the department tenure and promotion committee.

If the two recommendations of differ, the department chair/director Chair and committee are in concert, separate reports will be filed by the Department Chair/Director and by the committee meet to the appropriate dean. If the discuss, later submitting independent recommendations of the Department Chair/Director and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting written recommendations to the appropriate dean. If the conflicts cannot be resolved, reports submitted to the dean by the committee and by the Department Chair/Director will each describe the points of conflict. to award or deny promotion, copying the candidate.

When deliberations are concluded, the Department Chair/Director and the committee will separately notify each promotion candidate of the recommendation that has been forwarded to the appropriate dean. Each candidate will be afforded the opportunity to meet with the Department Chair/Director and/or the department tenure and promotion review committee to discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate requests for a meeting with the Department Chair/Director and/or department committee chair.

In the case of departments or academic program units not affiliated with an academic college, the department tenure and promotion review committee will forward recommendations directly to the vice provost, who will serve as Dean for the purposes of the review process. When conflicting recommendations result between the Dean/Vice Provost and the department tenure and promotion review committee, they will meet in an attempt to resolve conflicts before forwarding recommendations to the provost.

### C. College Review

~~The review process for promotion recommendations at the college level consists of separate and independent considerations by the Dean and a college promotion and tenure review committee.~~

1. ~~College Promotion Review Committee. Each academic college~~All colleges will ~~develop written~~use approved policies that cover the structure, election of members to terms of three (3) years, 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/Director and Dean.~~online. At a minimum, these policies will include the following:
  - a. Colleges with six (6) or more departments will elect one (1) faculty member from each department to the committee; colleges with five (5) or fewer will elect two (2) faculty members from each department to the committee. (To provide for committee rotation, those tenured faculty elected to serve on the first college tenure and promotion review committee will draw numbers to determine whether they serve for periods of one [1], two [2], or three [3] years; one-third of the members will rotate off the committee each year.)
  - b. Committee members must be tenured;
    - ~~(a) All full-time tenured and tenure-track faculty members in the department and/or academic program unit are entitled to a vote to elect their representative(s);~~
  - c. ~~Temporary faculty are not entitled to~~may vote on committee membership;
  - d. ~~Candidates for promotion and department chair/directors cannot be members. In the event that an elected committee member initiates the promotion process during his/her three (3) year term, the department will elect a replacement;~~Non-tenure-track faculty may not vote on committee membership;
  - e. Chairs may not be members;

- f. A committee chair/~~director~~ will be elected annually by the members of the committee; ~~and~~
- g. ~~Colleges need to determine whether there will be~~Each college's policy must state rank requirements for ~~those~~ faculty members serving on the college committee.

~~In situations where the~~ staffing proceduresrequirements described in the college policy cannot be implemented ~~(for example, met~~ (as in the case of an inadequate number of tenured faculty or of a specified academic rank in a department), an alternate committee composition may be proposed subject to approval of~~by~~ the Provost, ~~appropriate Dean,~~ and Faculty Senate president prior to review of the candidate application(s)~~applications~~.

Each ~~college~~ Dean will provide the Faculty Senate president with the names of those elected to the college tenure and promotion ~~and tenure~~ review committee according to the timetable specified in the tenure and promotion calendar. The ~~faculty senate~~ Faculty Senate president, in consultation with the Faculty Senate Steering Committee, may ~~in turn~~ appoint up to two (2) ~~(2)~~ additional faculty members to each college tenure and promotion ~~and tenure~~ review committee to ensure diversity, ~~which will provide for~~ and appropriate representation ~~that reflects the make-up of the University.~~

2. The review process for promotion recommendations at the college level consists of separate and independent considerations by the college tenure and promotion review committee and the Dean.
  - a. ~~Review Proces~~ Upon receipt of the recommendations and other materials from the ~~Department Chair/Director and~~ department tenure and promotion review committee and Chair, the college ~~Dean then forwards the materials to the college~~ tenure and promotion review committee will. ~~The college committee is responsible for consideration of~~ consider each candidate's qualifications using approved department, college and university criteria; and reviewing the ~~for~~ promotion recommendations of the department committees and Department Chair/Director for each candidate. Deans are ~~responsible for consideration of each candidate's qualifications using~~ using the approved department, college, and University criteria; and reviewing the ~~recommendations of Department Chairs/Directors and department committees for each candidate. After consideration the committee will consult. Following its review, the college committee shares their recommendation~~ with the college Dean.

- b. The Dean. ~~If the recommendations of the Dean and committee are in concert, the committee will forward all materials submitted, along with their own recommendations, to the appropriate Dean. If the recommendations of the college Dean and committee are in conflict, they will meet in an attempt to resolve the conflict prior to submitting formal recommendations. If the conflicts cannot be resolved, reports submitted by the committee to the Dean will describe the points of conflict. Deans will forward all materials submitted, along with~~ considers each candidate's qualifications for promotion using the approved department, college, and University criteria and shares their own ~~recommendations, to the Provost~~ recommendation with the college tenure and promotion committee.

If the two (2) recommendations differ, the Dean and committee will meet to discuss, later submitting independent recommendations to award or deny promotion, copying the candidate.

#### D. Provost's Review

- ~~1. 1. The Provost will consider~~ each candidate's qualifications using approved department, college,
- ~~2. (4) When deliberations are concluded, the academic Dean and the college tenure and promotion review committee will notify each candidate considered for promotion of their recommendations. Each candidate will be afforded the opportunity to meet with the Dean and/or the college committee to discuss the review process and the data upon which the decision was made. It is the candidate's responsibility to initiate requests for a meeting with the Dean and/or college committee.~~
- ~~3. —~~
- ~~4.1. —~~ Provost's Review
- ~~5. —~~
- ~~6. review all recommendations and materials sent forward on promotion and forward his/her recommendations to the President. The Provost is responsible for consideration and university criteria; and reviewing the recommendations of Department Chair/Director, department tenure and promotion review committee, college promotion committee, and Dean for each candidate. The Provost will forward all materials submitted, along with his/her own recommendations, to the President.~~
- ~~7. —~~
- ~~8. (2) On the same date a decision is forwarded to the President, the Provost will notify each person considered, along with the appropriate Dean and Department Chair/Director, of his/her decision. The Provost will afford each person considered an opportunity to meet and discuss the review process and the data upon which the~~

- ~~decision was made. It is the candidate's responsibility to initiate any request to review the process and data upon which the decision was made.~~
- ~~9. President's Review~~
- ~~10. The President is responsible for consideration of each candidate's qualifications using approved department, college and University criteria; and reviewing reviews the recommendations of Department Chair/Director, the department tenure and promotion review committee, college promotion committee, and dean, and Provost for each candidate. The President will prepare a list of faculty recommended for promotion and submit it to the Board. The President will notify candidates, Department Chairs/Directors, Deans, and the Provost of his/her recommendations. When notified of Board action, the President will inform the parties concerned of the Board's decisions. If a candidate appeals, the President will not notify the individual of a promotion recommendation after the appeal process is completed. committees, the Chair, college tenure and promotion review committees, and Dean; and forwards all materials, along with their recommendations to the President, copying the Dean, Chair, and faculty member.~~
- ~~11.~~
- ~~1.~~
- ~~12.~~
- ~~13. Appeals~~
- ~~14.~~
- ~~15.2. The appeals process for official review by members of the Faculty Appeals Committee and others is, outlined in [Policy 206 Tenure and Promotion Appeals](#). The appeal process should commence, may begin after the Provost has rendered his/her decision and notified the candidate of the decision. Calendar of the Review Process. Each Spring semester, the Office of the Provost will issue a calendar for their recommendation. The President's letter with the promotion review process for the upcoming academic year, which will include key dates at each major step in the process. recommendation will be sent after the appeals process is completed.~~

#### ~~1. Qualified Privilege of Academic Confidentiality for 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 and promotion review committees have qualified privilege of academic confidentiality against disclosure of individual promotion 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 T.C.A. § 10-7-101 et seq.~~

~~b. In general, no such privilege is recognized for proceedings outside of the University. The records created during the promotion process are subject to disclosure pursuant to T.C.A. § 10-7-503 et seq., and information regarding the process may be sought by subpoena or court order.~~

~~A. Minimum Eligibility Requirements for Consideration in Initial Appointment and Promotion~~

- ~~1. Initial appointment in academic rank is based on specific criteria and expectations as outlined in the following. Promotion in rank at any level is not simply a reward for length of service, but rather is recognition of fulfillment of higher expectations and more specific criteria at each academic rank.~~
- ~~2. In general, each academic rank requires an advanced degree in the academic discipline. Where the degree is from a related area, the department chair/director and dean must approve the degree as being related to the academic discipline and forward such recommendation to the Provost. Upon receipt of these recommendations, the Provost will determine whether the degree is appropriate to the teaching field, normally at the time of initial appointment of the faculty member.~~
- ~~3. When a faculty member's initial appointment begins in January, service for that semester will be counted toward promotion as one whole academic or fiscal year.~~

~~General Criteria for Initial Appointment and Promotion in Rank. The following are the~~

E. President's Review

The President considers each candidate's qualifications using approved department, college, and University criteria; reviews the recommendations of the Chair, department tenure and promotion review committee, college tenure and promotion committee, Dean, and Provost for each candidate; and makes recommendations to the Board. The President will notify candidates, Chairs, Deans, and the Provost of their recommendations. When notified of official action by the Board, the President will provide written confirmation of the Board's award of promotion to the candidates, Chairs, Deans, and the Provost.

VI. Criteria to Be Considered in Promotion Recommendations

A. General Promotion Criteria

- ~~1. The minimum criteria that distinguish between among academic ranks. See Section are defined in Policy 202 Faculty Definition, Roles, Responsibilities, and Appointment Types which also includes exceptions to minimum academic rank and VI. below for Exceptions to Minimum Academic Rank Criteria.~~
- ~~2. 1. Assistant Professor~~
- ~~3.1. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area designation.~~

- ~~a. Evidence of potential ability in teaching if initially appointed at this rank or documented ability if promoted into this rank.~~
- ~~b. Evidence of potential ability in research/scholarship/creative activity and service.~~
- ~~c. Evidence of high quality professional performance in teaching.~~
- ~~d. Evidence of professional integrity.~~

~~2. Associate Professor~~

- ~~a. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area.~~
- ~~b. Six (6) years of full-time collegiate experience in the academic discipline or related area as an assistant professor. Thus, a typical candidate is eligible to apply for promotion to associate professor at the beginning of his/her sixth (6<sup>th</sup>) year.~~
- ~~c. Evidence of high quality professional performance in teaching.~~
- ~~d. Evidence of continuing direct participation in research/scholarship/creative activity and in service.~~
- ~~e. Evidence of high quality professional productivity in either research/scholarship/creative activity or service and quality professional productivity in the other area.~~
- ~~f. Evidence of professional integrity that will ensure cooperation with colleagues and commitment to the programs and students of the department, the college, and the University.~~

~~4.2. Professor. Since there is no higher rank, promotion to Faculty members being considered for promotion must demonstrate commitment to the goals of MTSU. As institutional citizens, they will adhere to high ethical standards. 10 Ethics and Code of Conduct; 26 Discrimination and Harassment Based on Protected Categories Other than Sex; 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression; 211 Misconduct in Scholarly Activities and Research Tenure, SIIG~~

~~5.3. For promotion to the rank of associate professor, the candidate will demonstrate high-quality performance in teaching and either research/scholarship/creative activity or service, and quality performance in the other. College and department criteria, however, may require high-quality performance in both teaching and research/scholarship/creative activity, in which case those requirements will supersede the University's. Typically, the candidate applies for promotion to associate professor at the beginning of the sixth (6<sup>th</sup>) year.~~



- ~~6. For promotion to the rank of professor will be considered with great care and requires a level of superior achievement within the discipline with every expectation of continuing contribution to the University and larger academic community.~~
- ~~7. Earned doctorate or terminal degree from an accredited institution in the academic discipline or related area.~~
- ~~8. Four years of full-time collegiate experience in the academic discipline or related area as an associate professor. Thus, a typical candidate is eligible to apply for promotion to professor at the beginning of his/her fourth year as an associate professor.~~
- 9.4. Evidence of, the candidate will demonstrate sustained excellence in teaching and high-quality professional productivity in both research/scholarship/creative activity and in service. ~~In one of these categories, the~~The candidate will demonstrate a level of excellence in ~~the academic discipline~~either research/scholarship/creative activity or service that is recognized at the national level. National recognition must be defined in department policies ~~with approval at the college level.~~ The candidate is eligible to apply for promotion for professor at the beginning of the fourth (4<sup>th</sup>) year as an associate professor.

## B. Outline of Faculty Data and Supporting Materials

~~Candidates for promotion will submit a completed Outline of Faculty Data form. Candidates will also submit an orderly file of supporting materials (reprints, letters of support, creative works, etc.). A list of these supporting materials will be attached to the Outline of Faculty Data form. However, the supporting materials themselves will be stored in the department. Administrators and committees involved in the review process may ask to review any or all of these supporting materials at their discretion. Departments and/or colleges may require additional specific supplemental documentation as outlined in department and/or college policies, subject to approval by the Provost and President.~~

Candidates for promotion will submit their OFD (including Workload Part A) and all appropriate materials to support activities in teaching, research/scholarship/creative activity, and service.

## C. Teaching

- ~~1. Overview. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative~~

~~approaches to instruction. Effective teaching is an essential qualification for promotion, and promotion should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.~~

Because effective teaching is essential for advancement in rank, promotion should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.

1. Candidates for promotion must demonstrate high-quality performance in teaching. ~~Although academic units of the University/Departments~~ may assign varying degrees of significance to ~~individual criteria,~~ all faculty members will be evaluated with respect to each of the following criteria for teaching activities:

- a. Performance in teaching ~~of students~~ as evaluated by students and peers;
- b. Performance in advising and mentoring;
- c. Performance in ~~the advisement and mentoring of students, if applicable;~~ assessment activities;
- d. Improvement of their own courses and ~~also the curricular offerings of the department, college and University/the larger curriculum;~~
- e. Effectiveness in teaching methods ~~(including efforts to improve pedagogy with new techniques and integration of new instructional technologies);~~;
- f. Supervision of specialized instructional activities (student research/scholarship/creative activity, service learning, experiential learning, thesis and dissertation direction, ~~experiential learning, service learning,~~ internships, student teaching, etc.);
- g. Honors received and recognition for teaching;

~~h. Currency and continued intellectual development in the field of specialization;~~

~~i. Seeking internal and external funding for instructional activities. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding;~~

~~j. Contributions to teaching (for example, e.g., textbooks, articles, workshops, presentations, instructional technology resources, etc.) could be appropriate here or under research/scholarship/creative activity depending on the nature of the work.~~

## 2. Documentation

~~a. Supporting materials as described in Section IV.B. will, at a minimum, will include the candidate's summary of activities and accomplishments in teaching, syllabi for each unique course, a statement of teaching philosophy, course materials, evidence of student projects and other forms of student mentorship, and evidence of evaluation by faculty peers.~~

~~b.a. Student, and the one-page quantitative summaries of student evaluations for each course section evaluated since the initial appointment or most recent promotion will be added to the candidate's supporting materials by the Department Chair/Director.~~

~~b. Other supporting material/materials may include, but will not be limited to selected course documents, assessment materials and reports, grant proposals, additional student input, results of alumni surveys and/or student exit interviews, and textbooks or educational articles, and innovative published contributions to teaching, if published or presented in a peer reviewed forum/pedagogy.~~

### D. Research/Scholarship/Creative Activity

~~1. Overview. All faculty members are expected to demonstrate quality research, scholarship, and/or creative activity. Candidates for promotion must present evidence of their research, scholarship and/or creative activity when they apply for promotion. Research/scholarship/creative activity applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, and creative activities (i.e., film-making, performances, or other artistic creations).~~

~~2. Performance Criteria:~~

~~Although academic units of the University may assign varying degrees of weight to each criterion, all faculty members will be evaluated with respect to each of the following criteria:~~

~~1. Direct participation in research, scholarship, and/or creative activity. Faculty To be awarded promotion, candidates must present evidence of, at minimum, quality research/scholarship/creative activity. Departments and/or colleges may assign varying degrees of significance to the following activities based upon their policies:~~

- a. Participation in research/scholarship/creative activity, which may include collaboration with undergraduate and/or graduate students;
- ~~b. Thorough and systematic study;~~
- ~~c. Submission of internal and external funding proposals for the research/scholarship, and/or creative activity of others; and~~
- ~~d. Seeking internal and external funding proposals for research, scholarship, and/or creative activity. Whether funded or unfunded, the quality of the proposal will be stressed in the evaluation. Other factors may include the reputation of the funding source and the competition for funding.~~

## 2. Documentation

- a. Summary of activities and accomplishments in research/scholarship/creative activity. The Outline of Faculty Data and supporting materials as described in Section IV. B. must include evidence of peer review of some elements of the candidate's research/scholarship/creative activity. If the candidate chooses, the Outline of Faculty Data may also include external peer review of scholarship and research.
- b. Other supporting materials may include, but will not be limited to, the following:
  - (1) Publications. Reputable, high-quality peer-reviewed publications including articles, monographs, books, electronic media, and other published works, ~~Publications that are subject to a formal review process by recognized scholars in the field are considered more significant than those subject to less rigorous examination~~ as well as juried and/or peer-reviewed born-digital scholarly objects; non-peer-reviewed publications may be submitted and will be evaluated accordingly;
  - (2) Funded external or internal grants, with weight given to grants from external agencies and organizations;
  - (3) Written reviews and evaluations by qualified peers of performances, compositions, and other creative activities ~~by qualified peers, either in person or aided by other forms of reports, are considered appropriate documentation;~~
  - (4) Published programs or reviews of public performance or public display ~~will constitute documentation of original creative work;~~

(5) Presentations ~~before to~~ one's professional peers at regional, national, or international meetings/conferences;

(6) The scholarship of teaching and learning (SOTL), including textbooks, educational articles, and/or instructional technology resources, and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching;

~~(7) The scholarship of teaching is a valid measure of research capability;~~

~~(8) Funded internal grants from the University or external grants from public or private sources;~~

~~(9)~~(7) Unfunded proposals for ~~internal and~~ external grants, where the documentation supports the quality of the proposal.

c. Documentation must be included to support a designation of accepted and/or in press.

#### E. Service

~~1. Overview. As a vital component of the University's mission, service must be performed at the same level of quality that characterizes the teaching and research/scholarship/creative activity programs. Service encompasses a faculty member's activities in three (3) areas: University service, professional service, and public service.~~

a. 1. To be promoted, candidates must demonstrate, at minimum, quality service. Departments and/or colleges may assign varying degrees of significance to the following activities based upon their policies:

a. University service refers to work other than teaching and research/scholarship/creative activity ~~done performed~~ at the department, college, and/or University level. ~~Participation in University service is expected of every faculty member.~~ University service includes, but is not limited to, meaningful participation on department, college, and University committees. ~~Some faculty members may accept more extensive citizenship functions~~ University service also includes taking a role in shared governance, such as service as a leadership role in the Faculty Senate, membership Senator, on a specially appointed task force, advisor to a University wide student organization, and/or membership and/or on a university University search committee. ~~ServiceIt also includes, but is not limited to,~~ activities that contribute to the

recruitment, retention, progression, graduation, and post-graduation career placement of students; as well as professional development of faculty.

- b. Professional service refers to the work done for disciplinary professional organizations germane to one's discipline or tofor the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, accreditation review, journal editorships, articles and editorship, article/manuscript/grant proposal review, guest lecturing on other campuses, 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~~ Examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
- c. Public service 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.~~ Public service primarily, involves sharing professional expertise and should directly support the goals and mission of the University.

#### Performance Criteria

~~Participation in University service is expected of every faculty member. Although it is recognized that differences in emphases may exist, evaluation of service will be based on an appraisal of the candidate's performance in the three (3) areas defined above: University service, professional service, and public service. Evaluation will be based on the following criteria, with the academic unit of the University to which the faculty member is assigned determining the degree of weight for each criterion. These criteria should include community service programs, public service consultation,; University committee and administrative responsibilities, and active contributions to professional associations. In each case, documentation of the evaluation process and criteria used will be as complete as possible.~~

#### 2. Documentation

- a. Summary of activities and accomplishments in service.
- b. Supporting materials may include, but will not be limited to, the following:
  - a. ~~The Outline of Faculty Data and supporting materials as described in Section IV.B. must include evidence of the candidate's service.~~
  - b. ~~Other supporting materials may include, but will not be limited to, the following:~~

- ~~(1) A description of the candidate's service that permits evaluation of performance. This should include a statement of the mission or purpose of the activities, and of the objective(s) of the candidate's service unit, as well as the specific assigned tasks and responsibilities of the candidate.~~
- ~~(2)(1) An evaluation of the candidate's effectiveness of the candidate's service, as judged by his/her/its impact on individuals, groups, or organizations served. This should include indices of the success of his/her/the service activities, in terms of improvement of communities, programs, operating agencies, production processes, or management practices. The evaluations should also include indications of satisfaction with the service provided by the candidate; and of the magnitude and complexity of his/her/the work (as opposed to perfunctory activity that does not lead to useful results).~~
- (2) An external appraisal of the candidate's local, regional, national, and/or international stature.
- ~~(1) An appraisal of the candidate's local, regional and national stature. Although the achievement of national stature is sometimes difficult for service faculty whose activities are primarily directed to groups within the state, the faculty member should take advantage of every opportunity to project his/her accomplishments among peers on a local, regional, and national basis. Service work is sometimes not publishable. The results may be in the form of direct consultations, planning reports, or instructional time directed largely to the recipients of university service programs. Certain aspects of service work may be suitable for publication in professional journals. For example, unique techniques developed to motivate clients, or new approaches to the transfer and application of knowledge, would be of interest to peers in other service programs across the nation.~~
- (3) Evidence of submission of applications seeking internal and external funding for service activities, funded internal and external grants from MTSU, public agencies, or private foundations; and University submitted proposals for external funding by public agencies or private foundations. The quality of the grant proposals, whether funded or unfunded, will be stressed in the evaluation.

#### **IV. Exceptions to Minimum Academic Rank Criteria**

~~To ensure the development of a faculty of the highest caliber and to ensure access to appropriate rank for all members of the faculty, justifiable exceptions to these criteria may be recommended.~~

~~Exceptions to the minimum rank qualifications established by this policy can be approved by the Provost; 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. This determination will be made at the time of hire.~~

~~Petitions for exceptions to promotion criteria may include consideration of the appropriateness of the degree, extraordinary qualities that the candidate may possess, and/or equivalent work experience credit.~~

~~The Department Chair/Director, Dean, and faculty are responsible for evaluating a candidate's professional experience and record of accomplishments and recommending consideration for an exception to the Provost.~~

#### **~~V. Terminal Degree Designation~~**

~~The University will use national discipline standards to determine which degrees are considered to be terminal within each discipline. The University may also award equivalent work experience credit when a candidate has not obtained~~

~~Revisions: June 5, 2017 (original policy); December 5, 2017; \_\_\_\_\_, 2020.~~

~~Last Reviewed: \_\_\_\_\_December 2017\_\_\_\_\_ 2020.~~

~~References: Policies 10 Ethics and Code of Conduct; 26 Discrimination and Harassment Based on Protected Categories Other than Sex, 27 Misconduct, Discrimination, and Harassment Based on Sex Including Pregnancy, Sexual Orientation, and Gender Identity/Expression; 202 Faculty Definition, Roles, Responsibilities, and Appointment Types; 206 Tenure and Promotion Appeals; 211 Misconduct in Scholarly Activities and Research; 816 Nepotism; T.C.A. § 10-7-101; 10-7-503; Tennessee Public Records Act.~~





## 205 Promotion of Tenured and Tenurable Faculty

**Approved by Board of Trustees**

**Effective Date:** \_\_\_\_\_, 2020

**Responsible Division:** Academic Affairs

**Responsible Office:** University Provost

**Responsible Officer:** University Provost

### I. Purpose

This policy establishes criteria and procedures for recognizing merit through academic promotion at Middle Tennessee State University (MTSU or University) so that promotions are made objectively, equitably, and impartially.

The listed criteria represent minimum University standards for promotion. College and/or department policies relating to the promotion process must meet the criteria specified herein, but may exceed and be more specific than the minimum University standards. All college and department policies will be reviewed for consistency with this policy by the Provost and approved by the President. Approved college and department policies will be made available online. Materials are submitted using the University's digital faculty activity software of record, unless the Provost has approved an exception.

### II. Applicability

This policy relates only to promotion of MTSU faculty who are tenured or tenurable. It does not apply to temporary, instructor, coordinator, clinical, or research appointments. [Policy 202 Faculty Definition, Roles, Responsibilities, and Appointment Types](#) defines non-tenurable faculty appointments.

### III. Definitions

The following general definitions of words and terms used in this policy are subject to further qualification and definition in the subsequent sections of this policy or those of colleges and departments.

- A. Department. Academic unit (Department or School).
- B. Chair. Departmental officer, which includes School Director.

- C. Teaching. Any activity that fosters and facilitates student learning, including, but not limited to, instruction, student advising and/or mentoring, assessment, and the development of course materials and courseware.
- D. Research/Scholarship/Creative Activity. Research/scholarship/creative activity encompasses the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge and is disseminated to an appropriate audience. Research/scholarship/creative activity may include, but is not limited to, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, field-based scholarship, creative activities (e.g., media production, performances, or other artistic creations), the scholarship of teaching and learning, born-digital scholarship (e.g., digital tools, software for teaching and research, websites, public humanities projects), and grant-writing to support such activities.
- E. Service. Service encompasses University service, professional service, and public service.
  - 1. University service refers to work other than teaching and research/scholarship/creative activity done at the department, college, and/or University level. Participation in University service is expected of every faculty member.
  - 2. Professional service refers to the work done for disciplinary professional organizations or for the teaching profession generally.
  - 3. Public service, the University's outreach to the community and society, involves sharing professional expertise and should directly support the goals and mission of the University.
- F. Rebuttal. A candidate may add a letter of rebuttal, addressing and providing evidence of errors of fact, within ten (10) business days of the posting date of the letters from the Chair, college tenure and promotion committee, and/or the Dean, as recorded by the faculty activity software.

#### **IV. Promotion in Rank**

- A. Promotion in rank recognizes a candidate's achievements and future potential. Promotions are to be made strictly on consideration of merit. Promotion in rank at any level is not simply a reward for length of service, but rather recognizes the fulfillment of achievement and higher expectations at each academic rank.
- B. Promotion is awarded only by positive action of the Board, pursuant to the requirements and procedures of this policy.

- C. Tenure and promotion are not formally linked, but typically promotion to associate professor comes with tenure.
- D. Candidates who hold tenure at the rank of associate professor and are applying for promotion to the rank of professor may withdraw from the review process at any level without prejudice and apply at a later date.

## V. Procedures for Promotion Recommendations

### A. General Guidelines

1. Consideration for promotion originates in the department to which the faculty member has been assigned. Candidates for promotion submit the Outline of Faculty Data (OFD) and other supporting materials detailed below using the University's faculty activity software, unless the Provost has approved an exception.
2. After submission of the OFD, the only materials that may be added to the file are letters from the department committee, Chair, college committee, Dean, and Provost and any rebuttals, due within ten (10) business days of the posting date of the letters of recommendation at each level.
3. Members of department and college tenure and promotion review committees may not make individual recommendations concerning candidates to administrators or other review committees.
4. Each spring semester, the Office of the Provost will issue the dates for faculty review and evaluation for the upcoming academic year; and department and college committees will be provisionally elected pending the Board's awarding of tenure and promotion.
5. Faculty members whose tenure-track appointment begins in January may negotiate at the time of hire whether service for that semester will be counted for promotion.
6. [Policy 816 Nepotism](#) will apply to all levels of the promotion process.
7. Qualified Privilege of Academic Confidentiality for Promotion Review Committees
  - a. All those serving on committees that make evaluations are expected to observe the highest appropriate standards of confidentiality concerning deliberations. Tenure and promotion review committees have qualified privilege of academic confidentiality against disclosure of individual promotion votes unless evidence 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 T.C.A. § 10-7-101 et seq.

- b. In general, no qualified privilege of academic confidentiality is recognized for proceedings outside of the University. The records created during the promotion process are subject to disclosure pursuant to T.C.A. § 10-7-503 et seq., and information regarding the process may be sought by subpoena or court order.

## B. Department Review

1. All departments will use approved policies that cover the structure, annual election of committee members, and operating procedures of the department tenure and promotion review committee. A copy of these policies will be available online. At a minimum, these policies will include the following:
  - a. Committee members must be tenured;
  - b. All full-time tenured and tenure-track faculty members in the department may vote on committee membership;
  - c. Temporary non-tenure-track faculty may not vote on committee membership;
  - d. Candidates for promotion and the Chair may not be members;
  - e. A committee chair will be elected by the members of the committee;
  - f. Whether there will be academic rank requirements for committee membership must be stated in the department tenure and promotion policy.

If the staffing requirements described in the department policy cannot be met (as in the case of an inadequate number of tenured faculty or of specified academic rank), an alternate committee composition may be proposed by the department subject to approval by the Dean and Provost prior to review of the candidate application(s).

2. The review process for promotion recommendations at the department level consists of separate and independent considerations by the department tenure and promotion review committee and the Chair.
  - a. The department tenure and promotion review committee will consider each candidate's qualifications for promotion using the approved department, college, and University criteria and shares their recommendation with the Chair.
  - b. The Chair considers each candidate's qualifications for promotion using the approved department, college, and University criteria and shares their recommendation with the department tenure and promotion committee.

If the two recommendations differ, the Chair and committee will meet to discuss, later submitting independent recommendations to award or deny promotion, copying the candidate.

### C. College Review

1. All colleges will use approved policies that cover the structure, election of members to terms of three (3) years, and the operating procedures for the college tenure and promotion review committee. A copy of these policies will be available online. At a minimum, these policies will include the following:
  - a. Colleges with six (6) or more departments will elect one (1) faculty member from each department to the committee; colleges with five (5) or fewer will elect two (2) faculty members from each department to the committee. (To provide for committee rotation, those tenured faculty elected to serve on the first college tenure and promotion review committee will draw numbers to determine whether they serve for periods of one [1], two [2], or three [3] years; one-third of the members will rotate off the committee each year.)
  - b. Committee members must be tenured;
  - c. All full-time tenured and tenure-track faculty members in the department may vote on committee membership;
  - d. Non-tenure-track faculty may not vote on committee membership;
  - e. Chairs may not be members;
  - f. A committee chair will be elected annually by the members of the committee;
  - g. Each college's policy must state rank requirements for faculty members serving on the college committee.

If staffing requirements described in the college policy cannot be met (as in the case of an inadequate number of tenured faculty or of a specified academic rank in a department), an alternate committee composition may be proposed subject to approval by the Provost and Faculty Senate president prior to review of the candidate applications.

Each Dean will provide the Faculty Senate president with the names of those elected to the college tenure and promotion review committee according to the timetable specified in the tenure and promotion calendar. The Faculty Senate president, in consultation with the Faculty Senate Steering Committee, may appoint up to two (2)

- additional faculty members to each college tenure and promotion review committee to ensure diversity and appropriate representation.
2. The review process for promotion recommendations at the college level consists of separate and independent considerations by the college tenure and promotion review committee and the Dean.
    - a. Upon receipt of the recommendations and other materials from the department tenure and promotion review committee and Chair, the college tenure and promotion review committee will consider each candidate's qualifications for promotion using the approved department, college, and University criteria. Following its review, the college committee shares their recommendation with the Dean.
    - b. The Dean considers each candidate's qualifications for promotion using the approved department, college, and University criteria and shares their recommendation with the college tenure and promotion committee.

If the two (2) recommendations differ, the Dean and committee will meet to discuss, later submitting independent recommendations to award or deny promotion, copying the candidate.

#### D. Provost's Review

1. The Provost considers each candidate's qualifications using approved department, college, and University criteria; reviews the recommendations of the department tenure and promotion review committees, the Chair, college tenure and promotion review committees, and Dean; and forwards all materials, along with their recommendation to the President, copying the Dean, Chair, and faculty member.
2. The appeals process, outlined in [Policy 206 Tenure and Promotion Appeals](#), may begin after the Provost has notified the candidate of their recommendation. The President's letter with the promotion recommendation will be sent after the appeals process is completed.

#### E. President's Review

The President considers each candidate's qualifications using approved department, college, and University criteria; reviews the recommendations of the Chair, department tenure and promotion review committee, college tenure and promotion committee, Dean, and Provost for each candidate; and makes recommendations to the Board. The President will notify candidates, Chairs, Deans, and the Provost of their recommendations. When notified of official action by the Board, the President will provide written confirmation of the Board's award of promotion to the candidates, Chairs, Deans, and the Provost.

## VI. Criteria to Be Considered in Promotion Recommendations

### A. General Promotion Criteria

1. The minimum criteria that distinguish among academic ranks are defined in [Policy 202 Faculty Definition, Roles, Responsibilities, and Appointment Types](#) which also includes exceptions to minimum academic rank and terminal degree designation.
2. Faculty members being considered for promotion must demonstrate commitment to the goals of MTSU. As institutional citizens, they will adhere to high ethical standards.
3. For promotion to the rank of associate professor, the candidate will demonstrate high-quality performance in teaching and either research/scholarship/creative activity or service, and quality performance in the other. College and department criteria, however, may require high-quality performance in both teaching and research/scholarship/creative activity, in which case those requirements will supersede the University's. Typically, the candidate applies for promotion to associate professor at the beginning of the sixth (6<sup>th</sup>) year.
4. For promotion to the rank of professor, the candidate will demonstrate sustained excellence in teaching and high-quality professional productivity in both research/scholarship/creative activity and in service. The candidate will demonstrate a level of excellence in either research/scholarship/creative activity or service that is recognized at the national level. National recognition must be defined in department policies. The candidate is eligible to apply for promotion for professor at the beginning of the fourth (4<sup>th</sup>) year as an associate professor.

### B. Outline of Faculty Data and Supporting Materials

Candidates for promotion will submit their OFD (including Workload Part A) and all appropriate materials to support activities in teaching, research/scholarship/creative activity, and service.

### C. Teaching

Because effective teaching is essential for advancement in rank, promotion should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.

1. Candidates for promotion must demonstrate high-quality performance in teaching. Departments may assign varying degrees of significance to the following activities:

- a. Performance in teaching as evaluated by students and peers;
  - b. Performance in advising and mentoring;
  - c. Performance in assessment activities;
  - d. Improvement of their own courses and the larger curriculum;
  - e. Effectiveness in teaching methods, including efforts to improve pedagogy;
  - f. Supervision of specialized instructional activities (student research/scholarship/creative activity, service learning, experiential learning, thesis and dissertation direction, internships, student teaching, etc.);
  - g. Honors received and recognition for teaching;
  - h. Internal and external funding for instructional activities;
  - i. Contributions to teaching, e.g., textbooks, articles, workshops, presentations, instructional technology resources.
2. Documentation
- a. Supporting materials will include the candidate's summary of activities and accomplishments in teaching, syllabi for each unique course, evidence of evaluation by faculty peers, and the one-page quantitative summaries of student evaluations for each course section evaluated since the initial appointment or most recent promotion.
  - b. Other supporting materials may include selected course documents, assessment materials and reports, grant proposals, additional student input, results of alumni surveys and/or student exit interviews, and textbooks or published contributions to pedagogy.
- D. Research/Scholarship/Creative Activity
1. To be awarded promotion, candidates must present evidence of, at minimum, quality research/scholarship/creative activity. Departments and/or colleges may assign varying degrees of significance to the following activities based upon their policies:
    - a. Participation in research/scholarship/creative activity, which may include collaboration with undergraduate and/or graduate students;



- b. Submission of internal and external funding proposals for research/scholarship/creative activity.
2. Documentation
- a. Summary of activities and accomplishments in research/scholarship/creative activity.
  - b. Supporting materials may include, but will not be limited to, the following:
    - (1) Reputable, high-quality peer-reviewed publications including articles, monographs, books, electronic media, and other published works, as well as juried and/or peer-reviewed born-digital scholarly objects; non-peer-reviewed publications may be submitted and will be evaluated accordingly;
    - (2) Funded external or internal grants, with weight given to grants from external agencies and organizations;
    - (3) Written reviews and evaluations by qualified peers of performances, compositions, and other creative activities;
    - (4) Published programs or reviews of public performance or public display;
    - (5) Presentations to one's professional peers at regional, national, or international meetings/conferences;
    - (6) The scholarship of teaching and learning (SOTL), including textbooks, educational articles, and instructional technology resources, and innovative contributions to teaching;
    - (7) Unfunded proposals for external grants, where the documentation supports the quality of the proposal.
  - c. Documentation must be included to support a designation of accepted and/or in press.

E. Service

- 1. To be promoted, candidates must demonstrate, at minimum, quality service. Departments and/or colleges may assign varying degrees of significance to the following activities based upon their policies:
  - a. University service refers to work other than teaching and research/scholarship/creative activity performed at the department, college,

and/or University level. University service includes, but is not limited to, meaningful participation on department, college, and University committees. University service also includes taking a role in shared governance, such as service as a Faculty Senator, on a specially appointed task force, and/or on a University search committee. It also includes activities that contribute to the recruitment, retention, progression, graduation, and post-graduation career placement of students as well as professional development of faculty.

- b. Professional service refers to the work done for disciplinary professional organizations or for the teaching profession generally. Service to the profession includes, but is not limited to, association leadership, accreditation review, journal editorship, article/manuscript/grant proposal review, guest lecturing on other campuses, and other appropriate activities. Examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.
- c. Public service, the University's outreach to the community and society, involves sharing professional expertise and should directly support the goals and mission of the University.

## 2. Documentation

- a. Summary of activities and accomplishments in service.
- b. Supporting materials may include, but will not be limited to, the following:
  - (1) An evaluation of the effectiveness of the candidate's service, as judged by its impact. This should include indices of the success of the service activities, in terms of improvement of communities, programs, operating agencies, production processes, or management practices; of satisfaction with the service provided by the candidate; and of the magnitude and complexity of the work.
  - (2) An external appraisal of the candidate's local, regional, national, and/or international stature.
  - (3) Evidence of submission of applications seeking internal and external funding for service activities, funded internal and external grants, and University submitted proposals.

Revisions: June 5, 2017 (original policy); December 5, 2017; \_\_\_\_\_, 2020.

Last Reviewed: \_\_\_\_\_ 2020.

References: Policies 202 Faculty Definition, Roles, Responsibilities, and Appointment Types; 206 Tenure and Promotion Appeals; 816 Nepotism; T.C.A. § 10-7-101; 10-7-503; Tennessee Public Records Act.





**Middle Tennessee State University  
Board of Trustees**

**Academic Affairs, Student Life, and Athletics Committee**

**Action Item**

DATE: June 2, 2020

SUBJECT: **Approval of New Academic Degree Program  
M.S., Athletic Training**

PRESENTER: Mark Byrnes, Provost

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**BACKGROUND INFORMATION:**

University Policy 251, Approval of Academic Programs, Units, and Modifications, states all academic actions that require review and approval by THEC must be approved by the Board of Trustees.

Proposals for the following new academic program is attached:

Change of degree designation for the existing Bachelor of Science (B.S.) in Athletic Training to Master of Science (M.S.) in Athletic Training per recommendation of Accrediting Body, effective May 2020.



# Academic Program Modification

## Athletic Training

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**THEC Academic Program Modification  
Athletic Training  
Middle Tennessee State University**

Before the Proposed Change			After the Proposed Change		
Title of Existing Academic Program (include all existing concentrations before program modification)	Degree	CIP Code	Title of New Program after program modification is approved (including all concentrations)	Degree	CIP Code
<b>Athletic Training</b>	<b>BS</b>	<b>51.0913</b>	<b>Athletic Training</b>	<b>MSAT</b>	<b>51.0913</b>

- Proposed Implementation Date

May 2023

- Proposed Termination Dates for Any Concentrations Proposed as Free-Standing Academic Programs

The BS in Athletic Training will be terminated in Summer 2027.

- Anticipated Delivery Site

Middle Tennessee State University - Murfreesboro

- Academic Program Liaison (APL) Name and Contact Information (The APL will serve as the information resource on academic approval actions and notification for the institution.)

Dr. Peter Cunningham  
Vice Provost for Academic Programs  
Cope Administration Building, room  
111 615-494-7611  
[peter.cunningham@mtsu.edu](mailto:peter.cunningham@mtsu.edu)

- Background for Proposed Academic Program Modification (State the rationale for the proposed change.)

This proposal requests the following academic program modification: ***Bachelors of Science in Athletic Training changed to Masters of Science in Athletic Training.***

The Athletic Training Strategic Alliance consisting of the Board of Directors of the National Athletic Trainers Association (NATA) and the Commissioners of the Commission on Accreditation of Athletic Training Education (CAATE) with the support of the Board of Certification (BOC) and the National Athletic Trainers Association (NATA) Foundation have jointly acted to establish **master’s level as the professional degree for athletic training**. Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022.

- Need for Program (Submit letter of documentation from accrediting body if program modification request is based on recommendation from accrediting agency.)



See Attachment A- Letter for CAATE and Statement from Strategic Alliance

The following information is published on The CAATE website: <https://caate.net/pp-standards/>  
 The changes listed below were approved by the CAATE Commission and were released to the public in September 2015. The changes are highlighted in bold.

Standard 2: CAATE accredited professional athletic training programs must result in the granting of a **master's** degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. **(Timeline for Compliance with Standard 2: Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022)**

- Potential Impact of Modification on Current Program (including other concentrations within the current Program and other similar programs within the institution)

There will be no impact on other similar programs offered at the institution. The change is one of moving the program from the Bachelors level to the Masters level.

- Existing Programs Offered at Public and Private Tennessee institutions – List all programs within the same CIP code definition at the same academic level (Bachelor's, Master's, Doctoral) currently offer in public and private higher education in Tennessee.

Universities Offering Masters of Science in Athletic Training	CAATE Accreditation Status	Degree
University of Tennessee at Chattanooga	Active in Good Standing	Masters
Lee University (private)	Active in Good Standing	Masters

Universities Offering Bachelors of Science in Athletic Training	CAATE Accreditation Status	Degree
Bethel University (private)	Probation – Voluntary Withdrawing	Bachelor
Cumberland University (private)	Active in Good Standing	Bachelor
King University (private)	Probation – Voluntary Withdrawing	Bachelor
Lincoln Memorial University (private)	Voluntarily Withdrawing	Bachelor
Middle Tennessee State University	Active in Good Standing	Bachelor
Tusculum College (private)	Probation – Voluntary Withdrawing	Bachelor
Union University (private)	Active in Good Standing	Bachelor

- Enrollment and Degrees Awarded by Concentration – Complete only if APM request is for elevation of existing concentration to a free-standing degree program. (Please utilize the following tabular format).

Fall Headcount Enrollment - B.S. Degree				Degrees Awarded – B.S. Degree			
2017	2018	2019	# Year Fall Average	2016-2017	2017-2018	2018-2019	3 Year Average
110	92	93	98	16	9	14	13

- Student Learning Outcomes – Describe what students should know, understand and/or be able to do at the conclusion of the program.

#### **Program Goals and Objectives**

Middle Tennessee State University AT Program prepares students to become well-rounded educated individuals through program goals and objectives:

1. Acquire the knowledge, skills, abilities, and competencies included in the 2020 standards and guidelines established by The CAATE, approved by The Strategic Alliance (NATA, CAATE, BOC, and NATA Foundation), while preparing students to sit for the BOC for Athletic Training to become a professional athletic trainer.
2. Promote students to think logically, critically, and creatively, and to make sound judgement and decisions in a supervised environment, under qualified faculty, medical, and health care professionals.
3. Ensure quality clinical experiences that allow students to appreciate the role of an athletic trainer in a variety of practice settings with diverse patients and clients in athletics, work, and life.
4. Promote effective communication techniques and strategies to build positive professional relationships with patients, administrators, other healthcare providers, and the public.
5. Prepare students to acquire and integrate research into daily clinical practice through the practice of evidence-based medicine.
6. Promote professionalism and the importance of ethical practice.
7. Encourage active engagement in university, community, and professional activities that develop leadership and role-modeling skills while sharing knowledge, expertise, and creative activities.
8. Prepare qualified healthcare professionals to successfully gain employment (in colleges, high schools, professional sports, sports medicine clinics, and other athletic training/sports medicine agencies) or continue on to post-professional education.

#### **Program Student Learning Outcomes**

The AT Program has specific student learning outcomes based on the expectations of Middle Tennessee State University and the Department of Health and Human Performance. Students will be able to:

1. Demonstrate effective communication, both orally and in writing.
2. Demonstrate discipline-specific content knowledge.
3. Analyze and think logically, critically, and creatively to make sound judgments in problem-solving situations.
4. Demonstrate knowledge of diverse cultural needs and abilities.
5. Apply professional skills and research in discipline-specific situations.
6. Value lifelong learning through professional advocacy and participation.
7. Demonstrate knowledge of ethical practice.

The AT Program has several program specific outcomes. The AT Program will:

8. Assemble and maintain high quality faculty, medical, and health care professionals as supervisors and preceptors in the AT Program.
  9. Arrange and select a variety of clinical sites and practice settings with diverse patients and clients in athletics, work, and life.
  10. Collect and assess information on employment and/or post-professional education placements in athletic training.
  11. Evaluate the overall effectiveness and student satisfaction of the AT Program.
  12. Report and evaluate BOC pass rates.
  13. Report and measure graduation and retention rates in the AT Program.
- Assessment - Provide a plan for assessing student learning outcomes while the students are in the program and after they have completed the program.

See Attachment B

- Accreditation - Where appropriate, indicate any professional organizations that accredit the proposed academic program and any substantive change that may require a SACSCOC review.

Professional Programs transitioning from a baccalaureate to a post-baccalaureate degree **OR** Post-Professional Programs from a post-baccalaureate to a doctoral degree who are in good standing with the CAATE and in mid-cycle for accreditation may apply for continuing accreditation through this Substantive Change Request for Change in Degree Document

The Commission has determined that the final window to submit a Notification of Intent for Substantive Change of Degree will be the October 1, 2022 window, with a mini Self-Study due date of December 1, 2022.

This modification will not result in need for substantive change approval from SACSCOC.

#### Current and Proposed Curriculum Requirements

See Attachment C

- New Courses Needed - List any new courses which must be added to initiate the program; include a catalog description for each of these courses.

Since this is an existing program that is moving from the Bachelors to the Masters level, the majority of the courses already exist and will be revised to be offered at the graduate level. The only new course to be added are the following:

**ATHT 5100 Athletic Training Immersion Experience I:** (1 credit hour) First practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Critical reflection of experience and core competencies will be emphasized. Minimum of two – four weeks.

**ATHT 6000 Cultural Competence & Lifestyle Demands in Athletic Training:** (1 credit hour) A focus on patient-centered care with cultural competence and humility will be investigated. Health care literacy, social determinants of health, and self-care programs for the patient as well as the athletic trainer will be presented.

**ATHT 6140 Clinical E in Athletic Training:** (1 credit hour) Review of Athletic Training Skills for Board of Certification Exam with clinical integrated competencies. A minimum of 120-

300 clinical hours under the direct supervision of an approved preceptor.

**ATHT 6160 Athletic Training Immersion Experience II:** (1 credit hour) Second practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Critical reflection of experience and core competencies will be emphasized. Minimum of three to six weeks.

**ATHT 6170 Athletic Training Immersion Experience III:** (2 credit hours) Third practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Critical reflection of experience and core competencies will be emphasized, as well as transition to practice. Minimum of five to seven weeks.

**ATHT 6420 Evaluation/Assessment of Head, Spine, Thorax, Abdomen, & General Medical:** (3 credits) Evaluation and assessment of athletic injuries/illnesses to the head, spine, thorax, abdomen and general medical conditions. Clinical outcomes and sensitivity/specificity data will be assessed for diagnostic accuracy. In addition, radiographic and specialized tests used for assessment and diagnosis will be described and interpreted. Patient care plans will be developed for different situations. Students are expected to perform a 20-hour non-orthopedic medical rotation occurs during this course.

**ATHT 6421 Evaluation/Assessment of Head, Spine, Thorax, Abdomen, & General Medical Lab:** (0 credit hours) Corequisite 6420. Laboratory to accompany ATHT 6420.

**ATHT 6440 Global Studies in Athletic Training & Sports Medicine:** (3 credits) This course is designed to allow the development of study abroad opportunities in athletic training and medically related experiences. Credit hour is variable depending upon the length and expectations of the experience developed.

- Curriculum Crosswalk of Proposed Curriculum to Accreditation Competencies (if applicable)

Athletic Training is an existing program currently accredited by CAATE. Based on the accreditation status, the Program has met all standards through the existing curriculum at the Bachelors level under the National Athletic Trainers' Association (NATA) Athletic Training Educational Competencies 5th ed. and the standards and guidelines established by The CAATE. New 2020 standards and guidelines will be implemented in July 2020 and the Crosswalk from CAATE on those standards is provided here.

See Attachment D

- Distance Learning – Indicate whether this program will be offered via distance learning and which courses are available via distance learning.

The program will not be offered via distance learning but will remain a traditional program. However, the following courses are offered as either online or hybrid courses:

ATHT 5350 Intro to Athletic Training History, Documentation, Terminology & Health Care Informatics

ATHT 6820 Organization/Administration to Athletic Training with Health Care Delivery, Payor Systems, and Informatics.

- Current and Proposed Admission, Retention and Graduation Policies

There will be changes to the existing admission, retention, and graduation policies because we are moving from an undergraduate to a graduate level program. Students will enter with the bachelor's degree and will be awarded the MSAT degree upon completion of the 72-hour program. See information below

<b>Admissions Criteria</b>					
<b>CURRENT BS Prerequisites</b>			<b>PROPOSED MSAT Prerequisites</b>		
<b>Athletic Training Prerequisite Courses: B- or better required</b>		<b>HOURS</b>	<b>Athletic Training Prerequisite Courses: C or better required</b>		<b>HOURS</b>
BIOL 2010/01	Anatomy and Physiology I	4	BIOL 2010/01	Anatomy and Physiology I	4
ATHT3570	Psychomotor Skills in Athletic Training	3	BIOL 2020/01	Anatomy and Physiology II	4
ATHT 3580	Care and Prevention of Athletic Injuries	3	PSY 1410	General Psychology	3
			NFS 1240/ 3000	General Nutrition (or some type of nutrition)	3
			PHYS 2010/1	Physics & Lab I (non-calculus)	4
			CHEM 1110/01	General Chemistry I	4
			MATH 1530	Statistics	3
			ATHT 3580	Care and Prevention of Athletic Injuries	3
			EXSC 3830/01	Exercise Physiology	4
			HLTH 3300	First Aid & Safety	3
			<b>RECOMMENDED MSAT Prerequisites</b>		
			HUM 2130 or ATHT 3590	Medical Vocabulary/Terminology Course	2-3
<b>Overall GPA 2.5 required for admission</b>			<b>Overall GPA 3.0 required for admission</b>		
<b>Additional Requirements:</b> Completion of a formal application, which includes three letters of recommendation; Successful completion of pre-program clinical observations as part of ATHT 3570; Successful completion of a minimum of 24 credit hours; Interview with Athletic Training program admission committee.			<b>Additional Requirements:</b> Completion of a formal application, which includes three letters of recommendation; Successful completion of 50 hours pre-program clinical athletic training observations; Successful completion of Bachelor Degree; Interview with Athletic Training program admission committee.		

<b>Retention and Graduation Criteria</b>	
<b>CURRENT BS POLICIES</b>	<b>PROPOSED MSAT POLICIES</b>
<p>Students must maintain a cumulative grade point average of 2.50. Students must achieve a B- or better in all ATHT courses and a C- or better in BIOL 2020/BIOL 2021; NFS 3000; EXSC 3830/EXSC 3831; and the natural sciences to continue in the program. If a student does not achieve a B- or better in an ATHT course and a C- or better in the above courses he/she must retake the course. Students must complete all clinical courses with a minimum grade of B- or better. If a student fails to get a minimum grade of B-, the student cannot matriculate on to the next clinical course. The student will be on leave from the clinical portion of the program for one year. The student can, however, continue taking academic coursework that does not require clinical courses as co-requisites or prerequisites <b>upon approval of the program director.</b></p> <p>Matriculation and progression each year in the Athletic Training program depends on successful completion of a comprehensive written and oral examination scoring 80 percent or better. The exam is given at the end of the spring semester of the first and second year. Each student will be given three attempts to successfully complete these exams; failure to score 80 percent or higher after three attempts will result in remediation. The student must meet with the athletic training program faculty and the designation of specific course work will be identified for the student to retake in order to learn and master the material.</p> <p>Students must have a minimum overall GPA of 2.50 to graduate from the program. Upon successful completion of the program, graduates are awarded a B.S. in Athletic Training and become eligible to sit for the Board of Certification Examination (BOC) for the Athletic Trainer.</p>	<p>Students must maintain a cumulative grade point average of 3.00. Students must achieve a B or better in all academic courses in the program. If a student does not achieve a B or better in a course, he/she must retake the course. Students may only retake two courses during the entire program. Students must complete all clinical courses with a minimum grade of B or better. If a student fails to get a minimum grade of B, the student cannot matriculate on to the next clinical course. The student will be on leave from the clinical portion of the program for one year. The student can, however, continue taking academic coursework that does not require clinical courses as co-requisites or prerequisites <b>upon approval of the program director.</b></p> <p>Matriculation and progression each year in the Athletic Training program depends on successful completion of a comprehensive written and oral examination scoring 80 percent or better. The exam is given at the end of the spring semester of the first year. Each student will be given three attempts to successfully complete these exams; failure to score 80 percent or higher after three attempts will result in remediation. The student must meet with the athletic training program faculty and the designation of specific course work will be identified for the student to retake in order to learn and master the material.</p> <p>Students must have a minimum overall GPA of 3.0 to graduate from the program. Upon successful completion of the program, graduates are awarded a M.S. in Athletic Training (MSAT) and become eligible to sit for the Board of Certification Examination (BOC) for the Athletic Trainer.</p>

- Current Faculty - List the name, rank, highest degree, primary department and estimate of the level of involvement of all faculty members who will participate in the proposed program. If the program is at the graduate level, also list the number of masters' theses and doctoral dissertations each of these faculty members have directed to completion. (Please utilize the following tabular format).

Name	Rank	Highest Degree	Primary Department	FTE in Program	# of Thesis/ Dissertations
<b>Helen Binkley ATC, CSCS Program Director Tenure Track Faculty line</b>	Associate Professor	PHD	Health & Human Performance	100	NA 4/8
<b>Kristin Phillips ATC Clinical Coordinator</b>	Coordinator Track- Instructor	PHD	Health & Human Performance	100	NA
<b>William Whitehill ATC-R Tenure Track Faculty line</b>	Associate Professor	PHD	Health & Human Performance	100	NA
<b>Courtney Wilder ATC, PT Adjunct</b>	Instructor	DPT	Health & Human Performance	60	NA
<b>Stephanie Wise ATC, CSCS Adjunct</b>	Instructor	MS +20  Anticipate DAT by 8/21	Health & Human Performance	30	NA
<b>Sadie Harris ATC Adjunct</b>	Instructor	EdD	Health & Human Performance	10	NA

- Finance – Complete THEC Financial Projection Form THEC

The MTSU Athletic Training Program is an existing program and will require no additional faculty or expenses as a result of the degree designation change.

## Attachment A



March 23, 2020

Helen Binkley, PhD, ATC  
Middle Tennessee State University  
Department of Health and Human Performance PO Box 96  
Murfreesboro, TN 37132

Dear Dr. Binkley,

As announced on May 20, 2015, the Strategic Alliance (Board of Certification, Inc. (BOC), Commission on Accreditation of Athletic Training Education (CAATE), National Athletic Trainers Association (NATA) and NATA Foundation) has determined that the professional degree for Athletic Training be a master's degree. Standard 2 for the [2012 Standards for the Accreditation of Professional Athletic Training Programs](#) states:

STANDARD 2: CAATE accredited professional athletic training programs must result in the granting of a master's degree in Athletic Training. The program must be identified as an academic athletic training degree in institutional academic publications. The degree must appear on the official transcript similar to normal designations for other degrees at the institution. (Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022.)

Accredited athletic training programs who are transitioning from a bachelor's to a master's degree must have approval from their respective institution, state, and regional accreditor (if applicable) prior to submission of their Substantive Change Level of Degree. Once a program's request for change in degree has been approved, the program will no longer be allowed to admit students at the previous degree level. The Substantive Change for Level of Degree does not change the dates for the next comprehensive review for the accredited program.

Please contact the CAATE Office ([support@caate.net](mailto:support@caate.net); 512-733-9700) if you have further questions regarding the Substantive Change for Level of Degree.

Professionally,







## Joint Statement from the Strategic Alliance BOC, CAATE, NATA and NATA Foundation

### After 2.5 Years of Diligent Analysis, Leaders of the Key Athletic Training Organizations Have Decided to Change the AT Degree Level to a Master's

Decision affecting future ATs was made with the best interests of the profession in mind to ensure a vital place for ATs in the evolving health care arena. Work now begins on the next steps.

Over the past two and a half years the AT Strategic Alliance (BOC, CAATE, NATA and NATA Foundation), under the lead of NATA and CAATE, have been actively engaged in a critical examination of what the appropriate professional degree level should be to best prepare athletic trainers for an integral role in the evolving health care system.

This past weekend a special meeting was held to hear final presentations and to deliberate. The NATA Board of Directors and the Commissioners of the CAATE, with the full support of the Board of Certification and the NATA Research & Education Foundation, have agreed to establish the professional degree in athletic training at the master's level.

Among the data considered in this decision was work produced by the NATA Executive Committee for Education (ECE). This included the *Professional Degree White Paper*, focus groups with existing professional programs at the master's degree level, a health care economist's study specific to athletic training education and numerous open-discussion sessions at state, district and national meetings. Among the CAATE's significant contributions included their knowledge of the accreditation landscape, and the changing higher education environment. They presented expert opinions from Commission physician and administrative members and provided an analysis developed from the CAATE's call for open comments.

The CAATE *Standards for Accreditation of Professional Athletic Training Programs* will be changed to include a requirement that professional programs be at the master's degree level with a specific implementation deadline of no less than seven years. This does not require currently certified ATs to obtain an additional degree. The deadline to require a master's degree to sit for the BOC examination will affect students who are not yet in high school.

A decision of this magnitude requires significant discussion, planning and communication. Over the next several weeks, the alliance will launch a website that will provide more information on the implementation as well as an opportunity for members of the profession to ask questions. The site will also provide a synopsis of the research that went into this decision and responses to questions raised during the months of gathering feedback. An in-person session will be held at the NATA 2015 convention to address “what’s next” questions. The presentation will be recorded and posted online so that all ATs have access to the dialogue. As the process moves forward, there will be several additional opportunities for conversations about next steps. Given the current state of higher education and health care, change is not only inevitable, but necessary. The Strategic Alliance has a responsibility to be the visionaries for the growth of the profession. This decision is not about today. It is about the future and longevity of the AT profession. The decision was not made lightly, and the approach to implementation will be treated with the same seriousness as the decision.

The CAATE anticipates releasing information about the implementation timeline after its August 2015 Commission meeting and looks forward to working with institutions and professional programs as they transition to the master’s degree. NATA and the CAATE will provide tools, resources and best practices to assist with the process, as well as ongoing updates on the implementation and timeline. The goal is to make this transition as simple as possible for all involved.

Athletic trainers have historically played a major role in the provision of health care for life and sport. The AT’s role and scope of practice continues to evolve in response to the dynamic nature of health care. As a result, ATs are considered by physicians to be integral members of the interprofessional health care team.

A critical link to acceptance in the broader health care arena is the ATs level of professional preparation. This decision to shift the degree level is essential to ensuring our future ability to meet the expectations of the health care team, to continuing to improve patient outcomes, and to keeping our profession sustainable for generations to come.

## About the Strategic Alliance

The Strategic Alliance is a group of four leading organizations committed to the athletic training profession and to the delivery of quality healthcare to the public. The four member organizations are the [Board of Certification, Inc. \(BOC\)](#), the [Commission on Accreditation of Athletic Training Education \(CAATE\)](#), the [National Athletic Trainers’ Association \(NATA\)](#) and the [NATA Research & Education Foundation \(NATA Foundation\)](#).

Each member of the Strategic Alliance serves a distinct group of stakeholders, yet all members have a shared interest in advancing the athletic training profession. Members collaborate to research and deliberate current topics of interest to the profession; solicit feedback from the public; and communicate findings and positions to all stakeholders. The Strategic Alliance offers its joint statements in an informed manner based upon what is best for students, patients and the profession.

## AT Program Student Learning Outcomes Masters of Science in Athletic Training

Student Learning Outcomes	Measurements	Results/Analysis	Use of Results/ Action Plan
<p><b>Outcome 1:</b> Students will demonstrate effective communication, both orally and in writing.</p>	<p><b>Critical Performance - Outcome 1:</b></p> <p><b>Measurement(s) for Outcome 1:</b></p> <ol style="list-style-type: none"> <li><b>1. Written</b> ATHT 6400/01 Case Report ATHT 6410/01 Case Report ATHT 6420/01 Case Report - ATHT 6960/01 Case Report- Project ATHT 6990 Clinical Reports</li> <li><b>2. Oral</b> ATHT 6410/01 Case Report Presentation ATHT 6420/01 Case Report Presentation ATHT 6960/01 Case Report Presentation ATHT 6990 Workshop Presentation</li> </ol> <p><b>Measurement Tool:</b> Student Rating Scales and/or Rubrics</p> <p><b>Criteria: 90 % of students will reach the target level of a B or better.</b></p> <p><b>Responsible Person:</b> Individual course instructors.</p> <p><b>Completion Date:</b> The data will be collected at the end of the semester that the course is taught. A complete summary will be compiled annually.</p>	<ol style="list-style-type: none"> <li><b>1. Written</b> <ol style="list-style-type: none"> <li><b>A. ATHT 6400/01</b> - Target – - Below Target –</li> <li><b>B. ATHT 6410/01</b> - Target – - Below Target –</li> <li><b>C. ATHT 6420/01</b> - Target – - Below Target –</li> <li><b>D. ATHT 6960/01</b> - Target – - Below Target –</li> <li><b>E. ATHT 6990</b> - Target – - Below Target –</li> </ol> </li> <li><b>2. Oral</b> <ol style="list-style-type: none"> <li><b>A. ATHT 6410/01</b> - Target – - Below Target –</li> <li><b>B. ATHT 6420/01</b> - Target – - Below Target –</li> <li><b>C. ATHT 6960/01</b> - Target – - Below Target –</li> <li><b>D. ATHT 6990/01</b> - Target – - Below Target –</li> </ol> </li> </ol>	<p>First year students will be assessed by ATHT 6400/01, and ATHT 6410/01. Second year students will be assessed by ATHT 6420/01, ATHT 6960/01 and 6990.</p> <p><b>Criteria:</b></p> <p><b>Written</b> <b>1<sup>st</sup> year students:</b> <b>2<sup>nd</sup> year students:</b></p> <p><b>Oral</b> <b>1<sup>st</sup> year students:</b> <b>2<sup>nd</sup> year students:</b></p> <p><b>Action Plan:</b> Written:  Oral:</p>
<p><b>Outcome 2:</b></p>	<p><b>Critical Performance - Outcome 2</b></p>		

<p>Students will demonstrate discipline-specific content knowledge.</p>	<p><b>Measurement(s) for Outcome 2:</b></p> <ol style="list-style-type: none"> <li>1. First Year – End of Year Exam</li> <li>2. Second Year – Exit Exam</li> </ol> <p><b>Measurement Tool:</b></p> <p>First Year – End of Year Exam Second Year – Exit Exam</p> <p><b>Criteria: 50% of students will reach the target level of 80% or better on the first attempt of the exam.</b></p> <p><b>Responsible Person:</b> Individual course instructors.</p> <p><b>Completion Date:</b> The data will be collected at the end of each academic year in the program. A complete summary will be compiled annually.</p>	<p><b>1. First Year – Exam</b> - Target – - Below Target –</p> <p><b>2. Second Year – Exam</b> - Target – - Below Target –</p> <p><b>3. Major Field Test</b> - Target – - Below Target –</p>	<p>End of the year exams is used to assess the student learning over time and to enforce the concept of retention of knowledge. The students are given three attempts on these exams to reach a true threshold of 80% or better to move forward in the program. If 80% or better is not obtained after three attempts, remediation is given based on area of weakness on the exam.</p> <p>The Exit Exam emphasizes a reflection of how well prepared the students are to take the Board of Certification Examination for Athletic Training and is a capstone experience in Graduate Seminar. Students only get one attempt at this exam.</p> <p><b>Criteria:</b> <b>1<sup>st</sup> year students:</b> <b>2<sup>nd</sup> year students:</b></p> <p><b>Action Plan:</b></p>
<p><b>Outcome 3:</b> Students will analyze and think logically, critically, and creatively to make sound judgements in problem-solving situations.</p>	<p><b>Critical Performance - Outcome 3:</b></p> <p><b>Measurement(s) for Outcome 3:</b></p> <ol style="list-style-type: none"> <li>1. ATHT 6100 – Clinical Experience Evaluation</li> <li>2. ATHT 6110 – Clinical Experience Evaluation</li> <li>3. ATHT 6120 – Clinical Experience Evaluation</li> <li>4. ATHT 6130 – Clinical Experience Evaluation</li> <li>5. ATHT 6140 – Clinical Experience Evaluation</li> <li>6. ATHT 6430 – Clinical Experience Evaluation</li> <li>7. ATHT 6170 – Clinical Experience Evaluation</li> </ol> <p><b>Measurement(s) Tool:</b> Survey instrument for each course listed above with grading scale.</p> <p><b>Criteria: 90% of students will reach the target level of B or better.</b></p> <p><b>Responsible Person:</b> Clinical preceptors and individual course instructors.</p> <p><b>Completion Date:</b> The data will be collected at the end of the semester that the course is taught. A complete summary will be compiled annually</p>	<p><b>1. ATHT 6100 – Clinical Experience Evaluation</b> - Target – - Below Target –</p> <p><b>2. ATHT 6110 – Clinical Experience Evaluation</b> - Target – - Below Target –</p> <p><b>3. ATHT 6120 – Clinical Experience Evaluation</b> - Target – - Below Target –</p> <p><b>4. ATHT 6130 – Clinical Experience Evaluation</b> - Target – - Below Target –</p> <p><b>5. ATHT 6140 – Clinical Experience Evaluation</b> - Target – - Below Target –</p> <p><b>6. ATHT 6430 – Clinical Experience Evaluation</b> - Target – - Below Target –</p>	<p>This is assessed in every clinical course. there is a progression of knowledge, skills, and abilities that are evaluated based on where the student is currently at in the program as outlined and explained in the Preceptor Manual.</p> <p>First year students will be assessed by ATHT 6100, ATHT 6110, and ATHT 6120. Second year students will be assessed by ATHT 6130, ATHT 6140, ATHT 6430, and ATHT 6170.</p> <p><b>Criteria:</b> <b>1<sup>st</sup> year students:</b> <b>2<sup>nd</sup> year students:</b></p> <p><b>Action Plan:</b></p>

		<b>7. ATHT 6170 – Clinical Experience Evaluation</b> - Target – - Below Target –	
<b>Outcome 4:</b> Students will demonstrate knowledge of diverse cultural needs and abilities.	<b>Critical Performance - Outcome 4:</b>  <b>Measurement(s) for Outcome 4:</b> ATHT 6000 – Video- Assessment Tool  <b>Measurement(s) Tool:</b> Assessment tool – quiz following video and class activity  <b>Criteria: 80% of students will reach the target level of 80% or better on the first attempt of the exam.</b>  <b>Responsible Person:</b> Individual course instructors.  <b>Completion Date:</b> The data will be collected at the end of the semester that the course is taught. A complete summary will be compiled annually	<b>1. ATHT 6000 – Video Assessment Tool</b> - Target – - Below Target –	<b>Criteria –</b>  <b>Action Plan:</b>
<b>Outcome 5:</b> Students will apply professional skills and research in discipline-specific situations.	<b>Critical Performance - Outcome 5:</b>  <b>Research Processes:</b> 1. ATHT 5300 Students will compile literature and critically appraise the literature. 2. ATHT 6300 Students will write and present the first three chapters of a research paper/proposal.  <b>Measurement(s) for Outcome 5:</b> Student rating scales/Rubric  <b>Criteria: 90% of students will reach the target level of B or better</b>  <b>Responsible Person:</b> Individual course instructors  <b>Completion Date:</b> ATHT 5300 will be compiled at the completion of the first semester. ATHT 4980 will be compiled at the completion of the fourth semester.	<b>1. ATHT 5300 Students will compile literature and critically appraise the literature.</b> - Target – - Below Target –  <b>2. ATHT 6300 Students will write and present the first three chapters of a research paper/proposal.</b> - Target - - Below Target -	Students are expected to learn how to ask a clinical question and investigate the answer to that question using evidence-based medical approach. These activities reflect on whether the students understand those concepts.  <b>Criteria –</b>  <b>Action Plan:</b>
<b>Outcome 6:</b>	<b>Critical Performance – Outcome 6:</b>		

<p>Students will value lifelong learning through professional advocacy and participation.</p>	<p>1. Active Participation in Student Athletic Training Association (SATA). 2. Attendance at professional meetings at the state, regional, or national level throughout their time in the program.</p> <p><b>Measurement(s) for Outcome 6:</b></p> <ol style="list-style-type: none"> <li>1. Document attendance at SATA events.</li> <li>2. Document attendance at professional meetings.</li> </ol> <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. <b>90% of students will reach the target level for SATA attendance of &gt; 85% attendance</b></li> <li>2. <b>90% of students will reach the target level for professional meeting attendance of attending at least 1 or more meetings</b></li> </ol> <p><b>Responsible Person:</b> Organizational group advisors and program director.</p> <p><b>Completion Date:</b> SATA participation will be compiled and documented at the end of each academic year. Professional meeting attendance will be kept throughout the entire program and compiled at the end of their second year.</p>	<p><b>1. Active Participation in Student Athletic Training Association (SATA)</b> - Target – - Below Target –</p> <p><b>2. Attendance at professional meetings at the state, regional, or national level</b> - Target – - Below Target –</p>	<p>The first step in evaluating lifelong learning is through professional involvement. These measures are currently established to see if the students are getting involved.</p> <p><b>Criteria:</b> –</p> <p><b>Action Plan:</b></p>
<p><b>Outcome 7:</b> Students will demonstrate knowledge of ethical practices.</p>	<p><b>Critical Performance - Outcome 7</b></p> <p><b>Measurement(s) for Outcome 7:</b> ATHT 5300 CITI IRB Training on Ethical Knowledge Quiz</p> <p><b>Measurement Tool:</b> Ethical knowledge quiz from CITI IRB training program</p> <p><b>Criteria: 90% of students will earn a score of 80% or better</b></p> <p><b>Responsible Person:</b> Individual course instructors</p> <p><b>Completion Date:</b> Scores will be compiled at the completion of first semester.</p>	<p>-Target – -Below Target –</p>	<p>This is a departmental as well as an AT Program outcome. The department uses the Institutional Review Board Ethics training as a way to measure this outcome.</p> <p><b>Criteria: Met</b></p> <p><b>Action Plan:</b></p>

<p><b>Outcome 8:</b> The AT Program will assemble and maintain high quality faculty, medical, and health care professionals as supervisors and preceptors in the AT Program.</p>	<p><b>Critical Performance - Outcome 8</b></p> <p><b>Measurement(s) for Outcome 8:</b> 1. Clinical Instructor Evaluation by Student 2. Clinical Instructor Self-Evaluation 3. Clinical Coordinator Evaluation 4. Departmental/ University Teaching Evaluations</p> <p><b>Measurement Tool:</b> Each of the above has its own survey instrument or rating scales.</p> <p><b>Criteria: 90% of faculty, medical, and health care professionals evaluated will score at a level of 2 or better on a 3-point scale, and at a level of 3 or better on a 5-point scale.</b></p> <p><b>Responsible Person:</b> Individual clinical course instructors for the first three evaluations. The departmental/university teaching evaluations by the departmental administrative assistant.</p> <p><b>Completion Date:</b> The data will be collected at the end of each semester and a complete summary will be compiled annually.</p>	<p><b>1. Clinical Instructor Evaluation by Student</b> - Target – - Below Target –</p> <p><b>2. Clinical Instructor Self-Evaluation</b> - Target – 1 - Below Target –</p> <p><b>3. Clinical Coordinator Evaluation</b> - Target – - Below Target –</p> <p><b>4. Departmental/University Teaching Evaluations</b> - Target – - Below Target –</p>	<p>We use several assessment tools to evaluate quality of our personnel. These results are used to determine continued appointment or use as a preceptor at the program, department, and university level.</p> <p><b>Criteria:</b> 1. Clinical Instructor Evaluation by Student - 2. Clinical Instructor Self-Evaluation - 3. Clinical Coordinator Evaluation - 4. Departmental/University Teaching Evaluation -</p> <p><b>Action Plan:</b></p>
<p><b>Outcome 9:</b> The AT Program will arrange and select a variety of clinical sites and practice settings with diverse patients and clients in athletics, work, and life.</p>	<p><b>Critical Performance - Outcome 9</b></p> <p><b>Measurement(s) for Outcome 9:</b> Data entered into the Clinical Site Profiles on an Annual and on-going basis.</p> <p><b>Measurement Tool:</b> 1. Clinical Profiles uploaded on CAATE. 2. Clinical Site Visit Evaluation – performed by CEC on student and preceptor. 3. Clinical Setting Assessment by Students and CEC</p> <p><b>Criteria:</b> 1. Clinical Profiles uploaded on CAATE. 2. Clinical Site Visit Evaluation – performed by CEC on student and preceptor at least once per semester. 3. Clinical Setting Assessment by Students and CEC. just developed, standard not created yet</p> <p><b>Responsible Person:</b> Clinical Coordinator.</p>	<p><b>1. Clinical Profiles are uploaded into CAATE annually.</b> - Submitted –</p> <p><b>2. Clinical Site Visit Evaluation</b> - Performed –</p> <p><b>3. Clinical Setting Assessment</b> - Performed -</p>	<p>The Clinical Site Profiles are what we are using to determine the variety of setting.</p> <p><b>Criteria:</b> 1. Clinical Profiles are uploaded into CAATE annually. - 2. Clinical Site Visit Evaluation - 3. Clinical Setting Assessment -</p> <p><b>Action Plan:</b></p>

	<b>Completion Date:</b> The data will be collected at the end of each academic year in the program. A complete summary will be compiled annually.		
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Attachment C

**Athletic Training Course Requirement Comparison between BS and MS**

Proposed Masters (MSAT)		HOURS	Current Bachelors (BS)		HOURS
Athletic Training Courses: B- or better required		60 hours	Athletic Training Courses B- or better required		65 hours
			ATHT 3580	Care and Prevention of Athletic Injuries	3
ATHT 5200/01	Acute Trauma & Emergency Care in AT / lab	4	ATHT 4200/01	Acute Trauma & Emergency Care in AT/lab	4
ATHT 5000/01	Strength/Conditioning Human Performance/ lab	3	ATHT 4000	Strength/Conditioning Human Performance	3
ATHT 5300	Introduction to Evidence Based Medicine	1	ATHT 3980	Introduction to Evidence Based Medicine in AT	2
ATHT 5350	AT History, Documentation, Terminology & Intro Health Care Informatics	2	ATHT 3590	Athletic Training Medical Documentation & Terminology	2
ATHT 5620	Psychomotor Skills, Bracing/Casting & Equipment in AT lab	1	ATHT 3570	Psychomotor Skills in Athletic Training	3
ATHT 6000	Cultural Competence & Lifestyle Demands in AT	1			
ATHT 6100	Clinical A in Athletic Training (120-300 hrs)	1	ATHT 3000	Clinical A in Athletic Training (200-400 hrs)	3
ATHT 6110	Clinical B in Athletic Training (120-300 hrs)	1	ATHT 3001	Clinical B in Athletic Training (200-400 hrs)	3
ATHT 6120	Clinical C in Athletic Training (120-300 hrs)	1	ATHT 3002	Clinical C in Athletic Training (200-400 hrs)	3
ATHT 6130	Clinical D in Athletic Training (120-300 hrs)	1	ATHT 3003	Clinical D in Athletic Training (200-400 hrs)	3
ATHT 6140	Clinical E in Athletic Training (120-300 hrs)	1			
ATHT 5100	Athletic Training Immersion Experience I (no max hrs)	1			
ATHT 6160	Athletic Training Immersion Experience II (no max hrs)	1			
ATHT 6170	Athletic Training Immersion Experience III (no max hrs)	2			
ATHT 6020	Somatic Therapy for Health Care Providers	3			
ATHT 6200/01	Functional Anatomy and Biomechanics/ lab	4	ATHT 3900/01	Human Structure & Movement in Sport & Injury/lab	4
ATHT 6300	Advanced Evidence Based Medicine	3	ATHT 4980	Advanced Evidence Based Medicine in Athletic Training	3
ATHT 6400/01	Evaluation/Assessment Lower Ext./lab	3	ATHT 3950	Evaluation/Assessment Lower Ext	3
ATHT 6410/01	Evaluation/Assessment Upper Ext./lab	3	ATHT 3960	Evaluation/Assessment Upper Ext	3
ATHT 6420/01	Evaluation/Assessment Head, Spine, Thorax, Abdomen & Gen Medical Conditions/lab	3			
ATHT 6430	Practicum in AT (60-100 hrs)	1			
ATHT 6500/01	Pathophysiology & Pharmacology in HHP/lab	4	ATHT 4500 and ATHT 4950	Therapeutic Medications and Pathology of Sport and Injury (200-400 hrs)	3 and 3
ATHT 6820	Organization/Administration of AT with Health Care Delivery, Payor Systems, & Health Informatics	3	ATHT 4820	Organization/Administration of Athletic Training	3
ATHT 6960/01	Rehabilitative Techniques in Sports Medicine/lab	4	ATHT4960	Rehabilitation Techniques	4
ATHT 6970/01	Therapeutic Modalities in Sports Medicine/lab	4	ATHT 4970/01	Therapeutic Modalities/lab	4
ATHT 6975	Psycho-social Aspects of Sport, Health & Rehab	3	ATHT 4975	Psycho-social Aspects of Sport, Health & Rehab	3
ATHT 6990	Graduate Seminar	1	ATHT 4990	Senior Seminar (200-400 hrs)	3

<b>Major Auxiliary Courses Required: B- or better required</b>		<b>6 hours</b>	<b>Major Auxiliary Courses Required: C- or better required</b>		<b>22 hours</b>
HLTH 6850	Methods in Epidemiology	3	BIOL 2010/11	Human Anatomy & Physiology I (B- or better)*	4
HLTH 6510	The Nation's Health (Public Health)	3	BIOL2020/21	Human Anatomy & Physiology II	4
			PSY 1410	General Psychology*	3
			NFS 3000	Nutrition Principles for Physical Activity & Health	3
			EXSC 3830/01	Exercise Physiology	4
			CHEM 1110/11 or PHYS 2010/11	General Chemistry * or Non-Calculus Based Physics I*	4
			* may count as general education course work		
<b>Guided Electives: (select at least 2) B- or better required</b>		<b>6 hours</b>	<b>Guided Electives: (select at least 1) B- or better required</b>		<b>3 hours</b>
ATHT 5965	Aquatic Exercise Therapeutic Techniques	3	ATHT 4965	Aquatic Exercise Therapeutic Techniques	3
ATHT 6310	Independent Research/Special Project	1 - 6	ATHT 4999	Independent Research	3
ATHT 6430	Practicum in AT	1	ATHT 4430	Practicum in AT	3
ATHT 6440	Global Studies in Athletic Training and Sports Medicine	3	ATHT 4080	Alternative Therapies in Athletic Training	3
	Other EXSC or HLTH course- approved by AT director	3			
<b>Total Credit Hours</b>		<b>72</b>	<b>Total Credit Hours (out of 120)</b>		<b>90</b>
<b>Revision Date - 3/11/20</b>					

## 2020 Standards for Accreditation of Professional Athletic Training Programs Crosswalk

This Crosswalk is provided as a reference for program administrators. It is important to note that all domains of the BOC Practice Analysis, 7<sup>th</sup> Edition have been addressed by the Curricular Content Standards. The NATA Educational Competencies, 5<sup>th</sup> Edition have been mapped in this document for reference, but do **not** encompass the totality of the Curricular Content Standards.

Curricular Content Standards	<u>BOC Practice Analysis, 7<sup>th</sup> Edition</u>	<u>NATA Educational Competencies, 5<sup>th</sup> Edition</u>
54. The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.	—	—
55. Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.	—	—
56. Advocate for the health needs of clients, patients, communities, and populations.	0106, 0501	—
57. Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.	0402, 0403, 0404, 0405, 0406	PHP-24, PS-4, PS-5, PS-10
58. Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.	0102, 0205, 0402, 0403, 0404, 0405, 0406	PHP-19, PHP-24, CE-7, AC-36, TI-10, PS-4, PS-6, PS-18, PD-10
59. Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.	0102, 0103, 0105, 0106, 0205, 0301, 0304, 0402, 0403, 0404, 0405, 0406	PHP-18, PHP-19, TI-31, PS-4, CIP-9
60. Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.	0205	EBP-11, CE-7
61. Practice in collaboration with other health care and wellness professionals.	0204, 0205	AC-2, TI-31, PS-4, HA-30, PD-8, PD-9

Curricular Content Standards	<u>BOC Practice Analysis, 7<sup>th</sup> Edition</u>	<u>ATA Educational Competencies, 5<sup>th</sup> Edition</u>
62. Provide athletic training services in a manner that uses evidence to inform practice.	0102, 0402, 0403, 0404, 0405, 0406, 0407	BP-1, EBP-2, EBP-3, EBP4, EBP-5, BP-6, EBP-7, EBP-8, EBP-9, EBP-10, EBP-11, EBP-12, EBP-13, EBP-14, CE-11, CE-12
63. Use systems of quality assurance and quality improvement to enhance client/patient care.	0401, 0501, 0502, 0503, 0504	EBP-4, EBP-11, EBP-12, EBP-13, EBP-14, PHP-4
64. Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following: <ul style="list-style-type: none"> <li>• Use data to drive informed decisions</li> <li>• Search, retrieve, and use information derived from online databases and internal databases for clinical decision support</li> <li>• Maintain data privacy, protection, and data security</li> <li>• Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)</li> <li>• Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.</li> </ul>	0101, 0201, 0501, 0502, 0503, 0504	EBP-6, EBP-7, EBP-8, EBP-9, EBP-10, EBP-11, EBP-12, PHP-4, PHP-6, HA-11, HA-12, HA-28, CIP-9
65. Practice in a manner that is congruent with the ethical standards of the profession.	0502, 0503, 0504	AC-1, PD-5
66. Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following: <ul style="list-style-type: none"> <li>• Requirements for physician direction and collaboration</li> <li>• Mandatory reporting obligations</li> <li>• Health Insurance Portability and Accountability Act (HIPAA)</li> <li>• Family Education Rights and Privacy Act (FERPA)</li> <li>• Universal Precautions/OSHA Bloodborne Pathogen Standards</li> <li>• Regulations pertaining to over-the-counter and prescription medications</li> </ul>	0302, 0304, 0502, 0503, 0504	PHP-7, AC-1, HA-15, HA-16, HA-17, HA-18, PD-4, PD-6, CIP-9
67. Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.	0501	PD-7

Curricular Content Standards	BOC Practice Analysis, 7 <sup>th</sup> Edition	ATA Educational Competencies, 5 <sup>th</sup> Edition
68. Advocate for the profession.	—	PD-1, PD-2, PD-3, PD-11, PD-12
<p>69. Develop a care plan for each patient. The care plan includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> <li>• Assessment of the patient on an ongoing basis and adjustment of care accordingly</li> <li>• Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care</li> <li>• Consideration of the patient’s goals and level of function in treatment decisions</li> <li>• Discharge of the patient when goals are met or the patient is no longer making progress</li> <li>• Referral when warranted</li> </ul>	0203, 0204, 0205, 0304, 0401, 0402, 0403, 0404, 0405, 0406, 0407	EBP-11, EBP-12, EBP-13, EBP-14, CE-7, CE-8, CE-9, CE-14, CE-19, CE-23, TI-7, HA-30, PD-9
<p>70. Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:</p> <ul style="list-style-type: none"> <li>• Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)</li> <li>• Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)</li> <li>• Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)</li> <li>• Cervical spine compromise</li> <li>• Traumatic brain injury</li> <li>• Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)</li> <li>• Fractures and dislocations (including reduction of dislocation)</li> <li>• Anaphylaxis (including administering epinephrine using automated injection device)</li> <li>• Exertional sickling, rhabdomyolysis, and hyponatremia</li> <li>• Diabetes (including use of glucometer, administering glucagon, insulin)</li> <li>• Drug overdose (including administration of rescue medications such as naloxone)</li> <li>• Wounds (including care and closure)</li> <li>• Testicular injury</li> <li>• Other musculoskeletal injuries</li> </ul>	0302, 0304, 0406	PHP-15, PHP-16, PHP-17, CE-15, CE-16, CE-22, AC-1, AC-4, AC-5, AC-6, AC-7, AC-8, AC-9, AC-10, AC-11, AC-12, AC-13, AC-14, AC-15, AC-16, AC-17, AC-18, AC-19, AC-20, AC-21, AC-22, AC-23, AC-24, AC-25, AC-26, AC-27, AC-28, AC-29, AC-30, AC-31, AC-32, AC-33, AC-34, AC-35, AC-36, AC-37, AC-38, AC-39, AC-40, AC-41, AC-42, HA-30, PD-9, CIP-6

Curricular Content Standards	BOC Practice Analysis, 7 <sup>th</sup> Edition	ATA Educational Competencies, 5 <sup>th</sup> Edition
<p>71. Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:</p> <ul style="list-style-type: none"> <li>• Obtaining a medical history from the patient or other individual</li> <li>• Identifying comorbidities and patients with complex medical conditions</li> <li>• Assessing function (including gait)</li> <li>• Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation: <ul style="list-style-type: none"> <li>○ Cardiovascular system (including auscultation)</li> <li>○ Endocrine system</li> <li>○ Eyes, ears, nose, throat, mouth, and teeth</li> <li>○ Gastrointestinal system</li> <li>○ Genitourinary system</li> <li>○ Integumentary system</li> <li>○ Mental status</li> <li>○ Musculoskeletal system</li> <li>○ Neurological system</li> <li>○ Pain level</li> <li>○ Reproductive system</li> <li>○ Respiratory system (including auscultation)</li> <li>○ Specific functional tasks</li> </ul> </li> <li>• Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated</li> </ul>	0201, 0202, 0203, 0204, 0406	CE-1, CE-2, CE-3, CE-4, CE-5, CE-6, CE-7, CE-8, CE-9, CE-10, CE-11, CE-12, CE-13, CE-14, CE-15, CE-16, CE-17, CE-18, CE-19, CE-20, CE-21, CE-22, CE-23, AC-4, AC-5, AC-6, AC-7, AC-8, HA-30, PD-9, CIP-4, CIP-5
<p>72. Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.</p>	0202, 0203, 0204	PHP-15, CE-6, CE-10, CE-11, CE-12, CE-20, HA-30, PD-9
<p>73. Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:</p> <ul style="list-style-type: none"> <li>• Therapeutic and corrective exercise</li> <li>• Joint mobilization and manipulation</li> <li>• Soft tissue techniques</li> <li>• Movement training (including gait training)</li> <li>• Motor control/proprioceptive activities</li> <li>• Task-specific functional training</li> <li>• Therapeutic modalities</li> <li>• Home care management</li> <li>• Cardiovascular training</li> </ul>	0203, 0204, 0401, 0402, 0403, 0404, 0405, 0406	CE-1, CE-5, CE-14, CE-19, TI-1, TI-2, TI-3, TI-4, TI-5, TI-6, TI-7, TI-8, TI-9, TI-10, TI-11, TI-12, TI-13, TI-14, TI-15, TI-17, TI-18, TI-19, TI-20, PS-7, PS-8, CIP-4, CIP-7

<b>Curricular Content Standards</b>	<b><u>BOC Practice Analysis, 7<sup>th</sup> Edition</u></b>	<b><u>NATA Educational Competencies, 5<sup>th</sup> Edition</u></b>
74. Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.	0203, 0204, 0402, 0403, 0404, 0405	CE-13, AC-31, AC-32, TI-22, TI-23, TI-24, TI-25, TI-26, TI-29, TI-30, TI-31, PD-10, CIP-4
75. Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.	0203, 0204	CE-13, AC-31, AC-32, AC-35, TI-21, TI-22, TI-23, TI-27, TI-28, TI-29, TI-30, TI-31, CIP-4
76. Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines: <ul style="list-style-type: none"> <li>• Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview</li> <li>• Re-examination of the patient on an ongoing basis</li> <li>• Recognition of an atypical response to brain injury</li> <li>• Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)</li> <li>• Return of the patient to activity/participation</li> <li>• Referral to the appropriate provider when indicated</li> </ul>	0201, 0202, 0203, 0204, 0401, 0407	EBP-13, EBP-14, CE-13, CE-14, CE-15, CE-16, CE-17, CE-22, AC-5, AC-34, AC-36, PD-9
77. Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.	0106	PHP-46, PHP-47, CE-22, PS-1, PS-2, PS-3, PS-4, PS-5, PS-6, PS-7, PS-8, PS-9, PS-11, PS-12, PS-13, PS-14, PS-15, PS-16, PS-17, PS-18, HA-30, PD-9, CIP-8
78. Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following: <ul style="list-style-type: none"> <li>• Durable medical equipment</li> <li>• Orthotic devices</li> <li>• Taping, splinting, protective padding, and casting</li> </ul>	0103, 0104	PHP-3, PHP-21, PHP-23, CE-4, TI-16, CIP-2

<b>Curricular Content Standards</b>	<b><u>BOC Practice Analysis, 7<sup>th</sup> Edition</u></b>	<b><u>ATA Educational Competencies, 5<sup>th</sup> Edition</u></b>
<p>79. Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:</p> <ul style="list-style-type: none"> <li>• Adrenal diseases</li> <li>• Cardiovascular disease</li> <li>• Diabetes</li> <li>• Neurocognitive disease</li> <li>• Obesity</li> <li>• Osteoarthritis</li> </ul>	0101, 0102	<p>PHP-1, PHP-3, PHP-5, PHP-6, PHP-25, PHP-43, PHP-45, CE-2, CE-3, TI-5, CIP-3</p>
80. Develop, implement, and assess the effectiveness of programs to reduce injury risk.	0101, 0102, 0104	<p>EBP-10, PHP-1, PHP-2, PHP-3, PHP-4, PHP-5, PHP-6, CIP-1, CIP-3</p>
81. Plan and implement a comprehensive preparticipation examination process to affect health outcomes.	0101, 0104	<p>PHP-8, PHP-9, CE-7, HA-23</p>
82. Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.	0106	<p>PHP-26, PHP-27, PHP-28, PHP-29, PHP-30, PHP-31, CE-4, CE-5, CIP-1</p>
83. Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.	0101, 0104, 0105, 0402	<p>PHP-10, PHP-11, PHP-14, PHP-32, PHP-33, PHP-34, PHP-35, PHP-36, PHP-37, PHP-38, PHP-39, PHP-40, PHP-41, PHP-42, PD-10</p>
84. Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.	0106, 0402	<p>PHP-48, PHP-49, PS-15, PD-10</p>
85. Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.	0105	<p>PHP-10, PHP-11, PHP-12, PHP-13, CIP-3</p>
86. Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.	0103, 0104	<p>PHP-3, PHP-20, PHP-22, CIP-2</p>
87. Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.	0101, 0104, 0105, 0106	—



Curricular Content Standards	<u>BOC Practice Analysis, 7<sup>th</sup> Edition</u>	<u>NATA Educational Competencies, 5<sup>th</sup> Edition</u>
<p>88. Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:</p> <ul style="list-style-type: none"> <li>• Strategic planning and assessment</li> <li>• Managing a physical facility that is compliant with current standards and regulations</li> <li>• Managing budgetary and fiscal processes</li> <li>• Identifying and mitigating sources of risk to the individual, the organization, and the community</li> <li>• Navigating multipayor insurance systems and classifications</li> <li>• Implementing a model of delivery (for example, value-based care model)</li> </ul>	0501, 0502	HA-3, HA-4, HA-5, HA-6, HA-7, HA-8, HA-13, HA-14, HA-15, HA-16, HA-17, HA-19, HA-20, HA-24, HA-25, HA-26, HA-27, HA-28, HA-29, CIP-9
<p>89. Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.</p>	0503, 0504	HA-9, HA-10, HA-11, HA-12, CIP-9
<p>90. Establish a working relationship with a directing or collaborating physician.</p>	0503	HA-15
<p>91. Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.</p>	0502	HA-1, HA-2, HA-3, HA-12, PD-10
<p>92. Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.</p>	0101, 0102, 0104, 0301, 0502	AC-2, AC-3, PS-17, HA-19, HA-20, HA-, HA-22, PD-10, CIP-3
<p>93. Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:</p> <ul style="list-style-type: none"> <li>• Education of all stakeholders</li> <li>• Recognition, appraisal, and mitigation of risk factors</li> <li>• Selection and interpretation of baseline testing</li> <li>• Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation</li> </ul>	0301, 0502	PD-10
<p>94. Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.</p>	0106, 0301, 0502	PHP-47, PS-11, HA-30, PD-10, CIP-8